



# How to Start a Community Food Project

Seed St. Louis has worked with hundreds of community and school groups throughout the St. Louis region over the last 40 years to develop vegetable gardens and orchards. This document lays out what successful groups plan and do to get their project started.

The layout of this document is intentional. From our experience, the order in which this document is laid out is the order that should be followed for best results. Each question or activity is built upon the answers you find in the preceding questions and activities. Therefore, we strongly suggest you think through the questions below one section at a time in the order they are presented. Most sections have example documents in the appendix to help you along the way. Links at the end of each section will take you to the appropriate appendix section and/or to outside sites with helpful resources to complete that step.

There are also several activities where page numbers are referenced. These are references to two books we have found to be very helpful: *Start a Community Food Garden: The Essential Handbook* by LaManda Joy (Timber Press, 2014) and *How to Grow a School Garden: A Complete Guide for Parents and Teachers* by Rachel Pringle and Arden Bucklin-Sporer (Timber Press, 2010). They are available at many local libraries as well as for sale at various places new and used.

There are also extensive horticulture resources tailored towards urban community growing and/or gardening on our [website](#), [YouTube channel](#), [Facebook page](#), and [Instagram account](#).

We wish you all the best in your pursuit of growing food and community as we all work towards food freedom for all.

If you find this manual helpful, please consider supporting Seed St. Louis in our mission to empower people and communities to grow food.



Scan for ways to give and to get involved—every gift helps grow stronger, more resilient communities!

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# Phase 1:

## Assessing Needs and Resources

### Membership List

The most important thing needed to start a community agriculture project is the community. We cannot emphasize enough how helpful it is to get people on board and involved at the beginning of the planning. You will have much more buy-in and long-term support if the people using the space have a say in what the space will be and how it is designed as early as possible. You can always get more people involved as your project grows, but the planning should involve as many people as possible, not just 1 or 2. We find that sustainable projects usually involve a minimum of 10 committed adults.

It's also important to consider having a diversity of people as members. This is particularly important at school gardens. Staff at schools have so many other things to do during the day, that it's easy for the garden to become neglected during busy times of the school year. If a school project also has parents, neighbors, or community volunteers working in the garden, it's easier to keep the garden going.

#### Resources

1. [Membership list template](#)

# Mission and Goals

The group should now decide what they want the project to accomplish by developing a mission and goals. Doing this exercise at the beginning ensures that everyone involved is moving towards the same goals. As a group, answer the following questions and write your mission and goals.

## Guiding Questions

1. **Why are you starting this project?**
2. **Why does the community or school need this project?**
3. **What will the community gain from this project?**
4. **Who needs this food? Where will the produce go?**
5. **What are your long-term goals and vision for this project?**

## Resources

1. “Developing the Mission Statement” (pg. 44-47) in *Start a Community Food Garden*

# Selecting and Evaluating a Site

Consider the following to determine what will and will not work on a proposed site.

## Land Use Agreement

We strongly recommend a lease or land use agreement so that expectations are clear for both garden members and land owners, unless the garden owns the land.

### Resources

1. [Example land use agreements](#)

## Water

Having access to water is critical for all plants. Collecting rainwater is great, but we recommend access to regular water sources, like city water or a well, in case of prolonged drought (which is not uncommon).

### Guiding questions

1. **What is your water source?**
2. **Is the water source conveniently located?** People water less often the more inconvenient the water source is.
3. **Who is paying the water bill?** If your group is paying the water bill, make sure to add this to your annual budget.
4. **Will the water source need to be turned off in the winter? If so, do you have a way to water plants in early spring before the water is turned back on?**

## Accessibility and Visibility

### Guiding Questions

1. **Do members of the group feel comfortable in the space?**
2. **Is the proposed project visible and accessible from the street?**
  - a. School gardens often don't want to be accessible in this way, but for community groups, this is helpful for engagement.
3. **Is it a relatively level site?**
4. **Does the project meet the accessibility needs of the community?**

#### Resources

1. [Accessibility Design Criteria](#)

## Soil Safety

Although we have found most urban sites to be safe for food growing, it is important to know how the land was used in the past. Consider a soil test to make sure there aren't any potential contaminants in the soil that could make growing food difficult or unsafe. Resources for soil testing are at the end of this section.

Some of the most common past uses to worry about are:

- Dry cleaners - solvents like perchloroethylene (PCE)
- Jewelers - mercury
- Gas stations and auto repair shops - petrochemicals
- Manufacturing plants - whatever was manufactured

### **A Special Note on Lead**

Lead is by far the most common contaminant in the urban soils of the St. Louis region due to its extensive use throughout the 1900s



in gasoline and paint. As lead is a naturally occurring element, all soils contain some lead. However, excessive lead levels are dangerous. The Missouri Extension resources listed below review how to test for lead, how to know when lead levels are unsafe, and some ways to garden safely even if the lead level is high (e.g. raised beds).

### **Guiding Questions**

1. **What was the site used for in the past?**

### Resources

1. [Missouri Extension Lead in Urban Soils Video](#)
2. [Soil Testing for Lead for Garden and Landscape Soils](#)
3. [Soil Testing Resources](#)

## Current and Future Use

Consider any current or future uses of the site when planning your project. Think through how those uses might affect your project or what modifications might be needed to work with those uses.

### **Guiding Questions**

1. **How is the site currently being used?** Consider nonpermanent uses like dog walking, playing sports, etc.
2. **Does the landowner have any future plans for the site?**
3. **Will those future plans necessitate a new site or can your project work with those potential changes?**

## Site Suitability

### Guiding Questions

1. **Does the site get at least 8 hours of direct sunlight during the growing season?** If it gets less than this, you will be limited in what you can grow.
2. **Does the site pool water or flood?** If so, you will be severely limited in what you can grow.

## Creating a Reciprocity Map

In our experience, sustainable community-driven food projects are those that are built on reciprocal partnerships. Identifying individuals and groups who serve as valuable partners to your project is the first step in forming these partnerships.

Asset Based Community Development (ABCD) is a strategy that helps groups identify partners for their project. ABCD teaches that by building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, groups can draw upon their existing community's strengths and assets to build stronger, more sustainable communities for the future (6).

Seed St. Louis recommends creating a Reciprocity Map in order to implement ABCD within your community project. To begin Reciprocity-Mapping, first, sit down with your group and answer the questions in the first link in the resources section below. Begin by considering what skills or gifts would be helpful to your project, then think about what individuals, citizen associations, and local institutions

might exist in your community that possess those skills. Think beyond just gardening skills. What other “gifts” might individuals or groups have that can strengthen your project? For example, is there a neighbor in your community who has construction skills and can help with garden bed repair? Does your school have a teacher or parent who is artistic and can lead a mural painting in the garden? Is there a local university that might have volunteers to connect with your garden? Maybe there is a nearby business that is willing to donate garden supplies. A helpful graphic to guide your thinking from the individual level out to the greater community can be found in the second link in the Resources section at the end of this section.

Although it becomes easy to slip into discussing all of the things you don't feel like you have access to, try thinking creatively and focus on what you do have control over and how your group and local community can work together to create something new. ABCD reminds us that, “In the past, when a person had a need they went to their neighborhood for assistance. But this has shifted today to the belief that the neighbor does not have the skills to help them, therefore we must go to a professional for assistance (6).” Instead of falling into this needs-based way of thinking, let's try to think more like our ancestors and find how we can work together with our neighbors to leverage the strengths and skills that already exist among us.

Once you have identified what partnerships you are interested in pursuing, you then need to begin connecting with them. Consider not only how they can help you, but how your project will help them accomplish their own goals and missions. This should be a reciprocal relationship in order to be a sustainable one. The map template (#3 in the Resources section below can be a good spot to write down and visualize these partnerships. Make sure to fill out both how they help you and how you help them. We recommend you have at least six reciprocal partnerships identified for your project, but more is even better. Be sure both parties are committed and on the same page with the terms of the partnership. This can be done through a formal letter

of support, contract, MOU, or another structure. This may also be an informal agreement depending on the situation and who the partner is.

## Resources

1. [Reciprocity Mapping Worksheet](#)
2. [Types of Partners Graphic](#)
3. [Reciprocity Map Template](#)
4. [Example Reciprocity Maps](#)
5. [ABCD Institute](#)
6. (pg. 52-55) in *Start a Community Food Garden*

# Phase 2: Making a Plan

## Project Structure

Think through how the project will function before the garden is built. It can be very helpful to document how the project will operate so all current members have this information and future members can have a better understanding of the project. Below are questions to consider.

### Guiding Questions

- 1. Will there be individual plots or will the garden be tended and harvested communally?**
- 2. If there are individual plots, how are they assigned?**
- 3. How are decisions made? Is there a leader, a series of committees, or some other structure?**
- 4. How are leaders selected and how long do they serve?**
- 5. What happens when leadership leaves and/or changes and how is this communicated?**
- 6. How are the rules enforced? Who enforces them?**
- 7. Are there specific responsibilities or roles for members?**

8. **Who maintains the list of members and communicates with the members?**
9. **Who sets up workdays? Who runs workdays?**

#### Resources

1. [Example Project Structure](#)

## Project Guidelines/Member Agreement

Having written guidelines is essential so every member knows what is expected of them. We recommend writing these up in a contract format for each member to sign. Consider the following when creating your written agreement:

#### Guiding Questions

1. **What are the membership dues, if any?**
2. **How long does the plot rental last? Do you get your rented plot from January 1-December 31, or some other time range?**
3. **Do people need to care for their beds in a certain way?**
4. **Are there rules about what can or cannot be grown? (If so, be specific.)**
5. **Are there rules about what chemicals can or cannot be used? (If so, be specific).**
6. **Are there pet policies for the space?**

7. **What happens if someone doesn't follow the rules?**
8. **What are the expectations of the members?**
  - a. **Just caring for their plot?**
  - b. **Help with communal areas?**
  - c. **Work days?**

#### Resources

1. [Example Project Guidelines/Member Agreement](#)

## School Garden Member Agreements

While school and youth gardens will not have member contracts or dues, it is important to build garden agreements with participating youth in order to establish garden boundaries, prioritize safety, set outdoor classroom expectations, outline garden responsibilities, and inspire communal caretaking.

We recommend using language such as agreements, promises, or commitments rather than “rules” in order to emphasize communal responsibility for the space. Therefore, we also recommend developing these agreements in dialogue with students via individual classes, grade levels, and/or a particular group of students (*e.g.* a garden club).

However your agreements take shape, we encourage you to post them in your garden and review or recite them with students before each visit. You could even turn it into a song!

Always consider garden boundaries, tool safety, food safety, and respect for both nature and garden infrastructure in your agreements.

The link in the Resources section below has an example of a list of garden agreements created in dialogue with PreK through 1st grade students at Mason Elementary. Students were first asked, *How do you want to feel in the garden?* Then students discussed how they could act in the garden to help each other feel that way. Students also brainstormed what they expected to find in the garden and how they can express care for those things. Students then “signed” these agreements by stamping the poster with their thumbprints in green ink. Each time students came to the garden, they held up their “green thumbs” and recited their garden promises.

## Resources

1. [Example Member Agreement for School Projects](#)

## School Garden Summer Maintenance Plan

School garden summer maintenance plans can take a variety of different forms depending on your growing goals. No matter what your goals are, it is crucial to have a well-thought-out maintenance plan that will be easy for volunteers to support. Below are a few suggestions and resources to consider when creating your maintenance plan and engaging volunteers.

1. For summer maintenance when the garden will be kept growing:
  - a. Many schools use a weekly sign-up sheet to break the summer months down into smaller parts. (See #1 in Resources below.) Families, staff, and community volunteers can then sign up to maintain the garden for a single week



over the summer. That individual or family is then responsible for watering, weeding, turning compost, or any other tasks needed in the garden for that week only. This is a great way to break maintenance down into smaller, more manageable tasks over the summer, rather than asking the same few people to be in charge of the garden all summer long. As a bonus, volunteers can keep the produce they harvest during their assigned week. You may also want to use an app, such as Sign-Up Genius or a Google Doc, to create an online weekly sign-up for the garden instead of using a hard copy sign-up sheet. This way you can easily send it out to the school community via email or in a newsletter, and everyone can see who is in charge of supporting the garden each week over summer break.

2. For summer maintenance, when the garden will not be in use:
  - a. If you only plan to use your garden during the spring and autumn growing seasons when school is in session, it is a great idea to “put the garden to sleep for summer.” A garden that is left unattended will quickly fill with unwanted plants over the summer, leading to a much greater amount of clean-up than necessary when you return to school. If you do not want to use the garden over summer, simply “put it to sleep” by removing all plants and weeds in the bed, then covering the bed with a [weed fabric](#) in order to minimize the sunlight and water that reaches the bed so no new growth can occur. You can use [sod staples](#) to adhere the fabric to the edges of the bed or get creative and use rocks or other heavy repurposed items you have available to keep the weed fabric in place. Then when you return to school at the end of summer, you can simply pull back the fabric and begin planting in your freshly preserved soil! Alternatively, instead

of covering the bed with weed fabric, you may also want to plant a low-maintenance [summer cover crop](#) such as cowpeas.

Below you will find some handouts that might be helpful when engaging volunteers to help with maintenance.

#### Resources

1. [Weekly Maintenance Sign-Up Sheet](#)
2. [School Garden Task List by Month](#)
3. [School Garden Volunteer Sign-up Sheet](#)

## Lesson Plans

For school gardens, it can be helpful to think about how the space will be used in order to inform the later design. A great way to do this is to start looking through and assembling lesson plans for how the project will integrate into the school day. Example lesson plans and other helpful resources are below.

#### Resources

1. [Seed St. Louis Seed to STEM](#)
2. [The Edible Schoolyard Project](#)
3. [Food Corps](#)
4. [The Giving Grove](#)
5. [Kids Gardening](#)
6. [Life Lab](#)
7. [Missouri Botanical Garden](#)
8. [Curriculum Resources for Garden-Based Learning](#)

# Phase 3: The Design

## Design the Space

Most people want to start here, but it is actually best to do last. Deciding what your goals are, what limitations your space has, and how your group will function can all critically inform how your site should be designed.

As you are designing the layout, remember to dream big. Write down all of the things that your group would like in the space. Next, rank everything on your list from most to least important to have in the space. Then create a map of the space and start putting the items you identified onto the map in order of priority. You don't have to (and probably shouldn't) do everything at the beginning, but it's important to plan for the things your group may want to do in the future so that there is space when it comes time to implement them.

General design suggestions based on our 40 years of experience:

1. The area you dedicate to grow vegetables should be easily accessible from your water source.
2. Growing space needs to receive as much sunlight as possible, ideally a minimum of 8 hours per day.
  - Pay attention to where existing trees are on the property. Make sure to plan around where they will be shading.

- Trees or shrubs should be planted on the north side of where vegetables are grown to reduce the shading.
3. Make sure the area you dedicate to vegetables is level and does not pool water.
  4. Make sure the area for the orchard does not pool water. Orchards can grow just fine on sloped land, and rocky land is okay as long as you can dig in it.
  5. Make sure the orchard plants are placed in areas that are appropriate for them. We have a graphic that shows this (#3 in Resources below.)
  6. Selecting fruit and nut cultivars that are well-adapted to the St. Louis climate and selected for disease resistance will greatly improve your success. Our recommendations can be found at #4 in Resources below.
  7. Maximum bed width should be 4 feet. Wider widths are hard to reach in the middle.
  8. Maximum length for raised bed lumber is 12 feet. Longer lengths tend to warp and bow over time.
  9. Allow at least 4' between beds (or wider if needed for the lawnmower) for comfortable walking when plants are big and to have enough space for a wheelbarrow.
  10. Make sure to consider how and where tools will be stored.
  11. Make any signs usable by all members including large enough font, languages of gardeners, braille, readable color combinations, etc. where needed.
  12. If you are getting taller beds for accessibility, place them near paths and close to where people will enter the garden.

## School-specific design considerations

1. Consider the location of your garden to limit noise, keep students safe, and minimize the time it takes for students to transition to and from the space.
2. Work closely with the school grounds crew or landscaping team to develop a mutual agreement on garden design and care, as well as a strong maintenance plan.
3. Design a garden that is accessible to students of varying ages and abilities, especially taking into consideration garden bed height and appropriate pathways.
4. Consider a mixture of both enclosed and open spaces to allow for a range of student movement in the space. Utilize elements such as arbors, pathways, natural shelters, sensory gardens, and/or designated digging areas to create reflective safe spaces, encourage exploration, and set clear boundaries.
5. Make sure there is adequate seating and places for students to write in shaded areas. Clipboards are a good investment instead of tables to allow students to move around the garden while recording observations or completing a worksheet.
6. Additional suggestions for youth garden spaces:
  - Murals, painted rocks, welcome signs, and other art
  - Whimsical elements like fairy gardens, plant tents, and labyrinths
  - Animals such as chickens, rabbits, and bees

## Resources

1. [School and Youth Garden Design Examples](#)
2. [Garden and Orchard Design Examples](#)
3. [Orchard Design Cheat Sheet](#)
4. [Seed St. Louis Recommended Orchard Varieties](#)

5. [Accessibility Design Criteria](#)
6. [Sensory Gardens](#)
7. [Theme Gardens](#)
8. [Culturally Inclusive Garden Based Learning](#)
9. “Group Planning Activity #3” (pg. 76-79) and “Design Charrette Breakout” (pg. 78-79) in *Start a Community Food Garden*
10. “Chapter 3: Getting the most from your site: Design considerations” (p. 47-70) in *How to Grow a School Garden*

## Budget

There will be some level of start-up and continuing cost for all projects. It is important to budget for these costs. As you design your space, make sure to create a budget for how you will build out the space and also how you will pay for continuing costs like maintenance, mowing, water, insurance, etc.

### Resources

1. [Sample Budget](#)
2. [Example Grants](#)
3. “Financing Your Project” (pg. 91-99) in *Start a Community Food Garden*
4. “Budgeting for a Garden Program” (pg. 76-84) in *How to Grow a School Garden*

# Phase 4: Building and Maintaining the Project

## Building Out the Space

### Resources

1. [Construction Guides](#)
2. [Fruit Tree and Shrub Planting Guide](#)

## Garden and Orchard Maintenance

### Resources

1. [Planting Calendar](#)
2. [Vegetable Spacing Chart](#)
3. [Vegetable Planting Guides](#)
4. [Fruit Tree and Shrub Care Sheets](#)
5. [Holistic Orchard Spray Sheet](#)
6. [Winterizing Figs and Pomegranates](#)
7. [Dormant Pruning Guide](#)
8. [Summer Pruning Guide](#)
9. [Orchard Pest Identification and Information Tool](#)
10. [Plants to Attract Beneficials](#)

# Appendix

## Templates and Examples



# Membership List

First Name	Last Name	Phone Number	Email

# Example Land Use Agreements

## **Agreement to Use the North Hills United Methodist Church Property**

This Use Agreement is made between the North Hills United Methodist Church, located at 10771 Trask Drive in St. Louis, MO 63136, referred to here as Owner and North Hills UMC Community Garden Project, referred to here as User.

Owner hereby agrees to allow User use and User hereby agrees to use the designated land outside the church building (specific location to be mutually agreed upon by Owner and User), at the North Hills United Methodist Church, 10771 Trask Drive, St. Louis MO 63136.

### Term and Conditions:

1. This agreement is in effect beginning January 1, 2018, and will be in effect for twelve months. Owner and User agree to revisit the agreement and make any necessary adjustments at the end of those twelve months.
2. User accepts the space in its present condition.
3. User will use the property for a community garden and for no other purpose. Owner agrees that User is able to modify the property for the purpose of the community garden, but for no other purpose. Any requests for modification of the property outside the normal definition and understanding for what constitutes a community garden must be submitted to Owner's board of trustees in advance for specific approval.
4. User is able to use water from church building at no charge for the purposes of watering the garden.

5. In no event shall Owner be liable to User or any third party for any damages, losses, or injury of any kind.

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For North Hills United Methodist Church

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For North Hills UMC  
Community Garden Project

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Title

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Title

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Date

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Date



# CITY OF FLORISSANT

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*Honorable Thomas P. Schneider, Mayor*

11/15/12

To whom it may concern:

This letter serves as an agreement for I Heart North County to use city land for a community garden.

In return the organization will work in partnership with the Community Development Office to stay in compliance with city standards.

A handwritten signature in black ink, appearing to read "M. Carol O'Mara".

M. Carol O'Mara, Director  
Housing and Community Development

## Land Use Agreement

### Northside Community Housing, Inc. and Revitalization 2000

This Agreement is made between **Northside Community Housing, Inc.** ("Owner") and **Revitalization 2000** (collectively referred to as "Gardeners"). Owner owns a [vacant lot/home] located at 4300 Maffitt, 4308 Maffitt, and 4312 Maffitt (referred to as the "Property"). Gardeners work in a loose partnership with other groups with an interest in farming and a desire to plant gardens and provide a green space on Owner's Property. Owner supports Gardeners' desire to grow food and landscape the Property, and allows Gardeners to use the Property on the following terms:

**1. Agreement:** Owner Agrees to allow Gardeners to use the Property for the purpose of growing gardens and creating green space. As consideration for the right to use Owner's Property to garden, Gardeners agree to:

**Maintain and beautify the property at the addresses listed above.**

**2. Section of Property to be Used by Gardeners:** Owner agrees that Gardeners may conduct said activities on any portions of the Property

**3. When Gardeners May Have Access to the Property:** Owner agrees to allow Gardeners to be on the Property on the following days of the week and during the following hours:

**Anytime**

**4. Who May Be on the Property and Take Part in Gardening Activities:** Owner agrees that Gardeners may invite guests onto the Property to visit the garden or to help with the garden. If Gardeners wish to give anyone else regular and unsupervised access to the garden, Gardeners must first receive Owner's permission. Owner encourages Gardeners to invite and include neighbors in the garden project. Gardeners may invite neighbors to periodic "garden parties." Owner may take part in gardening activities as much or as little as Owner wishes.

**5. Use of Produce:** All fruits, vegetables, and herbs grown on the Property will be consumed by the Gardeners, shared with Owner, given to neighbors or friends, donated to charity. Gardeners may also sell garden produce to provide revenue in support of earned income programs for neighborhood youth. Otherwise Gardeners will not sell the produce and do not intend to profit from the arrangement. Owner may consume produce from the garden, but agrees not to take more than is reasonably needed for personal consumption.

**6. Design and Appearance of the Garden:** Gardeners agree to maintain a tidy appearance on the Property, which includes removing dead plants and leaves and clearing debris. Gardeners agree to regularly water, weed, cultivate, and otherwise maintain the garden. Gardeners will adhere, roughly, to the design and layout provided to Owner and attached to this Agreement.

**7. Construction of Raised Beds:** Gardeners may construct raised beds on the Property. If the Owner so requests, Gardeners shall remove the raised beds on the termination of this Agreement.

**8. Construction of Greenhouses:** Gardeners may, if they wish, construct one or more small greenhouses or hoop houses on the Property. If any permits or approvals are required for

the construction of any greenhouse, Gardeners must see to it that such permits and approvals are obtained prior to construction. If the Owner so requests, Gardeners shall remove any greenhouses on the termination of this Agreement.

9. **Testing and Remediation of Soil:** Owner warrants that, to Owner's knowledge, nothing toxic has been dumped and lead-based paints have not been used on the Property.

10. **Animals:** Unless and until Owner agrees to allow animals on the Property, With the exception of keeping bees, Gardeners agree not to keep chickens, goats, or other kinds of animals on the Property.

11. **Avoiding Nuisance:** Gardeners will take care to ensure that water run-off, dust, visitors, and noise do not bother neighbors. Should neighbors complain that the gardening activities are a nuisance, Gardeners agree to cooperate with Owner to find a solution that will reduce or eliminate the nuisance.

12. **Costs:** Unless otherwise specified or agreed to by the parties, Gardeners shall be responsible for all costs related to the garden, including but not limited to, soil, tools, water, seeds, seedlings, and fertilizer. Owner shall be responsible for the following costs:

#### **Property insurance and taxes.**

13. **Acknowledgment of Risks:** Gardeners acknowledge and understand that there are risks and dangers involved in entering onto the Property for the purpose of gardening. This includes, but is not limited to: risk of injury from lifting heavy objects, falling or tripping on uneven surfaces or debris, risk of food borne illness arising from eating vegetables, strain from digging, bending, kneeling, and so on. **Gardeners assume all risk of loss, injury, and illness, however caused, arising in connection with gardening on Owner's Property.**

14. **Reduction of Risk:** Gardeners will take care to remove hazards from the Property, including but not limited to holes, sharp objects, or items that could cause people to trip and fall. Gardeners will use care in lifting, using ladders, and other activities that could result in strain or injury. Gardeners will carefully supervise any of their invitees to the Property, especially if children

15. **Mutual Indemnification:** Each Party shall hold harmless, and indemnify the other Party and its directors, officers, agents and employees against any and all loss, liability, damage, or expense, including any direct, indirect or consequential loss, liability, damage, or expense, but not including attorneys' fees unless awarded by a court of competent jurisdiction, for injury or death to persons, including employees of either Party, and damage to property, including property of either Party, arising out of or in connection with intentional, willful, wanton, reckless or negligent conduct. However, neither Party shall be indemnified hereunder for any loss, liability, damage, or expense resulting from its sole negligence or willful misconduct.

16. **Insurance:** Gardeners agree to carry the following insurance in connection with their activities on the Property:

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Owner agrees to carry the following insurance in connection with the Property:  
**Property Liability Insurance**

17. **Force Majeure:** Either Party shall be excused from performance and shall not be in default in respect of any obligation hereunder to the extent that the failure to perform such obligation is due to a Force Majeure Event. For the purpose of this Agreement, an "Event of Force Majeure" means any circumstance not within the reasonable control of the Party affected, but only if and to the extent that (i) such circumstance, despite the exercise of reasonable diligence and the observance of Good Utility Practice, cannot be, or be caused to be, prevented, avoided or removed by such Party, and (ii) such circumstance materially and adversely affects the ability of the Party to perform its obligations under this Agreement, and such Party has taken all reasonable precautions, due care and reasonable alternative measures in order to avoid the effect of such event on the Party's ability to perform its obligations under this Agreement and to mitigate the consequences thereof.

18. **Handling Disputes:** If a dispute arises between Owner and Gardeners, and that dispute cannot be resolved through discussion, then parties agree to attend at least one mediation session. Parties will share the cost of the mediation.

19. **Duration of this Agreement:** This Agreement will be effective and Gardeners may begin gardening on **October 15, 2014**. This Agreement will terminate on **December 31, 2019**, unless the Agreement is terminated sooner by Owner or Gardeners. When this Agreement is terminated, Gardeners will cease to garden on the Property. Alternatively, Gardeners and Owner may agree to renew this Agreement at any time and for any duration they choose. Such renewal will be agreed to in writing.

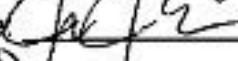
20. **Termination by Owner:** Under the following circumstances, Owner may terminate this Agreement early, so long as he/she provides three months notice of termination to the Gardeners:

- a. Owner decides to sell or develop the Property;
- b. Owner or Gardeners are found to be in violation of the law as a result of the gardening operation;
- c. Gardeners fail to comply with the terms of this Agreement, even after their failure to comply is pointed out to them, and they are given a reasonable time to correct the problem; or
- d. \_\_\_\_\_

21. **Termination by Gardeners:** Gardeners may terminate this Agreement at any time with two weeks notice to Owner.

22. **Responsibilities and Rights on Termination:** At the expiration or termination of this Agreement, Gardeners will remove all of Gardeners' possessions from the Property. Owner will not require removal of the plants, but Gardeners may remove them if they plan to plant them elsewhere. Gardeners may remove raised beds and greenhouses, and must do so if the Owner requests that they be removed. If Gardeners brought soil onto the Property for use in the garden, Gardeners may remove that soil upon termination of this Agreement. Gardeners will leave the Property in tidy condition.

By signing below, parties agree to adhere to the terms and conditions of this Agreement.

**Owner Representative's Signature:**   
Print Name: JESSICA J. EILAND  
Title: PRESIDENT Date: 10/14/14

**Gardener Representative's Signature:** \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Title: \_\_\_\_\_ Date: \_\_\_\_\_



# Example Project Structure

## LAFAYETTE SQUARE COMMUNITY GARDEN

### GENERAL RULES OF OPERATION

**Mission Statement:** The purpose of the Lafayette Square Community Garden (the “Garden”) is to provide a site for residents to grow fresh healthy foods, fresh flowers and herbs in the company of friends and neighbors and to stimulate the knowledge of gardening, promote sense of community and environmental awareness.

- 1) The Garden shall operate as a Committee of the Lafayette Square Restoration Committee (LSRC) and as such will be ruled by the by-laws set forth by that organization. Furthermore the Garden will operate under the rules set out by Gateway Greening as part of its gardening community.
- 2) Members shall be defined as persons who have signed the current year’s Gardener’s Agreement and have been assigned a garden plot by the Oversight Committee. Members shall be residents of the Lafayette Square neighborhood. Members will also be members of the LSRC. The LSRC will administer the treasury and all charitable 501(c) (3) contributions for the Garden.
- 3) The Garden shall be governed by a committee of five members (the “Oversight Committee”). of. Two members (Co-leaders of the Garden) shall be elected by members in good standing at the “Annual Garden Meeting” (an annual meeting open to all Members and held each spring), and shall hold office for a term of one year. Co-leaders will be limited to a term of two sequential years, with a possible addition of a third year term if no Member indicates an interest in serving as Co-leader. A third Oversight Committee member will be appointed by the LSRC President and have a term of one year that follows the LSRC election cycle. Two additional Oversight Committee members shall be volunteers who offer to serve and are selected by the CoLeaders. The LSRC will be responsible for soliciting names of persons interested in being Co-leaders and will notify all Members of the Garden two weeks prior to the Annual Garden Meeting, of persons who have expressed



interest in Garden leadership.

- 4) The oversight committee is responsible for day-to-day management of the garden. Election of co-leaders, removing or adding garden plots and other actions that are beyond day-to-day governance shall be submitted to all Members for voting. Voting may be done in person at the Annual Garden Meeting or electronically.
- 5) The oversight committee will appoint one Member to keep minutes of the Annual Garden Meeting and any other scheduled meetings. Minutes will be submitted to the LSRC leader for submission to the LSRC Board to fulfill committee requirements of the LSRC.
- 6) Voting for Co-leaders shall be limited to Members with one vote given per garden bed. A bed shall be defined by the Gardener's Agreement signed and submitted at the Annual Garden Meeting or at the time of bed assignment. Half beds, full beds and common area beds shall be given one vote each per the Gardener's Agreement. Households will normally receive one vote unless they pay the bed fee for a second bed.
- 7) Gardeners requesting more than one bed per family will submit their request to the co-leaders and will be assigned an additional bed if there are no names on the waiting list.
- 8) Members and Residents who wish to become Members shall complete a Gardener's Application Form each year. Co-leaders shall maintain a list of the committees needed to operate the Garden effectively and Members are encouraged to sign up for at least one Garden committee. Members are obliged to work three hours each in the spring and fall (six hours total per year) to maintain the common areas of the Garden. Garden work days shall be established at the Annual Garden Meeting and announced in advance of the work day.

## **FOOD FOR THE VILLE PROJECT STRUCTURE**

Food for The Ville Garden is run by a leadership committee that includes Pastor Delano Benson, Assistant Pastor Desiree Davis, and Danny Coverson of The Antioch Baptist Church and Hope in The Ville; Janis Hutchinson and Jeanine Arrighi of Unity Evangelical Lutheran Church/God's Helping Hand. These leaders will serve until changes in their roles dictate a need for change. There are no term limits at this time.

Jeanine Arrighi takes minutes (notes) at meetings and maintains the list of gardeners.

Workdays will be called by the leadership committee and notifications will be sent by Jeanine Arrighi.

Jeanine Arrighi communicates with Seed St. Louis.

Beds will be assigned based on interest in specific crops that will be grown for the God's Helping Hand Food Pantry. If a gardener wishes to manage a bed on their own or with their small group, they will indicate that interest, with the understanding that half the produce will be shared with the Food Pantry.

Responsibilities: Volunteers will be assigned schedules for watering, weeding, and harvesting, weighing, and transporting produce to the pantry, as well as for getting additional volunteers to help (if they will not be available for a period).

The leadership committee will identify dates for produce giveaways at the Sumner pavilion, and will recruit volunteers to assist with those events

## BRITTANY WOODS PROJECT STRUCTURE

### Garden Leadership Committee (One year, renewable term)

#### Project Leader 1= Lead Teacher

- Communicate with Gateway Greening, cc'ing the committee
- Maintains list of gardeners (students, teachers, parents, community members)
- Shares meeting note taking responsibilities with Garden Chairperson
- "Teacher" role in Giving Garden Google Classroom
- Sets up online calendar for workdays in consultation with Committee
- Work with teachers to develop curricular ties to the garden
- Maintain calendar for curricular garden use/lunches

#### Project Leader 2=Garden Chairperson

- Recruits gardeners
- Communicates with student gardeners
- When present in garden, takes the lead on organization of work
- Organizes fund raising efforts (at school and U City in Bloom events)
- Shares meeting note taking responsibilities with Lead Teacher
- "Teacher" role in Giving Garden Google Classroom

#### Project Leader 3-Garden Chairperson Elect

- Assists project leader in responsibilities
- Trains for transition of leadership
- "Teacher" role in Giving Garden Google Classroom

#### Project Organization:

Once the garden is established, summer maintenance will be organized through an online calendar (see later section). Harvests will be shared with summer school students, summer staff, gardening families, local refugee families.

During the school year, the garden will primarily be maintained during "garden lunches" hosted by Mrs. Cummings. She has the ability to meet with all three grade levels during their lunch periods. During volunteer sessions, kids will eat lunch at our garden picnic tables and complete garden maintenance tasks. At times, gardening will also be taught to and completed by kids in science class and family and consumer science sections.

# Example Project Guidelines/Member Agreement

## FLORISSANT COMMUNITY GARDEN 2021 GUIDELINES & MEMBER AGREEMENT

### Individual Raised Beds

As a Garden Member you will be responsible for your assigned raised bed. Please notify a garden leader if you are unable to continue maintaining your raised bed. If a bed is abandoned or becomes unkempt for any reason, the Garden Member will be given 2 weeks notice to clean it up. After the two-week period, it will be reassigned or tilled in for community gardening.

### Shared Growing Spaces

All remaining space inside the fence are also maintained by the garden members. Two areas are used to grow a variety of vegetables, the bounty of which is shared between garden members with the excess being distributed to those in need through the TEAM food pantry. The remaining space inside the fence is lawn grass which is mowed on a regular basis by members. (The City of Florissant mows the areas outside of the fence.) Areas outside the fence that are maintained by garden members include, but are not limited to, the flower beds in front of the garden, herb boxes, arbor and the orchard. All of these spaces are worked on during workdays but additional work may be needed in between those scheduled days.

### Garden Member Requirements & Rules

I will use this garden at the sole discretion of the Florissant Community Garden and Pollinator Park. I agree to abide by its policies and practices.

- I will help maintain the shared growing spaces including planting, watering, weeding, mowing and general upkeep.
- I will attend at least four workdays or other garden events like the annual Flea Market, etc. during the growing season and work in the shared spaces. (Additional events will be sent out via email to the members when they are available.)
- I will weigh and record in the ledger any produce I harvest from common areas and my assigned raised bed before removing it from the garden.
- I will donate at least 10% of the produce from my bed to someone in need. This can be a food pantry or individual.
- I will have at least 75% of my raised bed planted with vegetables/fruit and will not plant invasive species (including mint).
- I, my partner/companion, and/or designee is responsible for planting, watering, weeding and general maintenance of my assigned raised bed and the surrounding area and anything I bring from home I will take back home.

- I will have planted in my raised bed by June 1.
- I will not take food or plants from raised beds belonging to other Garden Members. I will also not work in other members beds unless they have asked for help. This includes watering, weeding, planting and harvesting.
- I will respect other gardeners, and I will not use abusive or profane language or discriminate against others.
- I will work to keep the garden a happy, secure, and enjoyable place where all participants can garden and socialize peacefully.
- I will not use chemical fertilizers, insecticides or weed repellants. THE USE OF CHEMICALS IS PROHIBITED. Please only use organic products and organic gardening methods.
- I will supervise my guests and children at all times.
- I understand that dogs are not allowed inside the fenced in area of the garden.
- I understand that neither the garden group nor owners of the land are responsible for my actions. I therefore agree to hold harmless the Florissant Community Garden and Pollinator Park group, leaders and owners of the land (City of Florissant) for any liability, damage, loss or claim that occurs in connection with use of the garden by me or any of my guests.

I understand that by signing below I am agreeing to have fun, be sociable, learn, and benefit from the Community Garden while obeying all of the member requirements and rules included in this document.

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Signature: \_\_\_\_\_

**LAFAYETTE SQUARE COMMUNITY GARDEN  
GARDENER'S AGREEMENT 3/13/2016**

As a gardener at the Lafayette Square Community Garden, I agree to the following:

1. To join my fellow gardeners on a spring and fall cleanup, or, using my own time, perform a "community" task at the garden for a minimum of three hours each spring and fall (six hours total community time). If I perform a community task on my own time, I will notify the garden leaders and inform them of the task done and time spent. It is my responsibility to inform Co-leaders of changes to my current contact information.
2. To keep my bed and the pathway around it weeded. I will maintain my plot in an "Acceptable Manner"- which means that I am actively gardening during the growing season. If I am ill or otherwise unable to maintain my plot, I will inform my garden leader or ask a fellow gardener to attend to my garden.
3. I understand that if my bed and surrounding pathways are weedy or unkempt for a 2 week period and I do not respond to 2 emails/telephone attempts to communicate with me using the communication method I selected below, to remedy the problem within an additional 2 week period, I will be asked to forfeit my bed to the next person on the waiting list.
4. I understand that my bed must be planted by April 30, and that my bed must be cleared of dead plant debris and weeds by November 1<sup>st</sup> of each year. Winter crops or perennials are allowed.
5. To pay two fees:  
**Garden Dues-** \$25 fee per full bed, \$12.50 for half-bed, for supplies and upkeep. In a case of financial hardship I will contact co-leaders to work with me to identify options for payment of my Community Garden Bed dues.  
**LSRC (Neighborhood Association) Membership Dues-** LSRC memberships start at \$35 per person, per year.  
If Garden and LSRC Membership Dues are not received by April 1<sup>st</sup>, I will be asked to forfeit my bed to the next person on the waiting list.
6. All bed assignments will be made by the Oversight Committee.
7. If there is a need to vote on a garden action, there will be one vote per paid bed. Voting may be done at the annual meeting in the spring and/or electronically as needed.

8. I agree to not allow pets to roam in the garden. All pets must be restrained while in the garden.
9. I will not apply anything to or pick anything from another person's plot without that person's approval. I will use common courtesy, be considerate and respectful of my gardening neighbors, and enjoy.
10. In keeping with the spirit of a positive garden community I agree to limit messages or communication involving garden members to questions, suggestions and announcements. Disagreements I may have with another gardener or a Co-leader will be handled one-on-one or referred to a Co-leader or Oversight Committee member.

By signing below, I agree that I have read and understand the Gardener's Agreement and will abide by all of the garden rules, with the understanding that failure to do so may serve as grounds for dismissal from the garden. I understand that neither the garden group, nor owners of the land, are responsible for my actions and agree to hold them harmless for any liability, damage, loss or claim that occurs in connection with use of the garden by me.

Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please print legibly*

First & Last Name: \_\_\_\_\_

Gardening partner First & Last Name: \_\_\_\_\_

Home Address \_\_\_\_\_

Email Address \_\_\_\_\_

Phone \_\_\_\_\_

Preferred method of communication? \_\_\_\_\_

*I understand it is my responsibility to inform co-leaders of any changes to my contact information.*

Send this form with the following two payments to: Kim Peterson, 1705 Carroll St., St. Louis, MO 63104, attn: Community Garden.

**Garden Dues-** \$25 fee per full bed, \$12.50 for half-bed, for supplies and upkeep. Please mail a check (separate from the LSRC membership check) made out to the LSRC, memo: "Community Garden Bed Dues-Bed #?".

**LSRC (Neighborhood Association) Membership Dues-** LSRC memberships start at \$35 per person, per year. Please mail a check (separate from Garden Dues check), made out to the LSRC, memo: LSRC membership. Check your membership status [here](#).

**Please consider signing up for one of the garden jobs/crews listed below:**

- Oversight team
- Bed coordinator
- Bed monitor's crew
- Irrigation crew
- Maintenance crew

*(DOB & Ethnicity fields are required by Gateway Greening.)*

DOB: \_\_\_\_\_

Hispanic? Y/N \_\_\_\_\_

Ethnicity: \_\_\_\_\_

Date: \_\_\_\_\_



## BRITTANY WOODS MEMBER AGREEMENT

Brittany Woods Middle School  
Giving Garden Participant Contract

Name: \_\_\_\_\_

I agree to the following:

All-The-Time Rules--when in the garden or passing by.

If I see a problem or issue that needs to be addressed in the garden, I will email Mrs. Cummings or Mr. Gammon or see them immediately. If it's an emergency and I cannot find Mrs. Cummings or Mr. Gammon, I will go to the front office and have them contact Mrs. Cummings, Mr. Gammon, or an administrator or FA.

I will handle everything with care. No horseplay for my safety and the safety of our plants. We have plenty of other green spaces in the courtyard for my horseplay pleasure.

I can pick a snack, but only enough to munch on before I get to class. I won't harvest more than that without permission.

I won't use water without permission.

I won't go into the shed without permission.

I will do all I can to protect our insects and pollinators. We need them to garden. If I feel scared, I will slowly move to another area of the garden. I will try not to run because I know it won't help. I'll encourage my friends to do the same.

I will pick up any trash I see--even if it's not mine.

If I am there in the garden for maintenance, lunch, or learning:

I will display my garden pass where it's visible to Mrs. Cummings and Mr. Gammon.

When I am there to work:

I will get the shed code from a teacher if I need tools and will lock the shed when I am finished.

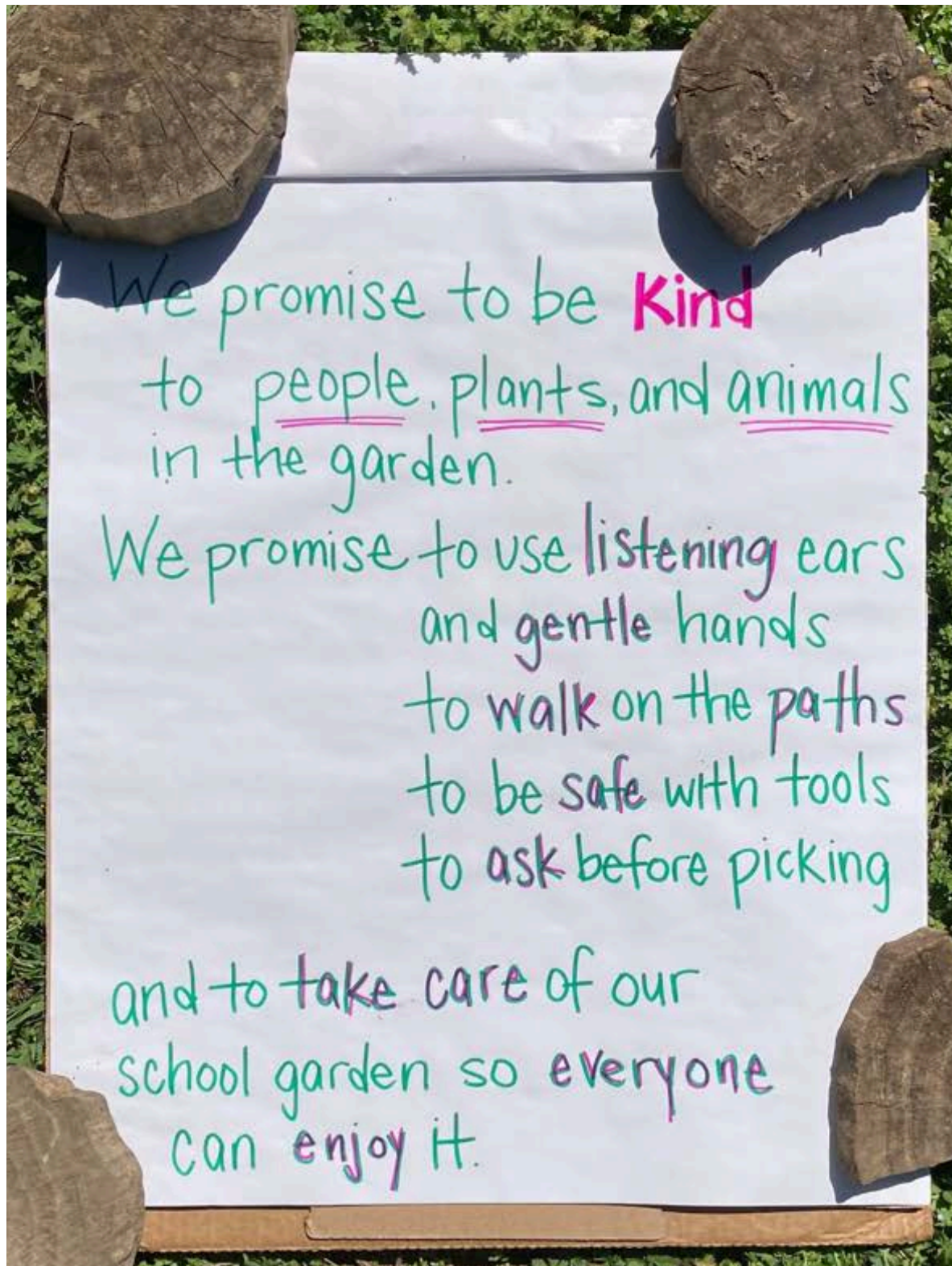
Before I start, will sign into the work log. If a teacher hasn't sent me with a specific purpose, I will check the "To Do" list in the front of the log. When I am finished, I will record what I have done so that others know what to do the next time they work.

I won't use a garden tool unless I know how it works and have been instructed to use it. If a supervisor assumes that I know how to use a tool and I do not, it is my responsibility to ask for help. I will be careful when using tools.

When getting ready to leave, I will set aside enough time to properly put away tools, store the hose, pick up trash, and handle organic matter. I will place Non-weed organic matter in our compost bins. I will place weeds in our weed bin.

This contract may be updated. If this happens, changes will be posted in our Google Classroom and you will be responsible for following them.

## Member Agreements for School Projects



# Reciprocity Mapping Worksheet

## ABCD Reciprocity Mapping Worksheet

**Project Name:** \_\_\_\_\_

What is the strongest and/or best thing about your community?

\_\_\_\_\_  
\_\_\_\_\_

What is the goal of your project?

\_\_\_\_\_  
\_\_\_\_\_

**Priorities** for Engaging your Community – Rank all of those that apply

- \_\_\_ Money or supplies for your project
- \_\_\_ More people involved
- \_\_\_ Awareness about the project/publicizing information about it
- \_\_\_ People/intuitions to share the harvest with
- \_\_\_ Skills or expertise

Who should be responsible to lead this effort?

\_\_\_\_\_

What are the boundaries for your projects? What does your community look like?  
Who will the project be for?

\_\_\_\_\_  
\_\_\_\_\_

**Map Community Partnerships:**

**NAME**

**SKILL/ RESOURCE**

1. Individuals and their skills

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2. Associations (religious/social/cultural/other)

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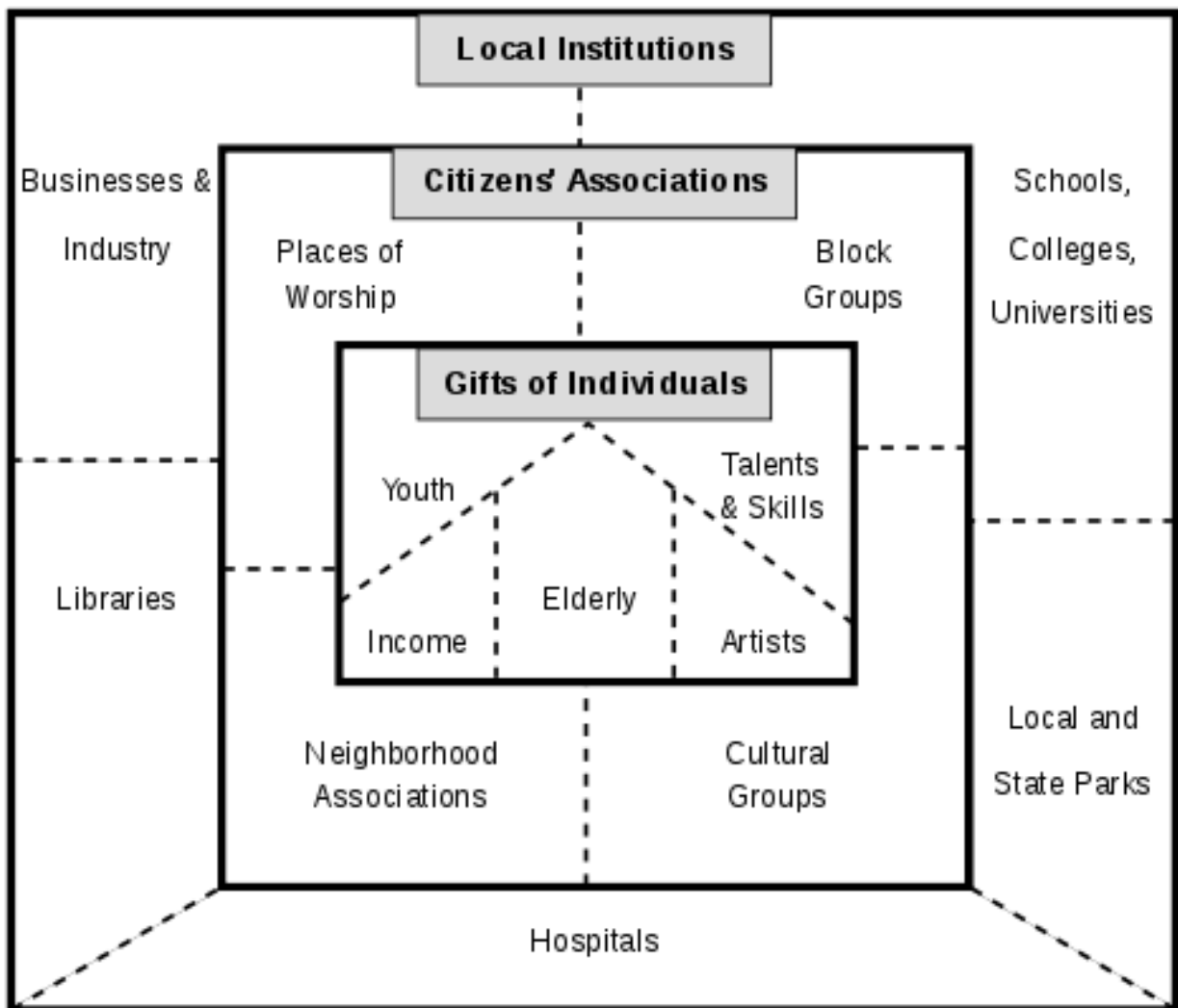
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3. Institutions (schools, hospitals, parks, libraries, business)

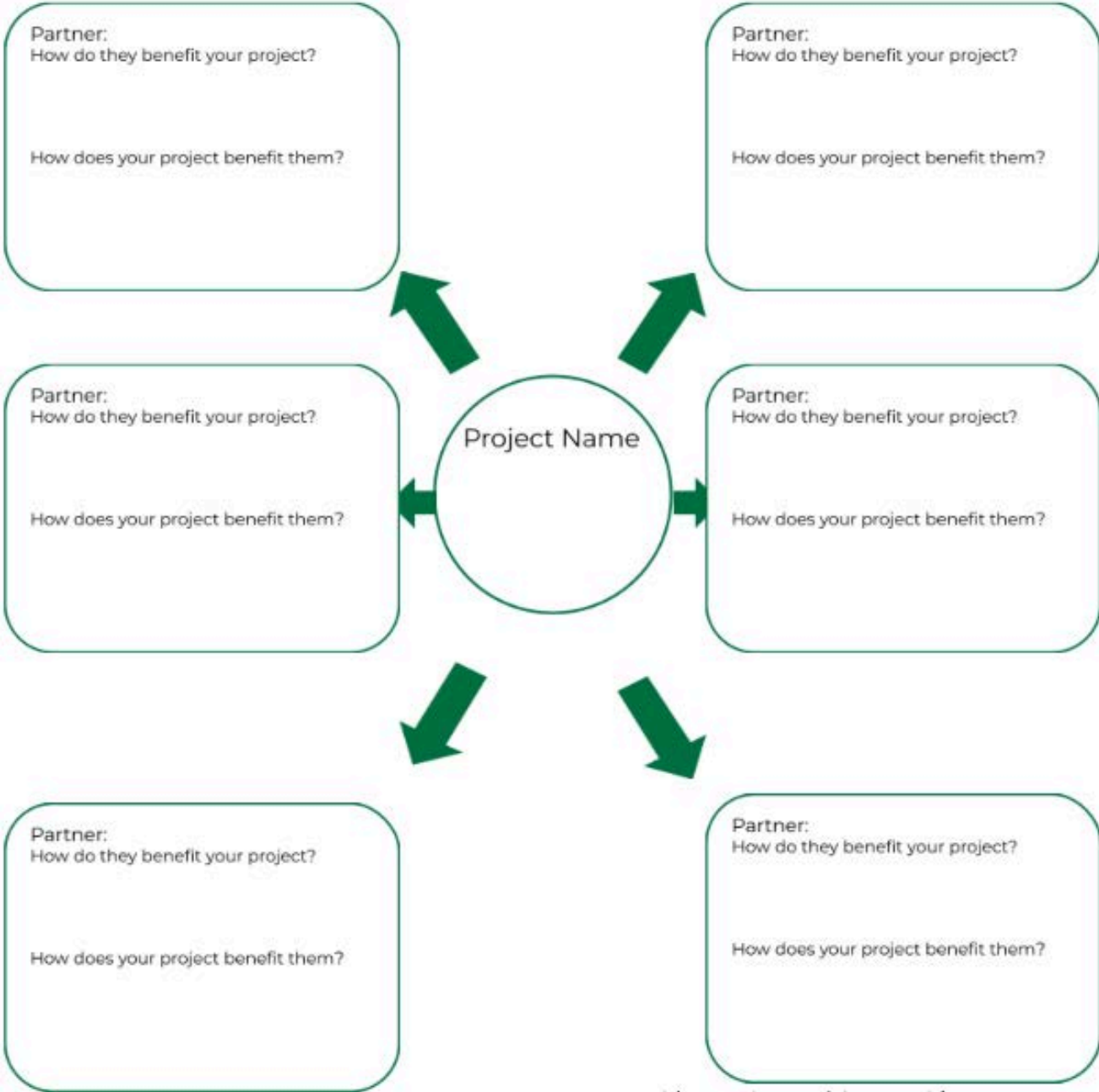
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# Types of Partners

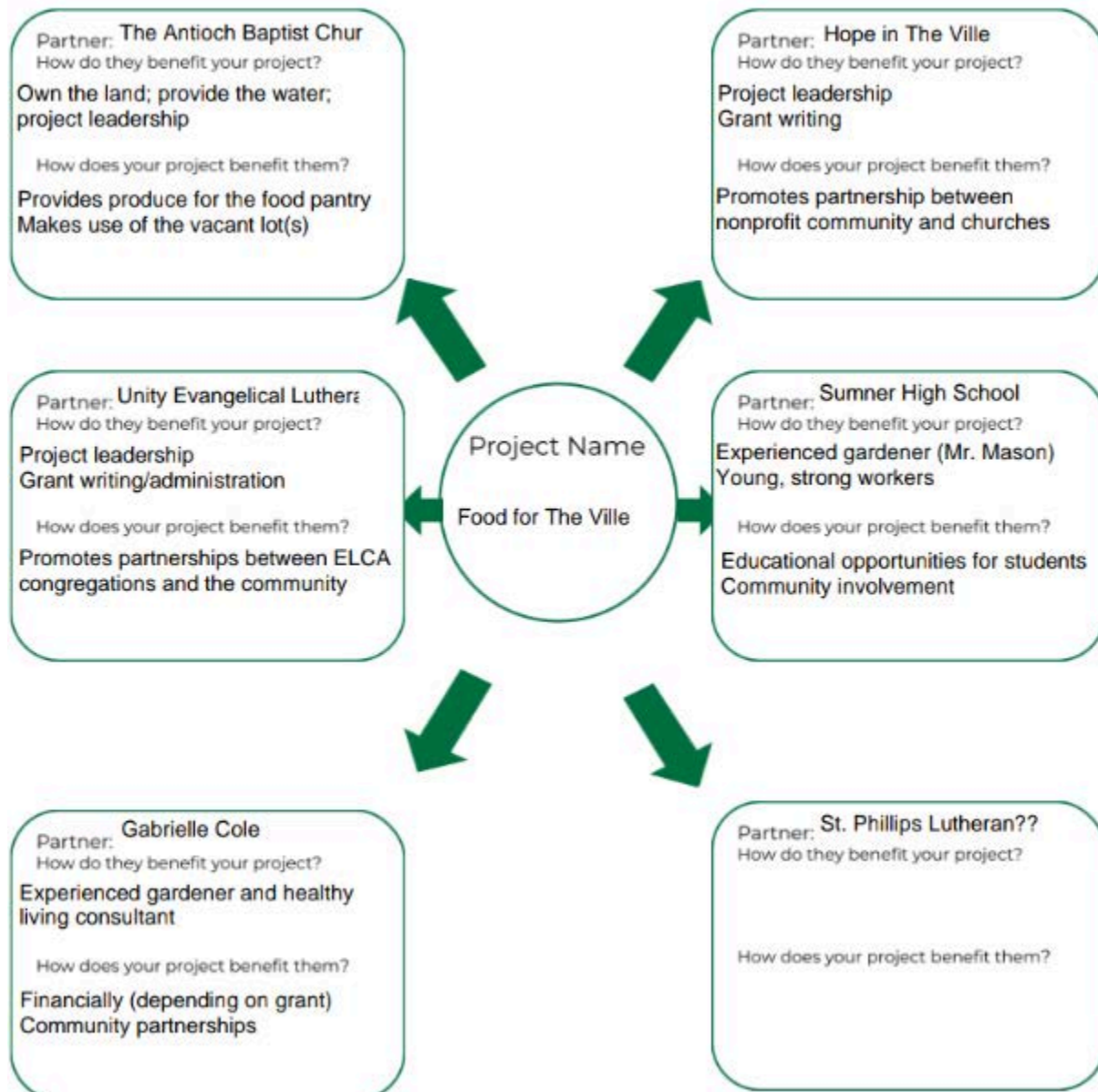


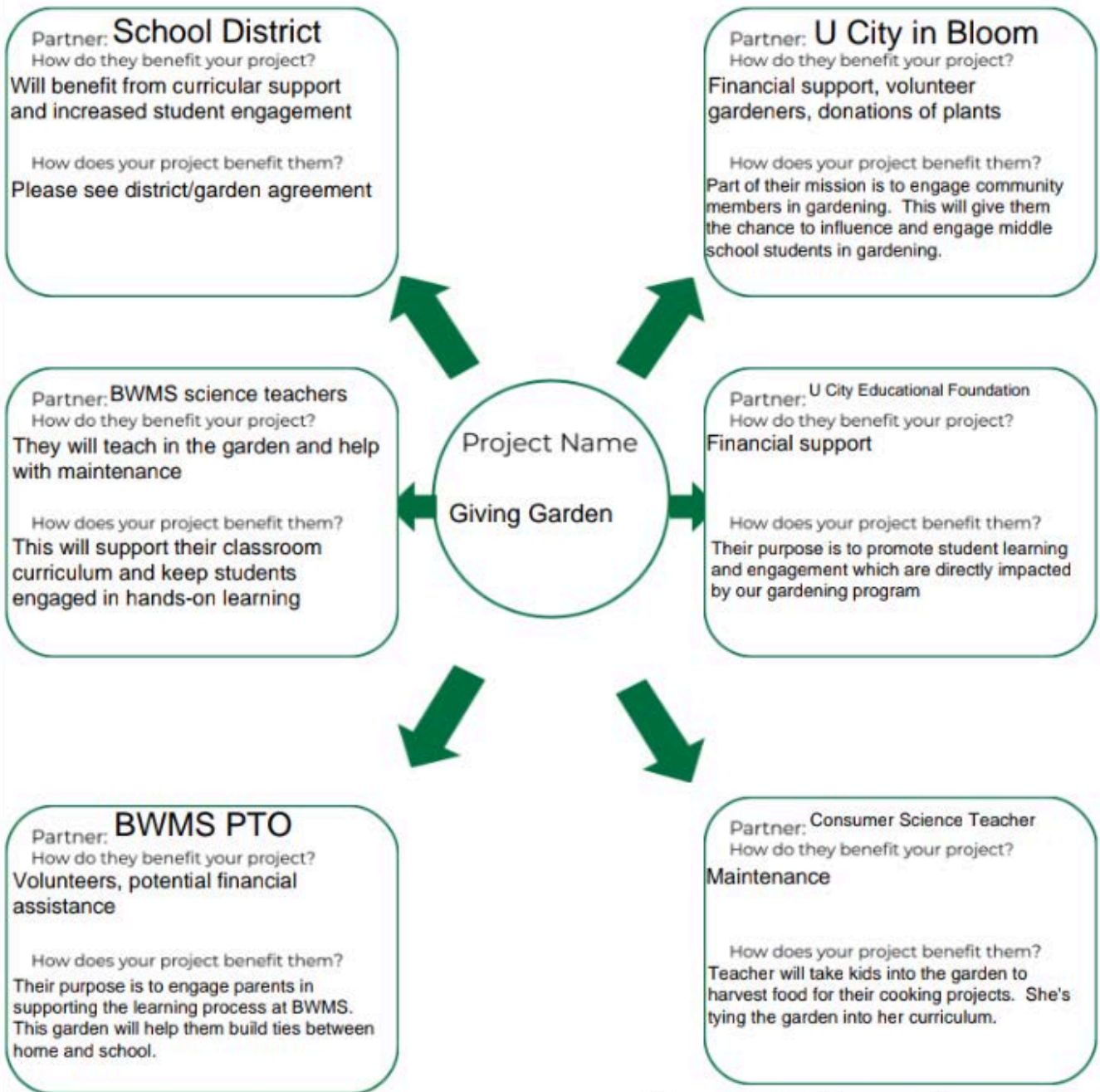
# Reciprocity Map Template



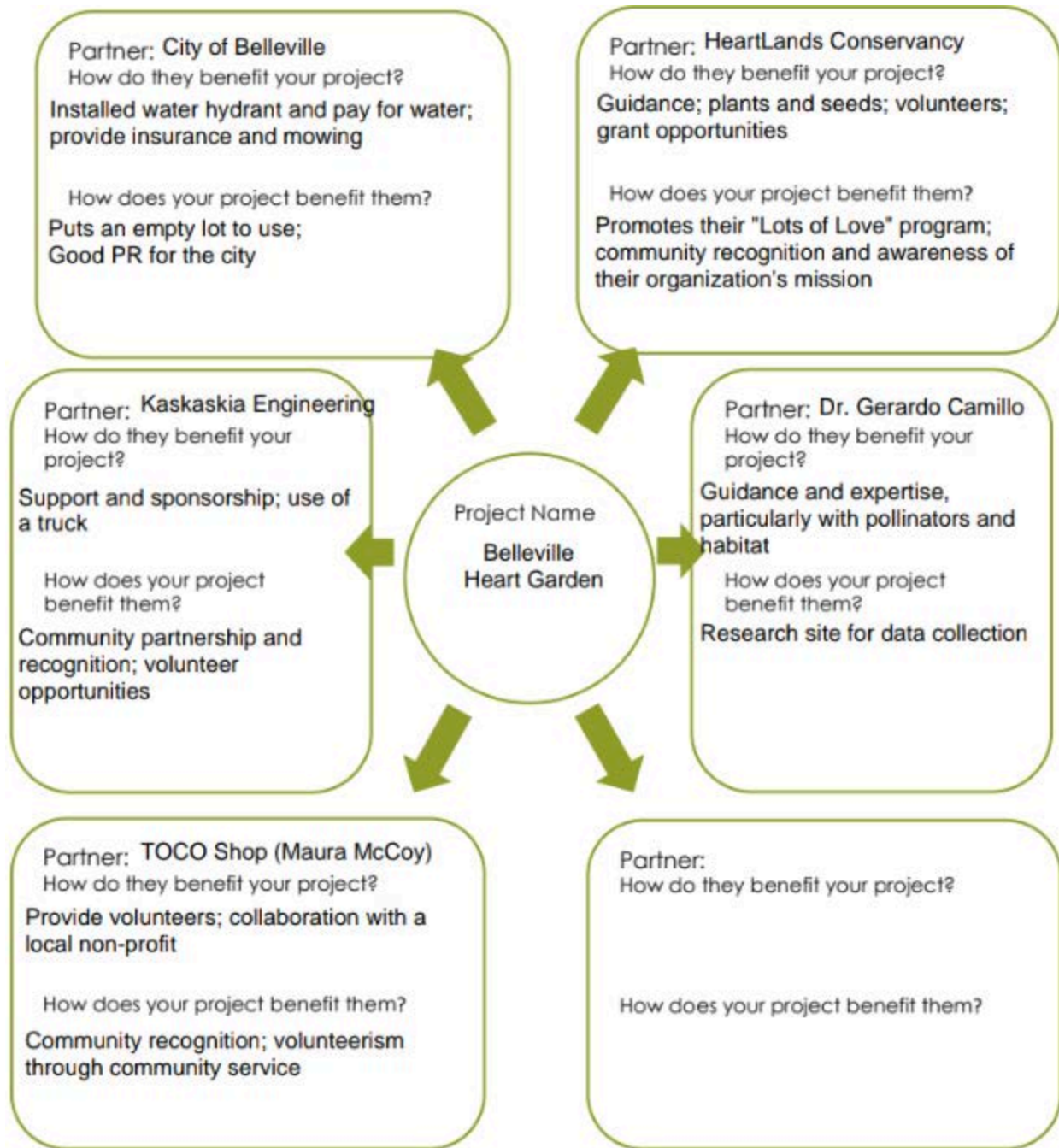


# Example Reciprocity Maps









# Weekly Maintenance Sign-Up Sheet

Summer Weeks – Specify Dates	Members Assigned	Contact Info
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

# School Garden Task List by Month

## School Garden Task List

Month	Daily/ Weekly Tasks	Monthly Tasks
March	<p>___ Pull weeds</p> <p>___ Plant cool weather spring crops (root veggies, greens, broccoli, cauliflower)</p> <p>___ Water crops (2-4 times a week based on temperature and stage of plant)</p>	<p>___ Turn Soil</p> <p>___ Add compost/ soil</p> <p>___ Turn garden water on</p>
April	<p>___ Pull weeds</p> <p>___ Water crops (2-4 times a week based on temperature and stage of plant)</p> <p>___ Harvest spring crops as available (radishes, greens)</p> <p>**STL last frost typically around April 15th</p>	
May	<p>___ Pull weeds</p> <p>___ Water crops (3-6 times a week based on temperature and stage of plant)</p> <p>___ Harvest spring crops as available (root veggies, greens)</p> <p>___ Plant/transplant summer seeds &amp; seedlings into soil (squash, tomatoes, peppers, cucumbers, eggplant, melons, etc.)</p>	
June	<p>___ Pull weeds</p> <p>___ Water crops (3-6 times a week based on temperature and stage of plant)</p> <p>___ Harvest crops as available</p>	<p>___ Mulch beds to minimize summer watering</p>
July	<p>___ Pull weeds</p> <p>___ Water crops (3-6 times a week based on temperature and stage of plant)</p> <p>___ Harvest crops as available</p> <p>___ Keep an eye out for insect pests (Harlequin Bugs, Japanese Beetles, Squash Bugs); Treat as necessary</p>	
August	<p>___ Pull weeds</p> <p>___ Water crops (3-6 times a week based on temperature and stage of plant)</p> <p>___ Harvest crops as available</p>	

September	<ul style="list-style-type: none"> <li>___ Pull weeds</li> <li>___ Water crops (2-4 times a week based on temperature and stage of plant)</li> <li>___ Harvest crops as available</li> <li>___ Plant cool weather autumn crops</li> </ul>	
October	<p>**STL first frost is typically around Oct 15</p>	<ul style="list-style-type: none"> <li>___ Clear beds of summer crops</li> <li>___ Plant garlic, shallots, onions</li> <li>___ Plant cover crops for winter</li> </ul>
November		<ul style="list-style-type: none"> <li>___ Winterize the garden and cover unplanted beds with leaf mulch or compost</li> <li>___ Mulch perennial veggies and garlic/onions</li> <li>___ Turn garden water off</li> </ul>
December		
January		
February		<ul style="list-style-type: none"> <li>___ Weed garden beds</li> <li>___ Start sweet potato slips and cool-weather seeds indoors</li> </ul>

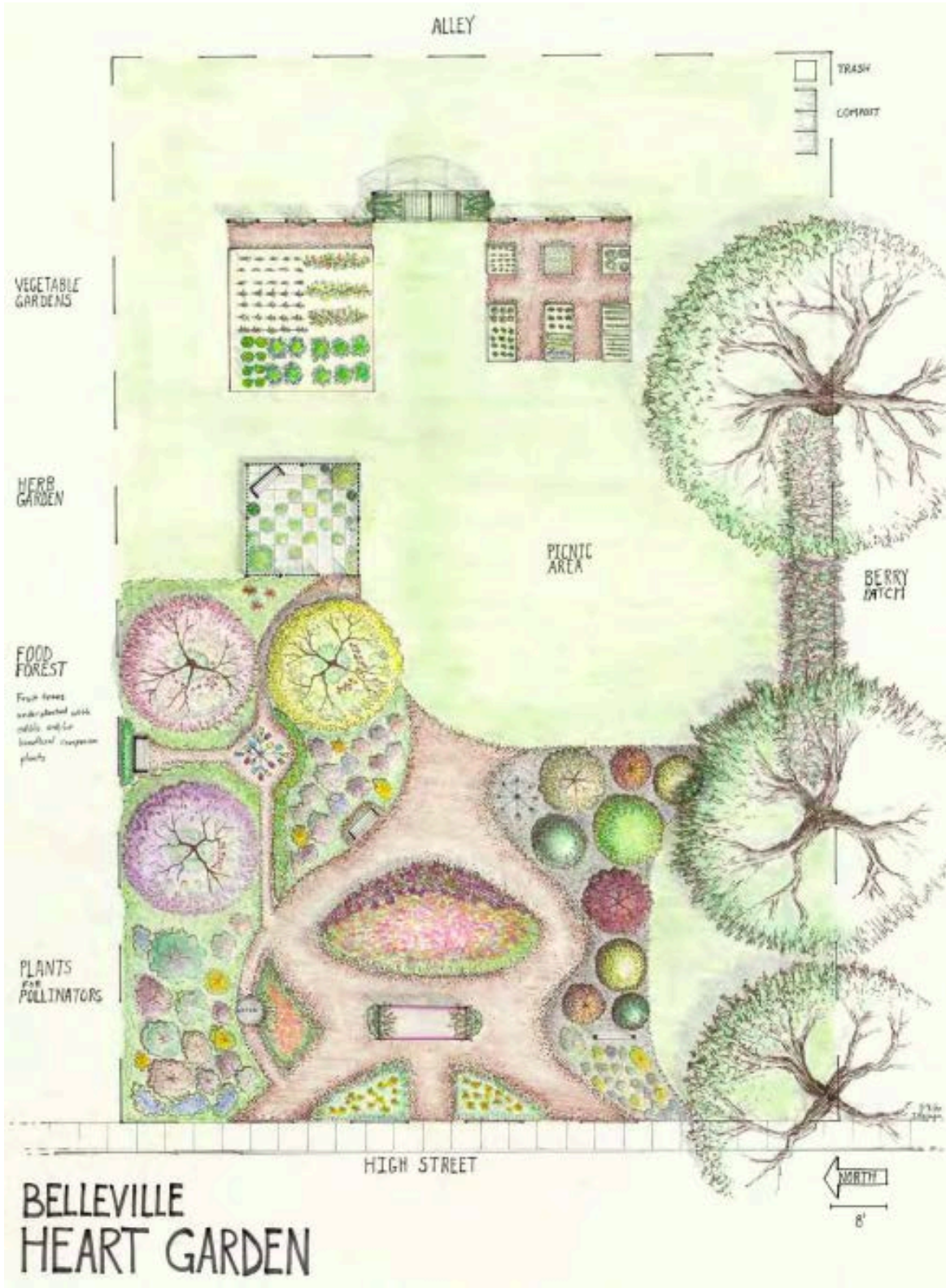


# School Garden Volunteer Sign Up Template

Date	Name	Phone or Email	Relationship (parent, teacher, other school staff, community member, etc.)

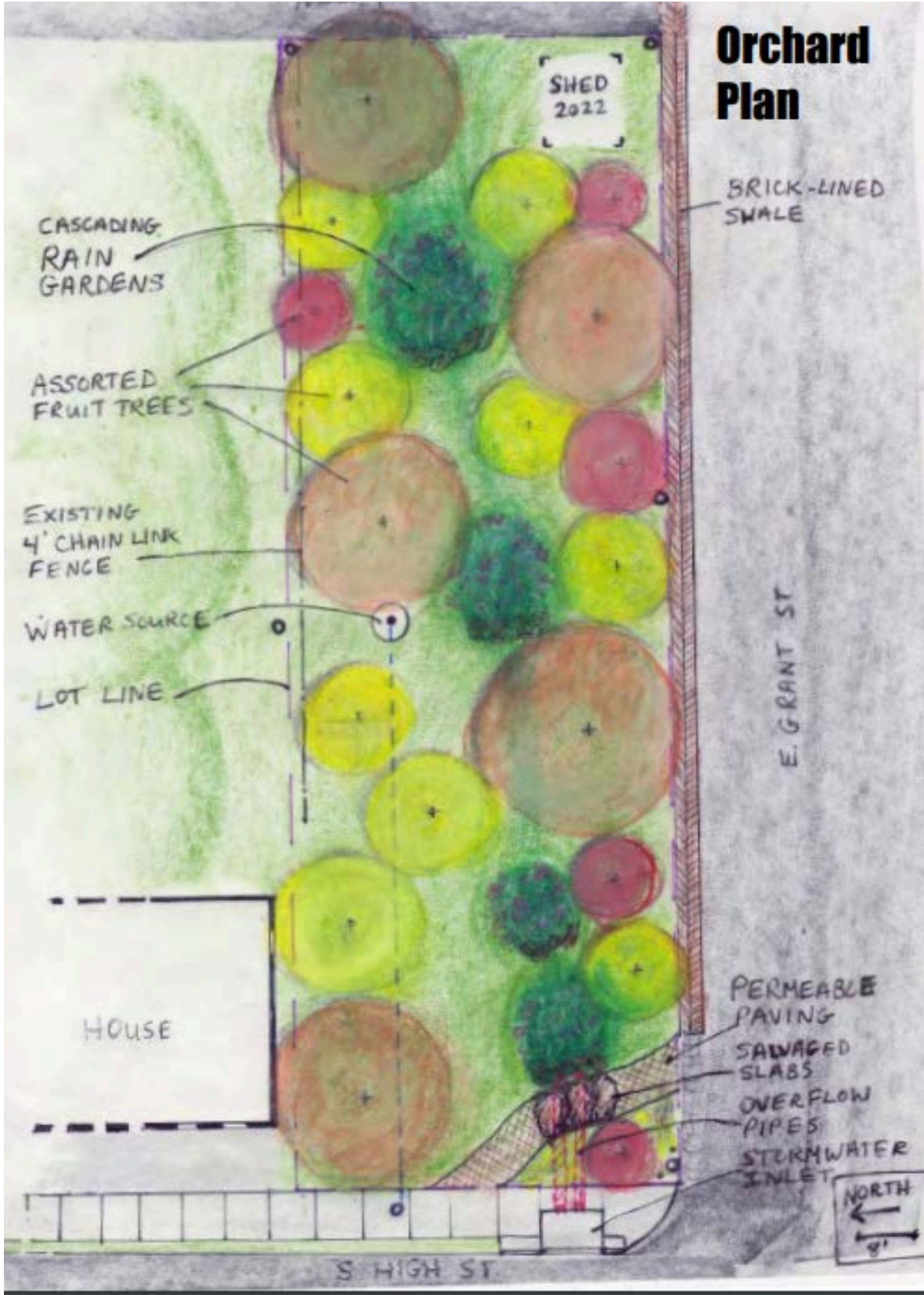


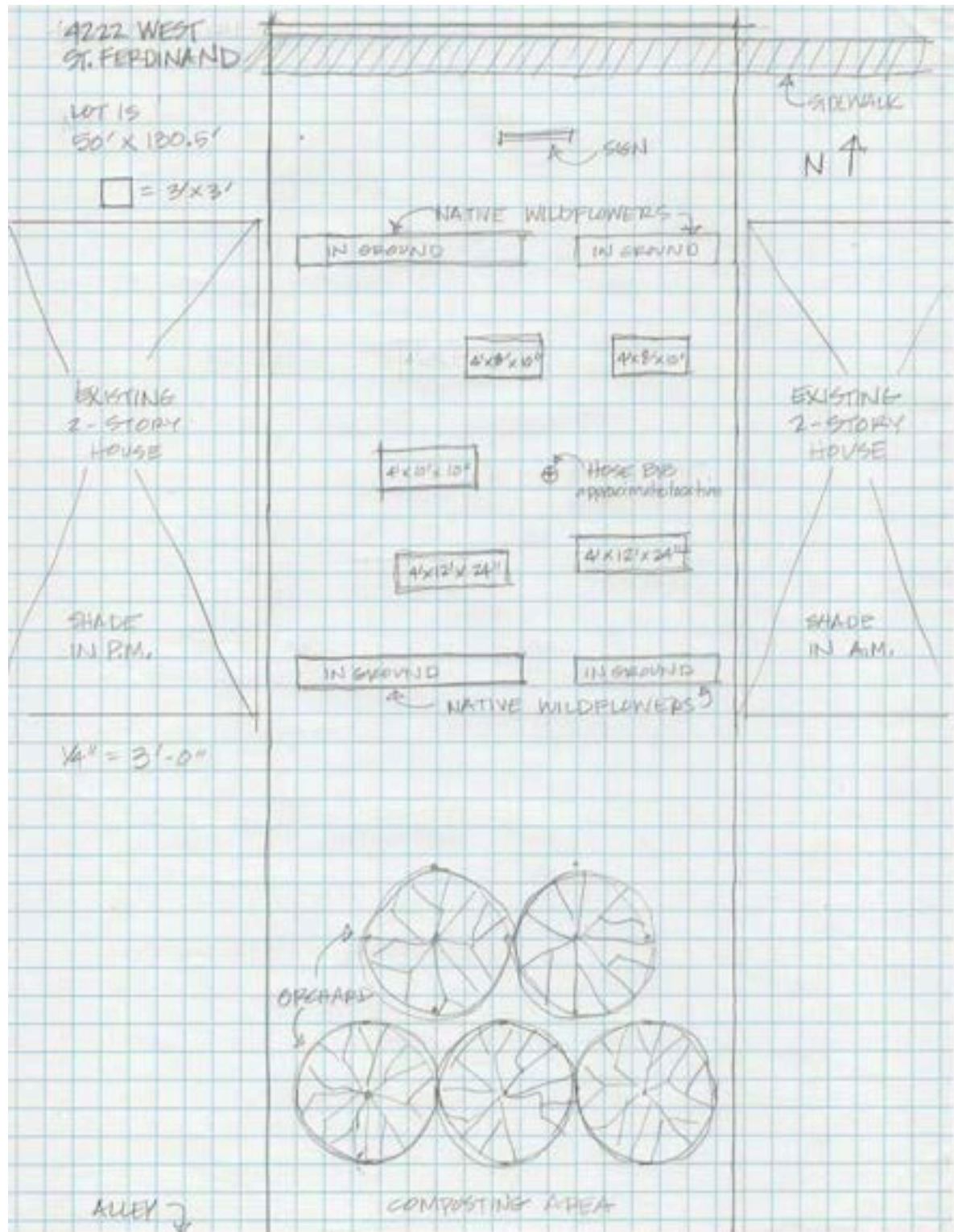
# Garden and Orchard Design Examples





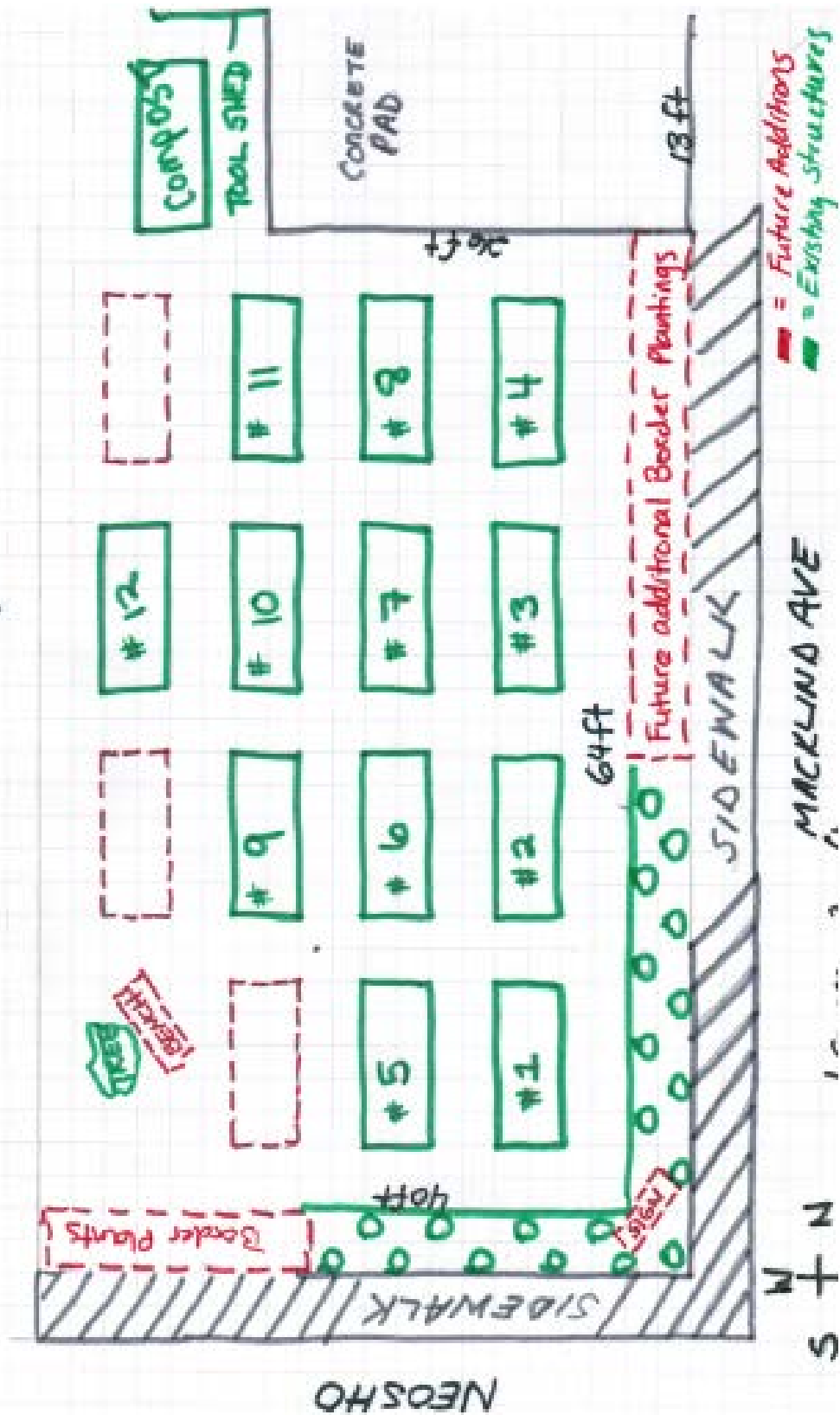
# Orchard Plan



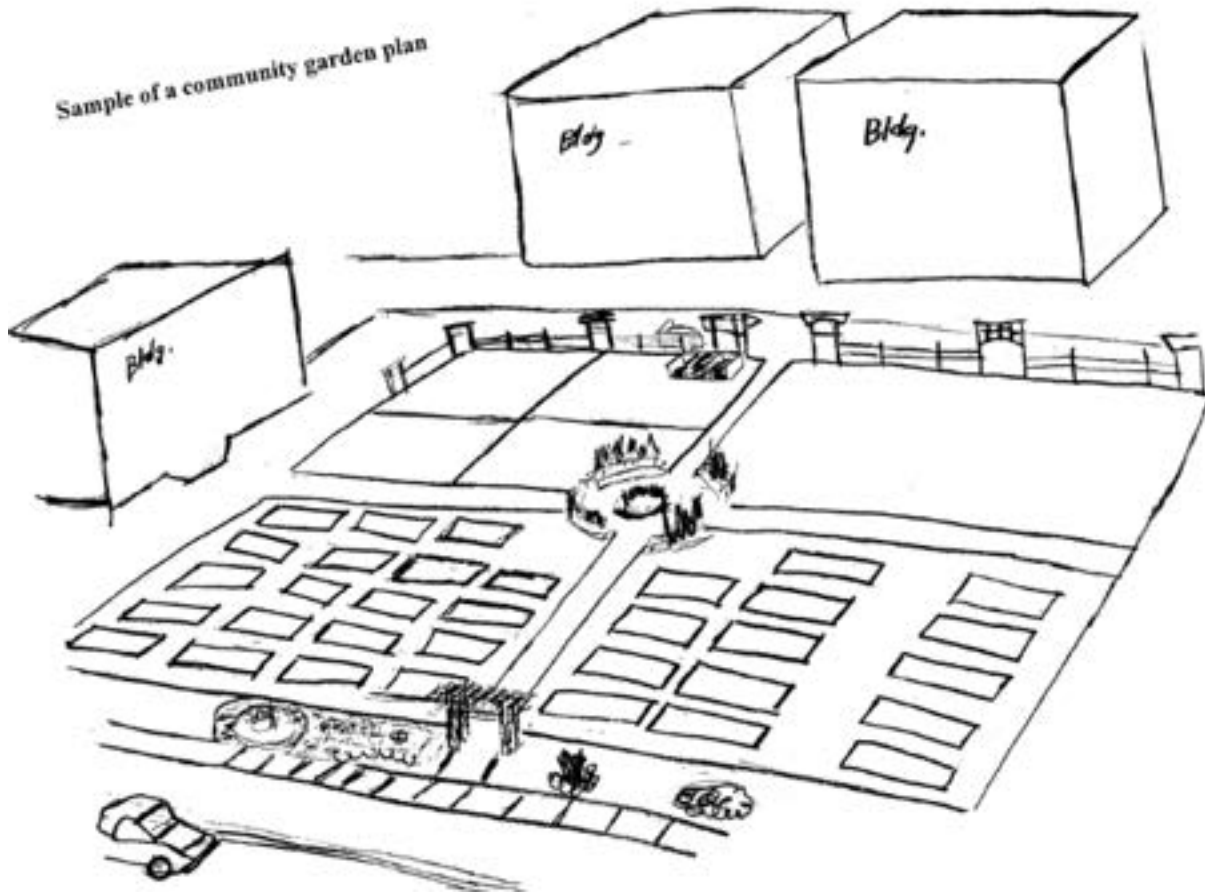




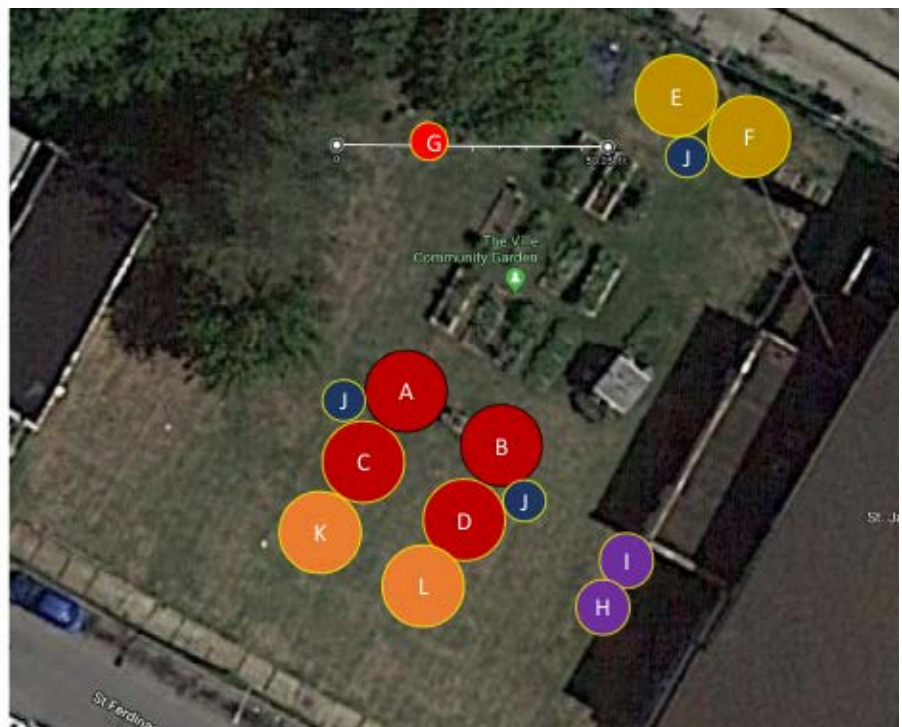
# Southampton Community Garden MAP 2012

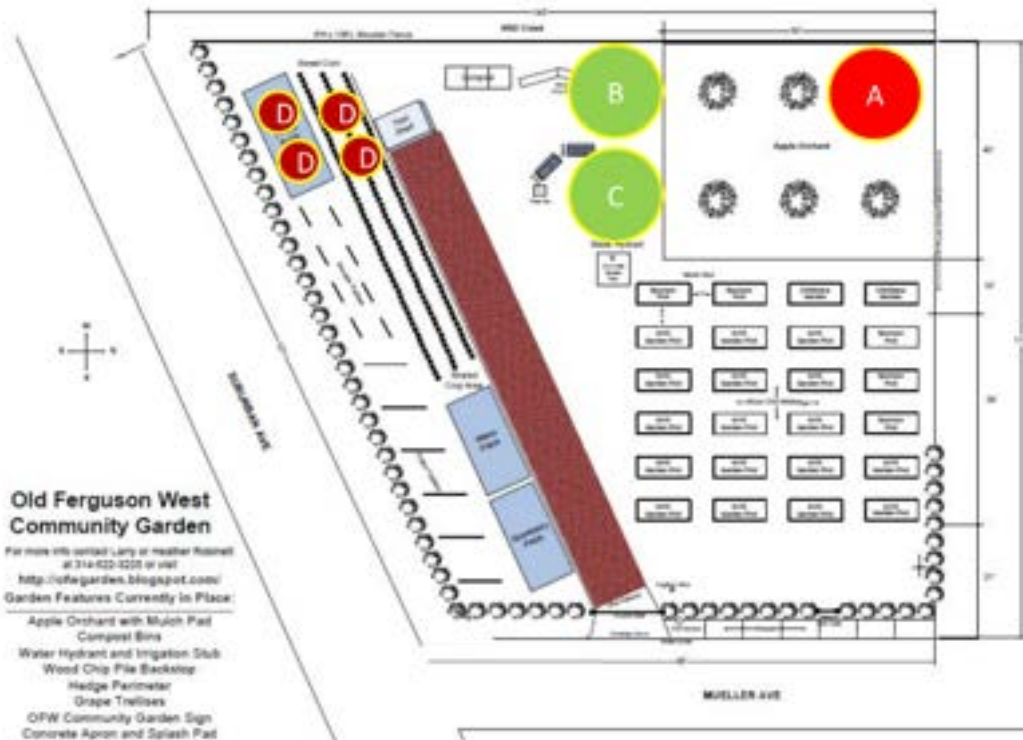


Sample of a community garden plan



- A. Apple – Already Planted
- B. Apple – Already Planted
- C. Apple – Enterprise
- D. Apple – Redfree
- E. Asian Pear - Yoinashi
- F. Asian Pear - Shinko
- G. Bush Cherry – Carmine Jewel
- H. Fig – Hardy Chicago
- I. Fig – Brown Turkey – They Planted
- J. False Indigo Shrub
- K. Persimmon – Rossenyanka
- L. Persimmon – Maekawa-Jiro





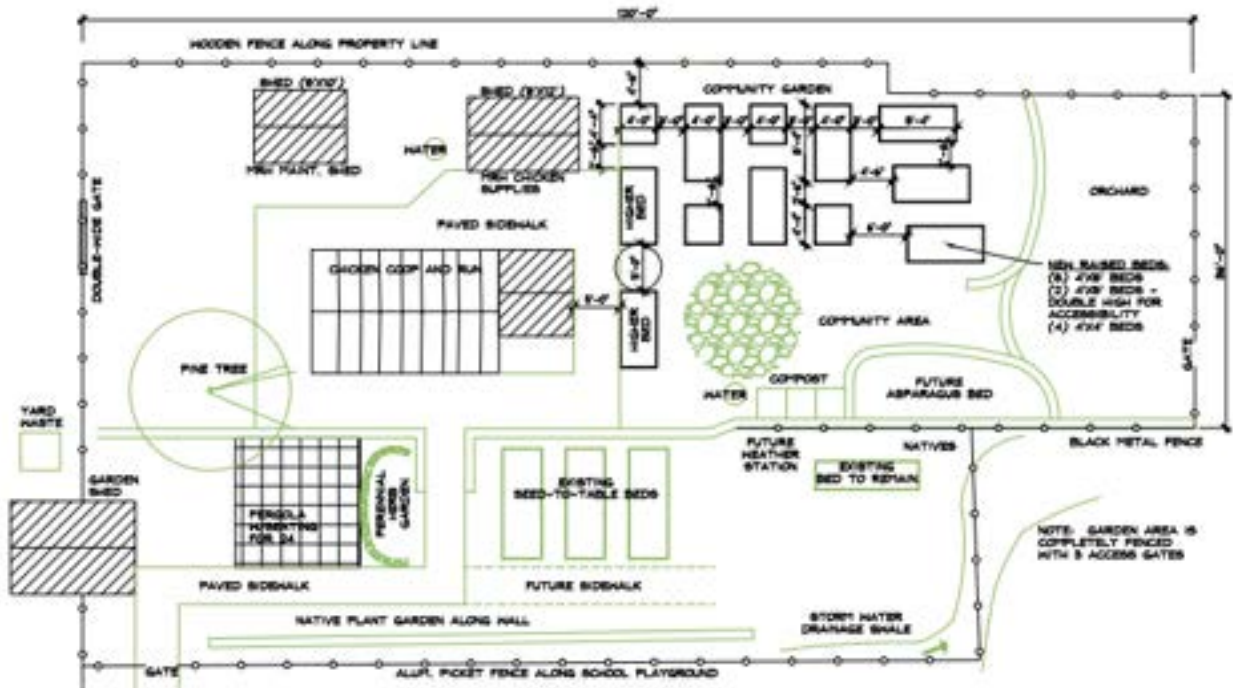
- A. Apple – Enterprise
- B. European Pear – Harrow Delight
- C. European Pear – Sunrise

D. Bush Cherry – Carmine Jewel

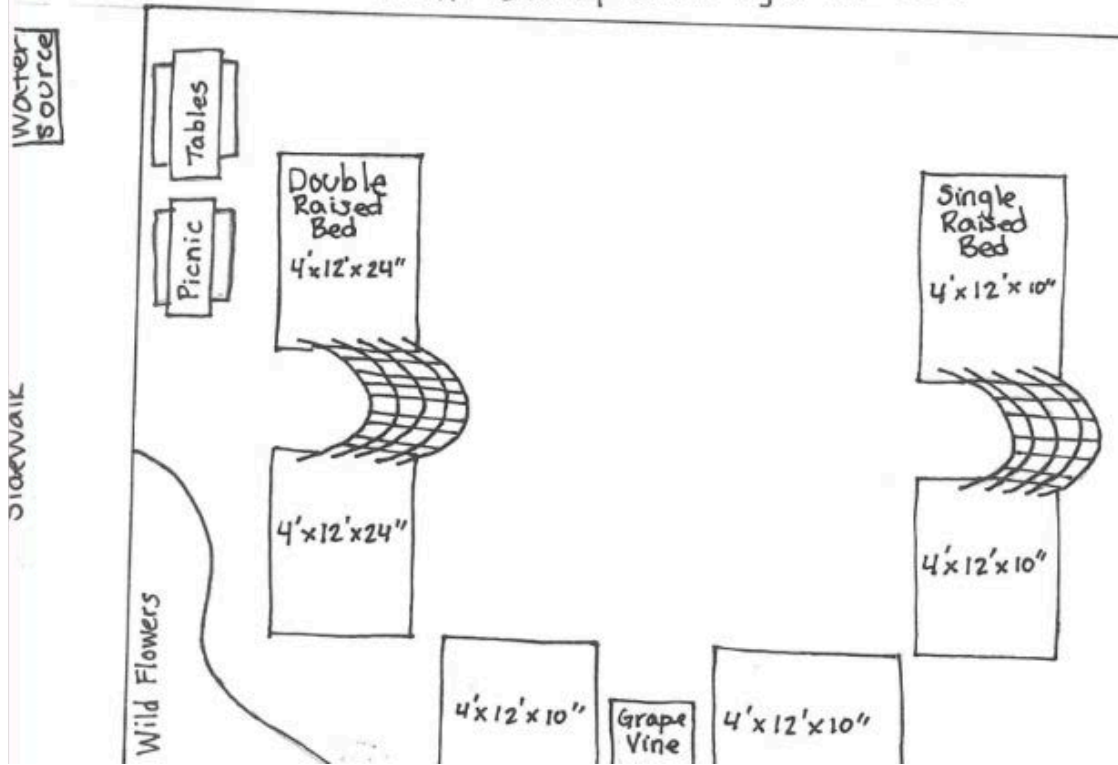




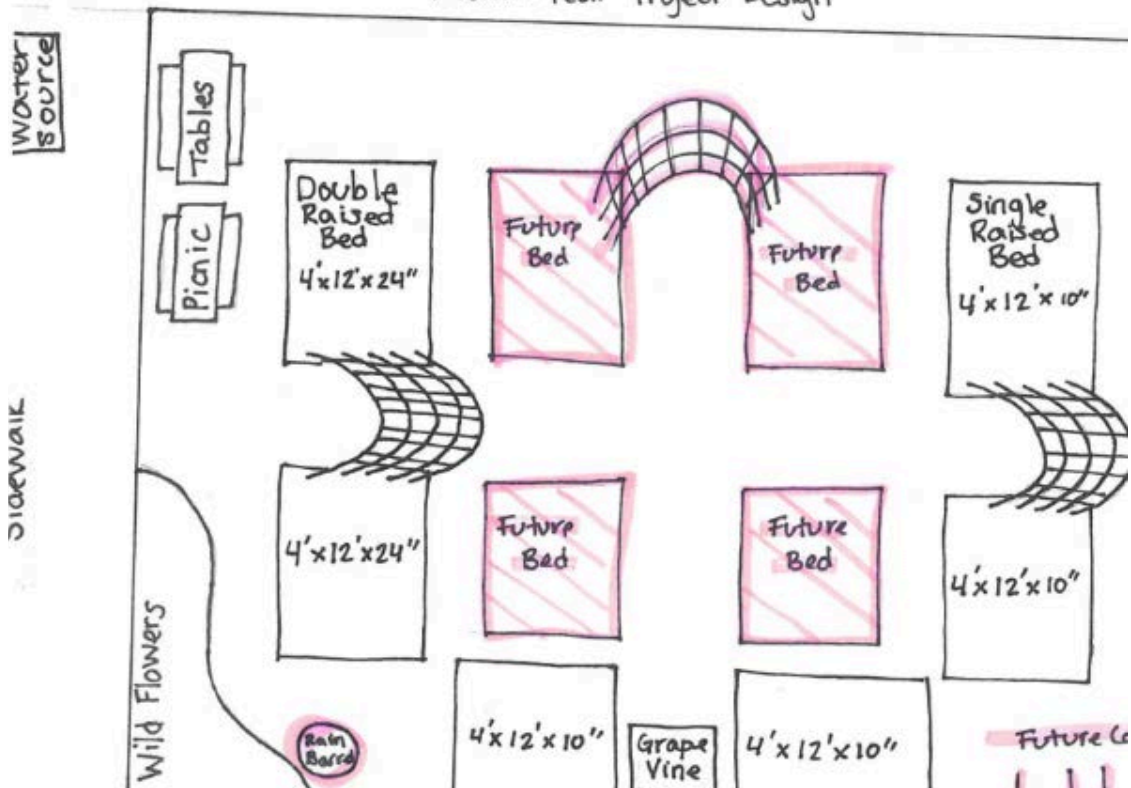
# School and Youth Garden Design Examples

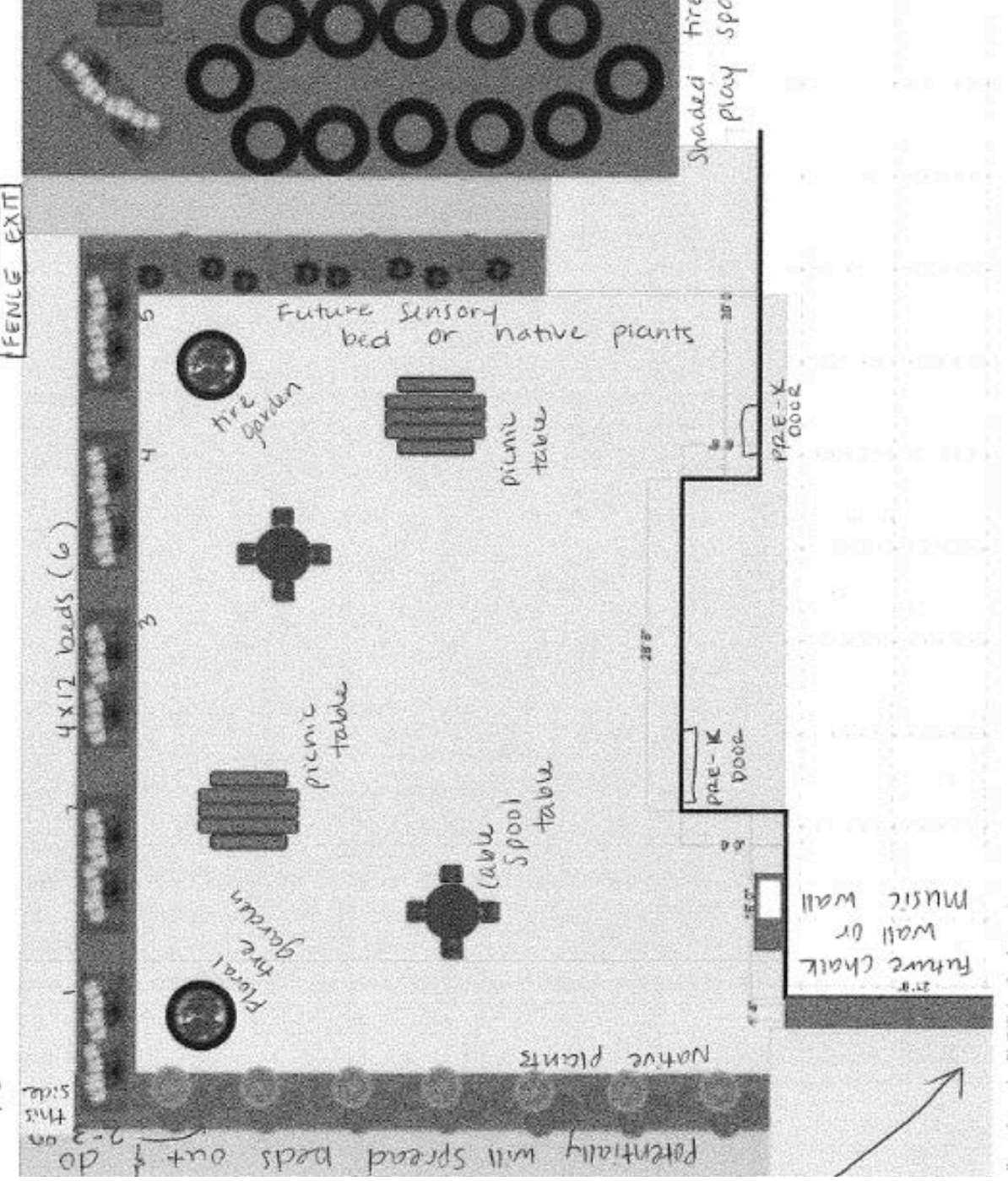


# Eureka Sensory Garden Project Plan 2021

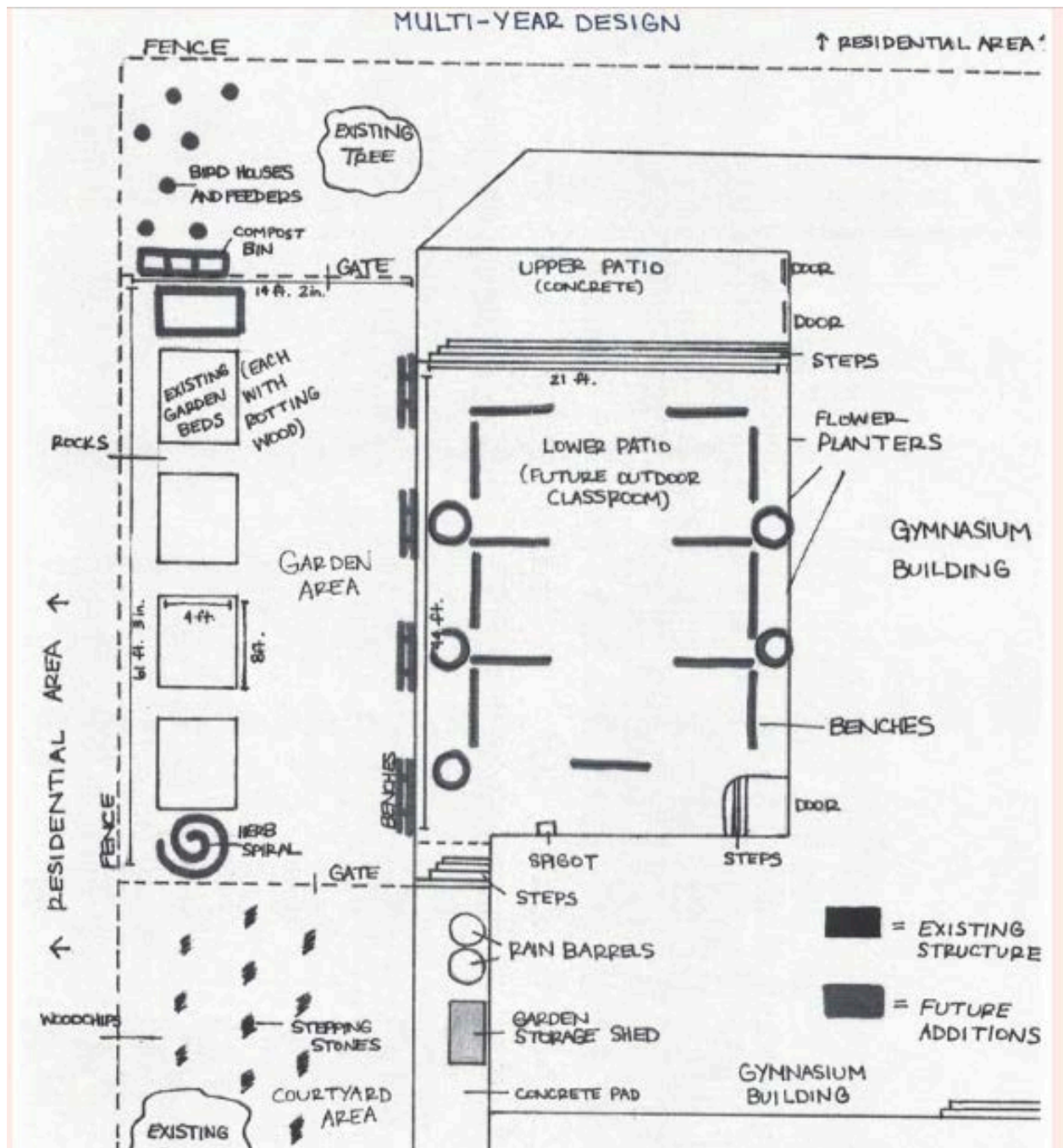


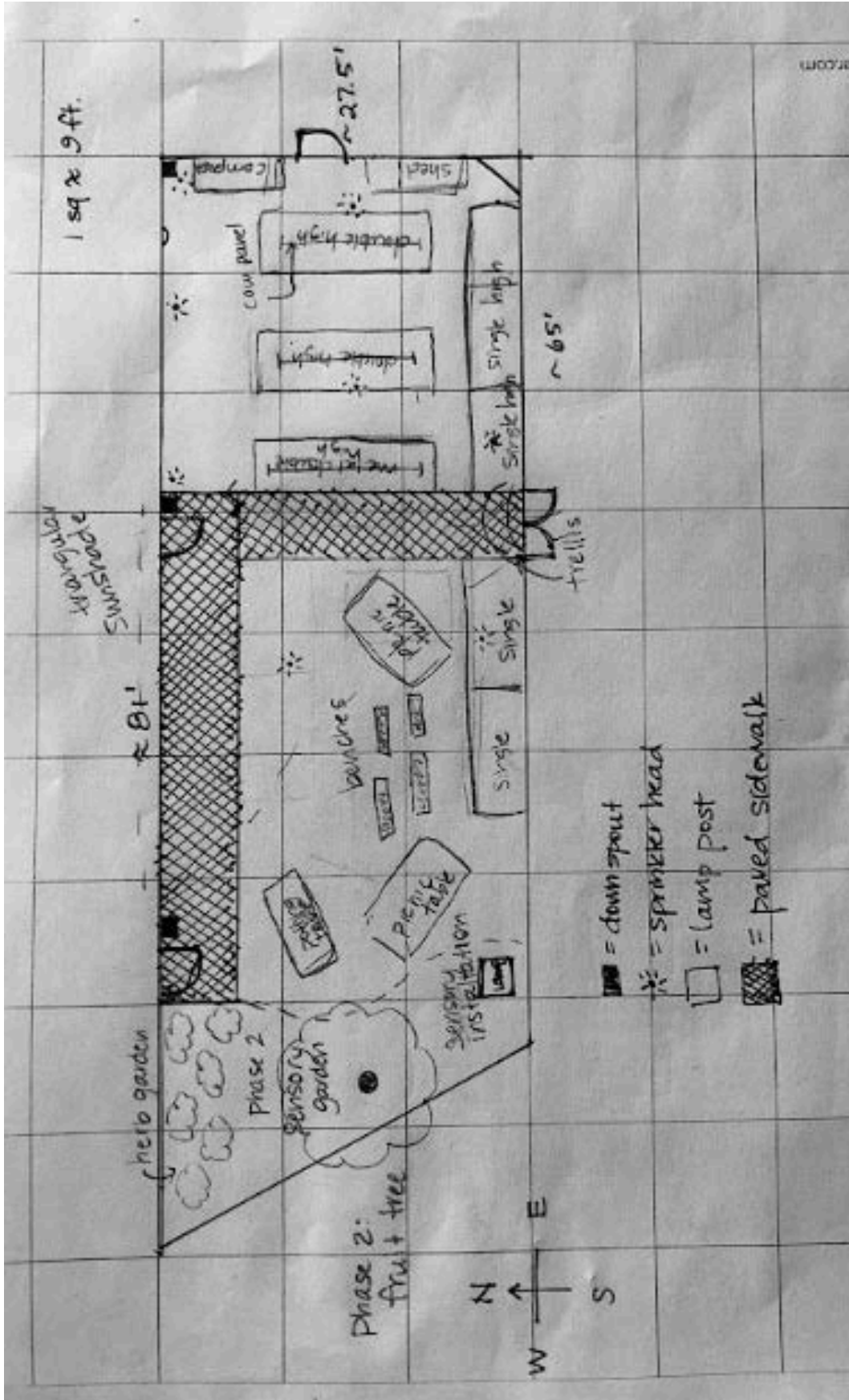
## Multi-Year Project Design













# Sample Budget

## New Garden Startup Budget

Item	Unit Cost	Units	Cost
<a href="#">4x8 Raised Beds</a>	\$60	5	\$300
<a href="#">4x8 Metal Double High Raised Beds</a>	\$180	2	\$360
<a href="#">Soil for raised beds</a> , includes delivery		11cuyds	\$512
<a href="#">4'x6' Shed</a>	\$600	1	\$600
Hoses	\$50	2	\$100
Hard rake	\$25	1	\$25
Trowels	\$10	5	\$50
Shovels	\$25	4	\$100
Wheelbarrows	\$120	2	\$240
Picnic table	\$140	1	\$140
Apple trees	\$80	2	\$160
Liability insurance			\$100/yr
<b>Total starting costs</b>			<b>\$2587</b>
Income			
Bed Fees (\$25 per bed, 7 beds)	\$25	7	\$175
Grant			\$3000
<b>Total Income</b>			<b>\$3175</b>
<b>Net Income</b>			<b>\$588</b>

### Annual Maintenance Budget

Item	Unit Cost	Units	Cost
<a href="#">Compost to top off beds</a> , (member picks up with their truck to avoid delivery fees)	\$32	1cuyd	\$32
Trowels (replacement)	\$10	3	\$30
Water (donated by neighbor)	\$0		\$0
Mowing (every two weeks, donated by community member)	\$0		\$0
Liability insurance			\$100/yr
<b>Total maintenance costs</b>			<b>\$162</b>
Income			
Annual revenue (\$25 per bed, 7 beds)			\$175
Net Income			\$13

## Example Grants

- [Annie's Grants](#) for Gardens provides grants for edible school gardens located in the US. The application is due in November.
- [Brightside St. Louis Neighbors Naturescaping grants](#) St. Louis City community spaces and schools materials like plants, tools, and hardscape for beautification.
- [Captain Planet Foundation](#) invests in STEM programs that empower youth to become environmental change-makers. Applications are typically open from July-January and January-July.
- [Clif Bar Family Foundation](#) awards grants to protect the Earth, create a healthy food system, increase opportunities for outdoor activity, and build stronger communities. Applications are reviewed three times a year; the deadlines are in February, June, and October.
- [Educator Grants](#) by Seed Your Future provides a long list of links to grants for K-12 educators.
- [Forest ReLeaf Project CommuniTree](#) provides free Missouri native trees for community projects and schools. Trees are available in the spring and fall on a first-come, first-serve basis.
- [FruitGuys Community Fund](#) provides grants up to \$5,000 to small American farms and agricultural nonprofits for sustainability projects that positively affect the environment and local food system. The deadline is in January.
- Herb Society of America funds elementary school herb gardens. Applications are due in October.
- [Kids Gardening Grants](#) offers a variety of grants to start and expand school gardens throughout the school year.
- [Missouri Department of Conservation](#) funds materials for outdoor education and field experience transportation to educators who use the Discover Nature Schools Curriculum.
- [Missouri Environmental Education Association](#) awards \$250 for environmental and sustainability education to MEEA members and has a database of additional environmental education grants.
- [Missouri Prairie Foundation](#) awards several grants to help fund the establishment of a public prairie garden or planting. The deadline to apply is in March.