ASLA Diversity Summit 2015 Report

ASLA HQ, Washington, D.C
July 10-12, 2015

Introduction + Key Takeaways

In year three of the ASLA Diversity Summit, participants new and returning were eager to capitalize on the success of previous summits and move forward with concrete action items discussed in years one and two.

While landscape architecture remains a small profession employing just 21,600, according to estimates by the U.S. Bureau of Labor, the demographics within the profession do not match the racial and ethnic demographics of the country. This discrepancy will only become increasingly glaring as the minority population across the U.S. continues to grow.

In 2043, the U.S. is projected to become a majority-minority nation for the first time. Minorities, now 37 percent of the U.S. population, are projected to make up 57 percent of the population in 2060. The total minority population will more than double, from 116.2 million to 241.3 million over the period. To remain relevant and able to serve the country's increasingly diverse communities, landscape architecture needs to become a more ethnically and culturally diverse profession.

In year one, the diversity summit focused primarily on understanding why diversity is an issue within the profession and first steps in an action plan; year two focused on ongoing and new strategies for early exposure and creating a mentorship model, and year three continued that discussion with new voices.

The key focus areas for the 2015 summit, which were identified in the previous year, were 1) raising general public awareness (with an emphasis on minority parents); 2) early exposure to the profession; and 3) mentorship, with special focus on implementing the group's mentorship model to introduce students in grades K-12 to the profession and help feed BLA and MLA programs.

All participants from year one returned for the second year, joined by six new participants. The majority of the summits consisted of facilitated group brainstorming, the results of which were continually narrowed to create an action plan. This format continued in year three as participants were broken into three groups, each with a blend of new and returning participants. The weekend alternated between substantial time in these breakout groups and group report-back/discussion time.

During the 2015-2016 year, ASLA will further refine the 360-degree mentorship model established in year two and pursue several new initiatives that capitalize on ASLA's existing connections to organizations with similar missions. Leveraging connections with individual chapters, universities, and other design-related non-profits was recognized as a crucial step toward promoting diversity within the profession. Exploring the feasibility of a solid mentorship pilot program that can be tested and documented is also a high priority for the next 12 months, as is working with individual chapters to craft a toolkit that can be used to engage K-12 students.

Back row, from left: Voos, Ward, Gray, Hernandez, Paz, Smith, Sanders, Robledo, Ruffin
Front row, from left: Rovira, Rockquemore, Carvajal, Cason, Alvarez.

:Participants
Returning:
Carolina Carvajal, ASLA
Diana Fernandez, Assoc. ASLA
Courtney R. Hinson Cason, ASLA
Christopher L. Sanders, Assoc. ASLA
Lindsey D. Smith, ASLA
Jose Alvarez, Assoc. ASLA

New:
Bianca Paz, Assoc. ASLA
Mercedes Ward
Aaron Ruffin
Melissa Robledo, Assoc. ASLA
Roberto Rovira, ASLA
Angelique Rockquemore, Assoc. ASLA

Observers:
Paul Voos, ASLA, CELA
Kona Gray, ASLA, LAF

Facilitator:
Juanita Shearer-Swink, FASLA

ASLA Support Staff:
Terry Poltrack, Director of Public Relations and Communications
Kelli Bland, Meetings and Special Programs Manager
Carolyn Mitchell, Honor and Awards Coordinator
J.R. Taylor, Public Relations and Communications Coordinator
Liz Camuti, Summer Communications Intern

Full Summary of Proceedings
Day One

To start the summit, Poltrack presented an overview of Census predictions, confirmed the three areas of focus of the summits, and shared some of ASLA's responses to the 2013 and 2014 Summit strategies. In the 2014-2015 year, following the previous summit, ASLA took several actions geared at attracting minorities to the profession.

In August 2014, ASLA hosted a tour of its Green Roof demonstration project and introduced the new Green Street demonstration project for the National Building Museum's Teen Council, primarily made up of minority and junior high and high school students. This was followed by a charrette in September to help the students design their own green street.

In addition to these hands-on activities, ASLA published two matte news features: one focused on landscape architecture as a potential college major, and a second on design trend. These were created and distributed globally to a wide range of media. Both were translated into Spanish, and a special emphasis was placed on reaching media in African American communities. A third is planned for this fall.

Thus far in 2015, a continuing education session was proposed and accerped for this year's Annual Meeting in Chicago. The topic will be a cross-generational conversation about diversity, with an emphasis on helping attendees recruit and retain minority talent. Two past Summit attendees will share the stage with Stephen Carter, FASLA, and Sandy Gonzalez, FASLA, and the session will be facilitated by Shearer-Swink.

In addition, releases were distributed honoring African American History Month and National Hispanic American Heritage Month; an infographic was created illustrating the mentorship concept to serve as a key communications piece; and a special emphasis was placed on reaching minority media with all news.

After the presentation, Shearer-Swink and Poltrack explained that the goal of the Summit was to provide ASLA with action items and strategies it could use to attract African American and Latino students into landscape architecture programs and enrich the landscape architecture community while simultaneously raising the profile of the profession. Participants would define and prioritize action items and propose implementation strategies for ASLA through the identification of the pathways, hurdles, and types of support or aids that they had encountered on their way to discovering the profession, working through a design education, and finally as emerging as professional landscape architects.

Paths, Obstacles, Opportunities: Group Discussion
The first session was an open discussion of paths, obstacles, and opportunities, intended to allow participants to share their personal stories to help shape these actions plans. For each of these topics, participants spent about 20 minutes expressing their individual experiences to find commonalities and points of difference. Facilitators were particularly interested in addressing areas that seem to be holding back African Americans' in particular, in light of gains made among Latinos/as in the latest graduating student survey.

A number of participants started in architecture programs at undergraduate institutions, and through their experiences, realized they wanted to work at a larger scale or wanted to spend more time involved in the community, which led them to landscape architecture. Much of the time, this transition from architecture to landscape architecture was facilitated by a one-on-one experience with another minority in the profession, such as a professor, alumnus, or older student.

A reoccurring frustration throughout the conversation was that many participants had not heard about landscape architecture prior to college. One participant was directed toward architecture by a high school counselor who did not know the correct terminology for landscape architecture, and because he did not know about it either, his studies in landscape architecture were delayed several years. The lack of awareness in the greater world that there is an actual profession called "landscape architecture" came up frequently. Several participants noted that high school counselors in particular could benefit from learning how to represent landscape architecture to high school students.

This misunderstanding of what the profession truly is was a source of great frustration in the stories of the Latino members. A cultural misperception of the profession in the Hispanic community is that landscape architects are "just gardeners," and some of the accompanying negative stereotypes turned some of the participants away from landscape architecture for a time until they discovered what the profession was. Both African American and Latino participants indicated that some of their parents wanted them to pursue more established and recognized professions.

Not surprisingly, another commonly listed hurdle was a financial one. Of note is the fact that this doesn't just refer to the cost of a landscape architecture degree, but also the length of time it takes to complete the degree, the amount of work involved (resulting in less time for the family and employment essential to staying in school), and the starting salary for landscape architects. The lack of transparency about starting salaries on the part of universities and ASLA also identified as a potential barrier that could easily be overcome. One participant noted that having to pay to access salary statistics for landscape architects through ASLA was disheartening to her.

For some people, particularly minorities, family commitments and the inability to stop working to go to school full time are major barriers to becoming a landscape architect. This conversation also focused on the rigors of design school because an education of this type frequently requires the student to stay up all night, adding yet another level of difficulty to the acquisition of a landscape architecture degree. One participant noted that during her time in a landscape architecture undergraduate program, three of her four Latino classmates dropped out because the time commitment did not allow them to successfully work part time jobs to support their families and their educations concurrently.

Included in the things that made it possible to enter the profession were several cultural factors, including a historical and ongoing cultural connection to the land. One participant from Hawaii was drawn to landscape architecture because of her cultural upbringing with nature; however not having a landscape architecture program in Hawaii was an obstacle. Others said a lack of access to parks and nature as a result of living in big cities limited them from learning about the profession or becoming interested in nature in the first place.

Realizing at some point in their education that they each had something special to add to the profession was seen as an aid to staying in the profession by many participants. One participant said that, as a black landscape architect, he felt special in that he got to "hold a torch" not many people had held before him. Feeling like they had the ability to influence others and act as evangelists for the profession was motivation for many participants, even from the early stages of their careers.

As was the case in previous years, access to good and dedicated mentors was seen as an imperative when it comes to the success or failure of a landscape architecture education and for a successful emerging professional. By understanding their own worth, they came to comprehend and believe that what made them different really did provide them with something special to bring to the profession. This was identified as another area in which mentoring, particularly by a minority professional, could play a significant role.

Narrowing Things Down
The next step in the process was to begin narrowing and prioritizing the paths, hurdles, and aids. The result was a shortened list from which to refine, prioritize, and develop strategies.

Pathways:
1. One-on-One Mentorships
2. Coincidence
3. Identifying a personal connection to landscape architecture
4. People with many interests choose a multi-purpose path
5. Basic exposure to the fundamentals of horticulture / raising food
6. Necessity jobs
7. No GREs
8. Match with cultural values
9. Inspirational professor or mentor

Hurdles:
1. Deficit / lack of exposure to nature
2. Lack of scholarships and grants
3. Attention from directors / heads of departments
4. Money and time
5. Once in a program it's hard to stay in – life circumstances / conditions
6. Stereotypes: programs in the School of Agriculture
7. Lack of transparency on salary statistics – resource issues
8. Terminology
9. Misconceptions about graduation and licensure
10. Need to be featured as a part of a larger cross section, rather than singling out minorities
11. LA is in an identity crisis – hard to synthesize what we do (as a minority profession), how do we define ourselves?

Aids:
1. Race / ethnicity – feeling like you're carrying a torch for others
2. Connecting through drawing
3. Community engagement – there is a benefit to knowing another language
4. Chapter specific outreach materials

While developing these lists, the participants raised several suggestions and concerns that had not been mentioned in previous years. In particular, a discussion arose about ASLA's general marketing materials that highlight particular award winning projects. Many participants expressed a desire for chapter specific outreach materials, or an editable template of existing national materials, citing the need to make landscape architecture more accessible and relevant to young people entering the profession. If young people can associate landscape architecture with a specific site they may enjoy in their area, they are more likely to understand what landscape architects do.

After watching a video made by participants in year one, several participants noted that, while moving, the videos ultimately might be doing a disservice to the larger community. By isolating these diverse voices rather than presenting them in a larger cross-section of landscape architects, they are not truly being integrated into the profession. Many agreed that presenting a video that showed visuals and statistics, as well as making a more racially and ethnically diverse video – including Caucasians – would be better for an aspiring minority student to show them they are in the same league as everyone else in the profession.

K12: How to Get the Profession into Classrooms and Elsewhere Where Kids Congregate
After a break, summit participants were broken into three working groups of four. Their task was to identify ways to raise awareness of the profession among school-aged children. Tactics addressed K-6, grades 7-8-9, and grades 10-11-12.

Group 1

K-6: Group 1 suggested a pilot program where schools partner with organizations such as BASLA "Friends of Olmsted." Teachers could request this program and integrate it into their curricula. Some activities involved in this in-school program could include an ASLA coloring book and a shoe-box green roof.

7-9: For junior high school-age students, Group 1 proposed a skate park project, oriented to the target audience. Allowing students to participate in designing their own skate park engages their interests and introduces them to the breadth of projects they can pursue as a landscape architects. At this stage, Group 1 also suggested that partnerships be made with local Girl Scout and Boy Scout troops and Boys and Girls Clubs to do outreach while they work toward their "landscape architecture" badges.

At both the middle school and high school level, Group 1 suggested starting career mentorship and creating an ASLA calendar of events for schools, which includes one event per month (12 events/year) targeted at 7-12 graders who are beginning to consider their career paths. At this stage, marketing materials could be created to engage students, such as buttons and fake tattoos.

9-12: At the high school level, Group 1 suggested holding a PARK(ing) Day installation at schools to engage students in a small scale design project. They also proposed creating a one-page flier for parents about the career to hand out at college and career fairs that explains what landscape architecture is, potential career paths, and the community impact landscape architects have. On a broader scale, they proposed that ASLA should work with other organizations to redefine STEAM to include landscape architecture.

Group 2

K-6: For K-6 graders, Group 2 proposed a bike discovery camp that would teach younger students to ride a bike and introduce them to nature and bike infrastructure. Walmart could donate the bikes to underserved neighborhoods, and volunteers could take the students to bike rails, stopping at pre-determined nodes along the way to make it educational.

7-9: Group 2 proposed introducing junior high-schoolers in underserved areas to mapping and spatial relationships. Students could draw maps of places they frequent in their neighborhoods, translate those to Google Pro. This would help them learn how to read a map, the importance of maps, as well as their relationships to landscape architecture.

10-12: For high schoolers, Group 2 suggested hosting a Community Service Studio (LA Street Play) to get students truly engaged in what landscape architects do, while making decisions about their future career paths and college. At this age, Group 2 also suggested integrating a software component (such as Sim City or Minecraft) so that teens who are already interested in technology can use that fascination to build cities and hone their technology skills toward landscape architecture.

Group 3

K-6: For young students, Group 3 suggested an "Adopt a School" of "Adopt a Program" model in which firms, chapters, and student chapters take responsibility for one area school. These groups would come up with a menu of their own content, which would most likely involve implementing small projects such as rain gardens, or doing pro-bono work for the school. This would allow the students exposure to landscape architects from an early age.

7-9: Group 2 suggested a landscape architecture camp for 7-9 graders that could be hosted by ASLA and its partner organizations. This camp, which would be targeted to students in cities and underserved areas, would immerse students in landscape architecture through design projects and charrettes. It could potentially give them a client to work for and allow them to figure out a project all the way through from conception to construction. The camp would be site specific and driven by landscape architecture firms, and universities, in the area in conjunction with ASLA.

10-12: For high schoolers, Group 3 highlighted the importance of connecting students to colleges. Since college is on most high school students' minds, the profession could benefit from having ASLA local and student chapters

connect these students to LA programs at colleges. Knowing what landscape architecture is before getting to college could be a huge benefit to many minority students.

The small groups then came together to synthesize their ideas and decide on the most important action items for raising awareness of the profession among school-aged children. The following list was generated:

How to get the Profession into Schools and Places Students Congregate
1. Adopt a School: have professionals and older students focus on one school and pursue projects there
2. Host after-school programs focused on landscape architecture
3. Host an ASLA summer camp targeted at students in underserved areas
4. Create Tool-Kits: Coloring Book, Shoe Box (Place-Specific) – with the implicit understanding that it has a person associated with it, keep the LA identity intact in these projects
5. Create Partnerships with existing programs to host the above events
6. Get input from schools / faculty on best ways to communicate with their students

Allies to partner with to pursue these projects could be:
- Firms
- Chapters
- Landscape Architecture Students
- Universities
- Allied Organizations (Council of Educators of Landscape Architecture, Council of Landscape Architecture Registrations Boards, Landscape Architecture Foundation, The Cultural Landscape Foundation, etc.)
- Like-minded Organizations (Park Service, National Wildlife Federation, existing camp programs, etc.)

Programs: **How Should We Work with Landscape Architecture Programs to Help Them in Recruitment of Minority Candidates, on Campus and Off?**
After a break, participants moved into a new session suggested by Angelique Rockquemore from the Hawaii chapter. There are currently no accredited landscape architecture programs in Hawaii, and the Hawaii chapter is helping lobby to create the first university program in their state. Rockquemore asked the following question to spur conversation: **"**What fundamental elements/features/philosophies would you incorporate and prioritize if you were part of a team developing a new LA program to encourage and engage minority populations? What are key academic, social/cultural, professional development opportunities/experiences you would include to invite, engage and retain minority communities (and diversity) in an LA program?"

After watching a landscape architecture promotion video made for Flirda International Univfersity's LA program, summit participants again broke into three working groups of four, varying the make-up of the groups. Issues to consider included both long-term strategies such as program branding and short-term action items geared toward in terms of recruitment, including possible development of collaterals for programs use.

The discussion surrounding this topic was more fluid, but each of the groups made several compelling suggestions. Below is a synthesis of the most-agreed upon ideas that came up throughout the conversation.

What are key strategies that should be in place to launch a new MLA program?

1. **Be consistent about what you represent and don't become too niche**: Participants agreed that is important to have a site-specific niche, but having a program that appeals to students with a broad array of interests is also important.

2. **Have a curriculum that is relevant and attracts minority populations**: It is important to create curriculum components that are minority inclusive, with an emphasis on informing people about minority exposure early on. Engage actual professionals and educators of color to develop them.

3. **Figure out specialized partnerships at your disposal:** Using connections, whether they be firms or specific chapters, can be useful for recruitment and job placement. These connections will also strengthen support for the formation of the program.

4. **Accreditation**: Gaining accreditation is arguably the most important thing to consider when starting a program. It would be helpful to reach out to accrediting organizations and figure out what makes a successful program.

5. **Provide opportunities to give back**: Establishing the community service component of a program early on is important and raises the caliber of a program. It also builds the profile of the program in its home community. It is helpful in engaging students and keeping them in the profession.

6. **Embrace location**: Every location has its opportunities and challenges for landscape architecture. Identifying these within your area makes for strong studios and draws in students who want to make a difference within their community.

7. **Identify target firms or state/local government agencies that will hire minority students:** Facilitating job placement and providing students with job opportunities is critical to the success of any program. Identifying firms that are looking for minority student early on can help programs recruit those students.

8. **Be considerate when naming your program:** A more inclusive name (such as FIU's "Landscape Architecture + Environmental and Urban Design") can draw in more students, particularly those who might have a more narrow understanding of what landscape architecture is.

9. **Multi-disciplinary studios:** Offering studios that more closely reflect the way landscape architects work (with architects, engineers, and interior designers) can draw in students who might be peripherally interested in landscape architecture.

10. **Establish metrics to track progress:** It is important to establish metrics to figure out what is important to the program and how you're going to measure the progress of those priorities over time.

How to attract students to these new programs:
The discussion then transitioned into specific strategies a new or existing program could use to recruit students from other fields of study. Three target groups were identified for recruitment: Undecided majors at college, pre-college students (high-school students), and community college students:

Undecided Majors:
On-Campus pop-up projects and design charrettes
        Appoint student ambassador to lead effort
        Partner with local firm to create project
        Invite community college students to engage with project

Pre-College Students (High School)
Summer Bridge Program
College Fair / Grad Fair
        LA Students build a "living booth" with local ASLA chapter

Community College Students
LA Student Ambassadors host portfolio reviews / charrettes
Host LA Studio visits
Landscape design programs at the CC level, connected to degree programs at university level (addresses cost-of-degree issues as well.)

The first day ended with a passionate discussion about broader action items that could help attract minority students to the profession, namely how to get firms and schools on board with diversity recruitment. Participants were particularly concerned about educating firms on their changing clientele so they'll want to take steps to stay afloat by adding more diversity. Many believed this could be accomplished by attracting more attention to the diversity summit and the measures ASLA is taking to promote diversity but giving summit attendees a more active role. For example, summit attendees could

visit schools and talk to students. One participant took this sentiment a step further by suggesting that ASLA could host a student diversity summit.

Day Two

Advancing the Mentorship Model
Focusing on the 360-degree mentorship model designed at last year's summit, summit participants, again in breakouts, identified their three most promising strategies to encourage the adoption and implementation of the 360 Mentorship Model. Returning participant Chris Sanders first presented the mentorship model to new participants and gave all participants a starting point for improvements to the model, with the intention of convincing firms that it is important, what minority practitioners can bring to the firm, etc.

The 360 Mentorship Model
1. Four different user groups were identified to play a key role in the model: 1) Middle and high school students 2) College Students 3) Emerging Professionals 4) Seasoned Professionals
2. These groups either need advice or can contribute back
3. Seasoned professionals and emerging professionals couple with college-age students to help high school and pre-college students (who were identified as the most important group - not only the students but also the parents)
4. Next step is emerging professionals coming to college students, facilitating in the classroom the different steps of a design
5. Seasoned professionals are giving back at multiple stages – coming back to emerging professionals, maybe at local ASLA level, they're helping everyone but in ways that are digestible

The core of the mentorship model is working with local organizations to identify a need. Through the mentorship model, minority practitioners become a much broader influence that is not only a benefit to ASLA professionals and members but also becomes a benefit to the community.

Group 1

"Mentorship" can be dreadful for some practitioners but what about using another word that signifies mentorship? Group 1 kept this question in mind when discussing how to implement the model and keep the 360-degree circle.

1) Mentoring Children: It need to be fun, organized, colorful and digital. Most importantly it has to be relevant to their context while having an element of discovery and exploration. It also needs to be reoccurring – if it doesn't happen multiple times, it will not stick. For parents, mentorship needs to be convenient, inexpensive and concise.

2) Activities to encourage mentorship:
   a. Summer camp, or camp that could be year-round, spring break, winter break
   b. After school or in school activities – project based such as grading, cut and fill experiments, drainage, drawing to learn (analogy was made to middle school kids and the volcano experiment - what is the landscape version of that, that everyone does? Could be drainage or water related, could be software based – Minecraft, Google Earth)
   c. Hold a PARK(ing) Day, skate park design that could be a goal of a community

3) Implementing Mentorship
   a. Chapter should identify places that have a need, prioritize which one will go further, and seek sponsorship and funding from private companies or corporations outside our realm such as hospitals
   b. Make sure mentorship is packaged in an easy, consistent and recognizable way
   c. ASLA national should make a continuing argument for implementation. National has the task of making sure all firms are aware that mentoring is really important, not just because it is the right thing to do, but for their business future.

4) Things that national ASLA could do:

a. Be really clear about what mentoring is, why landscape architects should engage in a community
b. Create a "recipe book" to give firms a clear sense of time and financial requirements involved in mentorship so firms can commit to it and know how much they are committing to
c. Provide incentives, membership breaks based on how much firms are paying out of pocket for these projects

Group 2

The second group of participants offered the following recommendations for strengthening the mentorship model:

1. ASLA National could partner with the Boys and Girls club at a national level. They could make this an initiative e that is recognized and set up in their framework in their facilities
2. This partnership could then be used to develop a plug and play framework, that allows firms to pull themselves back out if they have to
3. Use national convention to train chapter representatives on mentoring (If every chapter has one rep trained on program there's no excuse it not be done well
4. Have participation in the program make students eligible for internships
5. Give CEUs for mentoring

Group 3

The third group of participants offered the following recommendations for strengthening the mentorship model, particularly focusing on holding chapters and firms accountable for taking part in the mentorship program:

1. Standardize the kind of metrics that we want: Go to firms and chapters with specific intended outcomes
2. Have a mentorship program where at the end of it, one student gets a prize or a scholarship to a summer camp, in order to drive demand
3. Involve school programs and firms in the communication process and increase the awareness of awards and recognition they can receive from taking part in the mentorship program
4. Follow up and keep statistics of how successful the program has been: Metrics are important! Keeping statistics is important and keeping that track record can turn the mentorship model into something impressive people want on their resume
5. Reconsider terminology surrounding mentorship model – not just underserved communities but minorities (who might not live in underserved communities
6. Small firms often don't have the resources and worry about the bottom line but you could have other firms talk about the business benefits of mentoring, such as tax write-off benefits.
   a. ASLA national could present a template for firms and chapter of things you could plug or consider in order to educate people on how to quantify their contribution – let everyone know what's in it for them.

Final Thoughts
After the groups presented their recommendations, the summit concluded with a discussion of action items for strengthening and implementing the 360-degree mentorship model. This conversation gave way to general recommendations for strengthening diversity within the profession as a whole.

1. We have to move away from chapter reliance and **leverage other partnerships**
   a. Some chapters unfortunately lack the resources to implement this model
   b. ASLA national can work with chapters who deem this a priority
   c. Leverage partnerships with the organizations that have more staff and funding, take the stuff they've spent their lifetime developing and make it better (ACE … bring the project to ACE instead of the other way around), another example was to partner with Home Depot
2. **Mentorship** as a business development model
   a. Mentorship has to be presented at a digestible level, doesn't burn anyone out
   b. Tweak infographic to integrate thinking about mentorship model
   c. Development case studies / models for the communities of color and/or urban communities as well as the businesses themselves (promotion, clients, etc.)
3. Create a **Pilot Program**

a. Create a first phase pilot program with an ideal partner, school, community, (one year, do the metrics, then assess)

4. Design a series of **tool-kits**
    a. Designing the tool kit very early but investigating ideal outcome first – what is the goal of the toolkit? It needs to have a place in a larger concept and ASLA has to establish framework early on
    b. <u>Business Development Tool-Kit</u>
        i. existing case studies
        ii. interviews/responses from companies/firms that have benefited from mentorship
        iii. how to garner sponsors and potential clients
    c. <u>Advertisement Tool Kit</u>
        i. reformatting of the pamphlets for regional representation (with help from chapters)
        ii. reformatting of infographics
        iii. website enhancements
        iv. cohesiveness for the physical and digital components of the toolkits for public distribution
    d. <u>Pilot Mentorship Programs Tool Kit</u>
        i. geared towards establishment in existing community infrastructure (B&G club, YMCA, non-profits, etc.)
        ii. "recipe book" - small to medium group projects and the how-to
        iii. "adopt-a-school"
        iv. biking day
        v. neighborhood mapping (paper and digitally)
        vi. coloring books or other arts activities (origami)
        vii. metrics tracking spreadsheets or forms that ask pertinent questions
        viii. asla.org submission page for updates, metrics/stats, photos, support requests, etc.
        ix. **Where are Olmsted and Vaux in this mix?** They have an interesting personal story, designed some of America's most iconic public spaces, and specifically focused on designing for underserved communities (central park). We are missing an opportunity if we don't take advantage of them in the same way that architects use Wright to grab kids and adults.