1. Working with municipalities and school districts

~ city came to us, and asked for services. Continued via relationships with city arborist and staff

~ Trust is a major category here.

~ MOUs between a city/school district to spell out expectations; works sometimes.

~ For schools: work with parents, they have the contacts. Also: scouts, environmental club, etc.

~ Connect with SD's facilities department, and to the actual facilities workforce; give recognition, time and appreciation to the maintenance workers.

~ Bring local arborists (transactional!), give credibility to your planting.

2. Educational program models

~ ed program is important from a mission perspective: facilitates discussions around tree planting, and connects with children and parents.

~ K to 12 programming; "planting trees is fun" program; every planting comes with and education component.

~ For HS: internship programs, but paid. Have to reapply each semester, but very high retention rate; learn not only planting but also life skills (interviewing, financial literacy, public speaking). They also are "eyes and ears" in the community

~ to evaluate: ask the participants (surveys) "how did it go?" Note areas indicated for growth. Focus on

~ Tree ambassadors: also includes post-HS young adults. Ideal model would include teens as teachers, and a through-line to stay with the program after graduation, to workforce development (CA Climate Corps). Informed AND skilled society. 😊

~ Requires investment in a staff person as mentor etc. and also for liability purposes; may need a certified arborist.

~ Ed program as "tip of the spear" for urban forestry CBOs.

~ different models for different age groups (more hands-on for adults).

3. Tree survival – tree care and watering models

~ will need a variety of ideas to cover all situations

~ 55-gal rain barrel, with a battery-operated timer and a drip system (watch out for vandalism/theft)

~ pickup truck + water tank + paid staff 😊. Key thing is to make it a paid job, not a volunteer position; water is heavy, so need people who know what they are doing. Need to transition to non-emitting trucks and equipment. Could they be donated?

~ water bladders

~ stormwater interventions: curb cuts to direct rainfall;

~ school greening: involve students in watering; need curriculum on tree water needs in an environmental context (use tree as a teaching tool)

~ need community engagement from start to finish; engage before tree is planted, engage during the follow-up care/watering period. Provide a watering kit/tree care kit for every resident who adopts a tree.

4. In-kind donations and fundraising

~ what about memberships? Basic level should be low, so everyone can join. Can serve to attract people to events, including BIG events (carnival? Golf tournaments?) – can attract a different set of people depending on the event. Can also get PR!

~ selling things: schwag! 😊

~ Day-of-giving days; can use personal networks and can get donations from across the country.

~ Letters at holiday-time to remind donors/volunteers

~ Amazon smile? Also other companies have similar donation schemes.

~ Trivia night! Paint night! Smaller events, but good community presence, and reaches a completely new audience (expands donor base).

5. Community Partnerships development

~ Importance of interpersonal relationships PRIOR to involvement in trees. Lean into the relationships, then can work on behalf of everyone's best intentions.

~ Work in low-resource communities also taps into people's hearts 😊

~ Invite all levels of employees to the table; invite folks into a conversation (ask what they want to discuss)

~ Available grant funds as a way to open conversation with potential new partners

~ Tree donation as a way of increasing interest

~ Tribal communities in the WUI – need an active relationship before tree planting/grant application; assess needs and build a collaborative relationship ahead of a project.

~ Be good to one another!

6. Tree species selection for a changing climate

~ increased interest in native plants vs. performance in changing climate in urban conditions; “native” as a bio-regional idea; need to know arboricultural characteristics of native trees; trees planted in the past were planted in a different climate; new plantings may be better acclimated to the current conditions

~ climate analogues (space-for-time substitution) and possibility of using their tree species

~ need to consider pest introductions/migrations

~ consider local site conditions before considering climate change

~ resources: UFEI (aka SelecTree); My Tree and Me (CalFire); Mulch!

~ ultimately: will need to do local trials, and keep records of successful and failed species, through a longer time period (e.g., during extreme weather years).

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