

**STREET TREE PROGRAMS
IN THE
RACIALLY DIVERSE
COMMUNITY**

by

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ABSTRACT

Researchers and practitioners have viewed tree-planting as contributing to an enhanced sense of community, the empowerment of inner-city residents to improve their own neighborhoods, and the promotion of environmental responsibility (Dwyer 1994). To understand and to promote this activity would therefore contribute to not only environment sustainability but also enriching a community. This research investigated the characteristics of the participants in street tree organizations that have programs in the racially diverse community. The analysis focuses on the racial composition of the staff and volunteers; the roles that staff and volunteers have within the organization; how the programs were started and how they are perpetuated.

Case studies were conducted at three organizations that included non-profit and municipal urban forestry departments: Parks & People of Baltimore, Maryland; Philadelphia Green of Philadelphia, Pennsylvania; and Environment Action Coalition of New York, New York. Tree New Mexico of Albuquerque, New Mexico was included as a peripheral study. Assessments centered on the racial background and roles and functions of the participants; and the program and organization genesis and perpetuation.

The author concluded that volunteers reflected the population in which they worked because they were recruited from the community. Staff did not reflect the race of the community. The success of the program may depend more on the ability of the staff to communicate with the community and their sense of community pride. The boards did not reflect the racial composition with the exception of one case study. The organization that had the most racially diverse board did not fundraise and was recruited from the community that they served.

The research proved inconclusive on whether the generation of participants was greater than one (stipulating that participants are not immigrants).

The community desire and initial support of the street tree-planting program was critical in all four case studies. During the initial years of the program, more time and money was spent on education rather than tree planting. Organizations played a supportive role to the community, providing them with resources and knowledge.

Chapter 1

INTRODUCTION

Most people who live in cities do not know how, when or why trees are planted. In some cities, planting street trees is strictly the domain of the city while in others, street trees would not exist without community input and support.

Urban forestry is composed of the following components: trees and related flora and fauna; structures as a result of civilization; and people who inhabit and/or use the site (Grey 1996). The success of urban forestry programs is measured by the survival of the trees in an urban environment and proper methods of management. Urban communities benefit from the presence of healthy trees because they help reduce air and noise pollution, reduce heat accumulation (Luvall and Quattrochi n.d.) and promote people's mental health (Sullivan and Kuo 1996). Managing urban forestry programs, in particular street tree programs, entails not only resources and monetary input but also the presence and commitment of professionals and the community (Grey 1996). Many studies have found that community ownership is one criterion if not the major criterion, for a successful program (Altermatt 1993; Sommer et al. 1994; Francis et al. 1984). As cities are growing in size and numbers with an increasing mix of races and ethnic groups, many of the street programs will be working with diverse groups.

Urban Population Growth

Much of the US population will be living and working in urban areas resulting in an increased need for the urban infrastructure to keep check or at least keep

up with pollution and other negative outcomes of urbanization (Schoeneman and Ries 1994). Urban forestry street tree programs are one way of combating ills associated with pollution, noise and even crime (Sullivan and Kuo 1996).

Census Statistics

According to data from the US Census Bureau, the American population is shifting more towards urban areas. Currently, 77.6% of the US population lives in urban areas (areas with 50,000 and greater persons), which is a 9.8% increase in the last decade. Ninety percent of the total US population growth occurred in metropolitan areas of one million or more inhabitants. Eighty percent of the population is expected to work and live in urban areas in the 21st century. According to census projections, majority of the population growth will occur in urban areas -- making urban forestry a crucial part of urban planning (U.S. Department of Commerce 1996).

The US Census Bureau projected other population trends. The non-white population is projected to increase (Refer to Figure 1, page 3). The population projections have indicated a great need for urban forestry organizations to diversify their planning and implementing process to address the changing urban population composition. The USDA Forest Service has also noticed this progression and has identified working with diverse communities as part of their program goals.

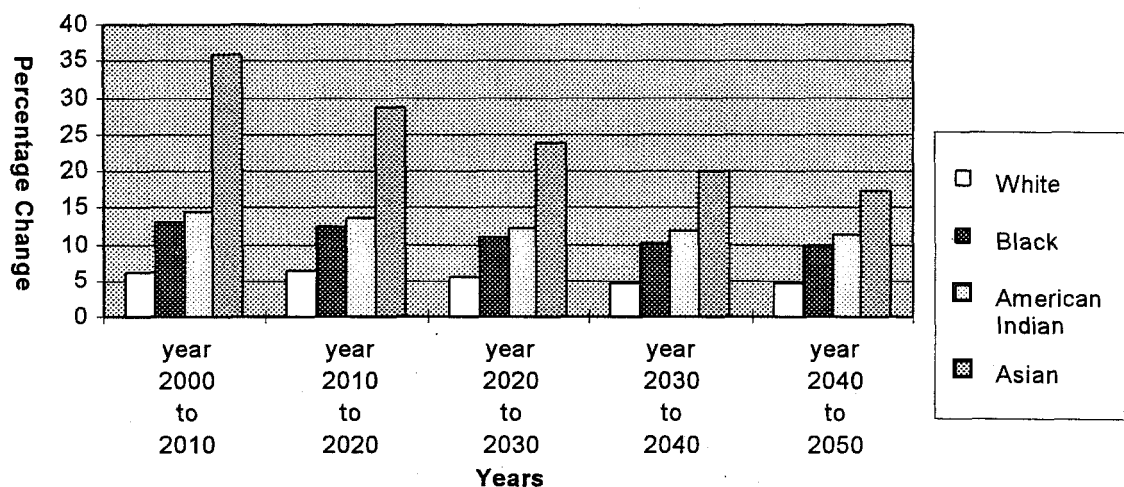


Figure 1: Population Distribution Change by Race (taken from Table J titled Percent Distribution of the Population by Race and Hispanic origin: 1990 to 2050, US Census Bureau)

Urban Community Forestry Diversity Goals

One of the four goals titled “Outreach and Environmental Equity,” from the Urban Forestry Five – Year Plan 1995-1999 for the Northeastern Area (Appendix A, page 46), succinctly states that program participation should involve minorities, people of color and American Indian Nations in all aspects of urban and community in urban forestry. The objectives for this goal state that minorities should be included in the decision making process and participate in program implementation. To fulfill these goals, field managers and other forest practitioners need to understand the social aspect and the biological aspect of urban forestry (Toups 1992; Burch and Grove 1993). Studying organizations that are working with diverse communities would allow others to understand a system including using minorities in governance and program implementation.

Municipal Funding

Practitioners in the field agree that funding for municipal tree programs is in steady decline. To compensate this funding loss, cities have reduced tree planting and/or maintenance. From 1986 to 1994, municipalities through a study completed by the International Society of Arboriculture reported an average of 44% decrease in funding for tree maintenance and planting. In order to balance the needs of a rising urban population and to offset falling municipal funding, citizen involvement has been one part of the solution for many municipalities (Moll and Gangloff 1987; Schoenemon and Ries 1994; Altermatt 1993). Altermatt's study stated that citizen involvement helps to promote urban forestry and ultimately result in support for the programs in the way of funding and volunteer participation. Tapping into this citizen resource pool has been found to be beneficial for all parties involved.

Thesis Purpose

This research investigates organizations that manage street tree programs, which is an integral part of urban forestry, in racially diverse communities. Programs that exist in racially diverse communities face differing perceptions. Studies have even determined that there are landscape perception differences among ethnic groups and races (Tips and Savasdisara 1996; Yang and Brown 1992; Nasar 1984). Many believe that in order to foster an inclusive system; tree organizations should have racial diversity within their board level, staff level and volunteer level (Burch and Grove 1993; Singer 1995). "Through the creation of a progressive atmosphere, minorities and people of color are less likely to feel threatened and intimidated. Increasingly, the goal will be to welcome new ideas, solutions, and perspectives brought on by diversity.

A variety of perspective encourages creativity and effective problem solving.” (Dwyer 1994)

By studying street tree programs in racially diverse communities, we document and analyze components and interactions that result in the end in a livable urban community with tree-lined streets. Field practitioners can use the findings to help in setting up programs in racially diverse communities by knowing what roles board, staff and volunteers should play, what to expect in the process of building a program and how to ensure the longevity of the program. Organizations can use the findings in determining; appropriate staffing requirements; programming goals; and programming resources.

Chapter 2

METHODOLOGY

State and local officials in the Northeastern region of the U.S. were contacted by telephone to identify organizations that had street tree programs. From this initial list, programs were chosen that met the following criteria: a) in urban areas consisting of greater than 50% non-white population b) working with racially diverse groups to plant street trees; and c) incorporated for a minimum of five years to become case studies.

Case Studies

Three groups were identified through the selection methodology and agreed to participate as case studies. The Environmental Action Coalition, New York; Parks & People, Baltimore; and Philadelphia Green of the Pennsylvania Horticultural Society, Philadelphia. Background information regarding the case studies is found in Appendix D, page 68.

A fourth study, Tree New Mexico (TNM) of Albuquerque, was identified for its partnership with the Pueblo and Navaho Nation. Tree New Mexico did not fit the selection criteria of an organization that managed street tree programs but was included in this study because of their strong partnership with the Pueblo and Navaho people. They were also recognized for their success. The Tree New Mexico summary is found in Appendix B, page 41.

Case study data were obtained through questionnaire, telephone conversations and correspondence with the program coordinators and their immediate supervisors who had access to their board. Case study visits were made to either view different work sites or to attend programming. In the case of Tree New Mexico, time was also spent with Navajo and Pueblo officials to garner information regarding their governance. A site visit to Akima, Pueblo was made to better understand the Pueblo's concept of community space in particular to house orientation.

Questionnaire

The questionnaire (found in Appendix C, page 59) inventoried and documented the organization's mission, racial composition of the staff and volunteers, job roles within the organization, operating budget, and programming to engage and retain their community participation. The questionnaire was mailed to the program coordinators prior to visitation. Data were either clarified or expanded upon later. The results were from comments made by staff who work closely with volunteers and/or board members. The staff who completed the questionnaire is referred to as the staff representative. The study did not include opinions from board members or other volunteers. The questionnaire was divided into five sections: I. The Composition of Program Committee, Staff, and Volunteers; II. Recruitment; III. Role of Board Members, Staff and Volunteers; IV. Income and Expenses; and V. Community Involvement.

The Composition of Program Committee, Staff, and Volunteers

Case study representatives were asked to provide a copy of their organization's mission statement and to their best knowledge the race composition of

their board, staff and volunteers. The answers to the race composition questions were rough estimations. The generation of the participants was researched through this study to see if there was a correlation between participants and generation representation. Findings are discussed in Chapter 3.

Recruitment and Role of Board Members, Staff and Volunteers

The Recruitment and Role of Board Members, Staff and Volunteer sections of the questionnaire asked to determine 1. How board members and volunteers were recruited; 2. Roles they play; and 3. Roles that staff play. Ten job roles and an “other” category were identified for this study. These job roles were extrapolated from “An Introductory Guide to Urban and Community Forestry Programs,” a booklet published by the USDA Forest Service. For this study, the questions were grouped into four categories: making and enforcing rules; raising funds; interacting with the community; and engaging the community.

Ratings

The research requests the field person to rate how each group was doing that particular job. They were ranked from 1 to 5. Later this question was modified, as the original format would bias the results because it only addresses one point of view. The question was re-addressed to staff that had regular contact with board members through board meetings. This person was usually the director. The question was modified for the board member category to state whether the job role was desired or realized.

Income and Expenses

The research examined the income and expenses to determine whether there were commonalities and differences – or whether a pattern exists. Through the booklet, “An Introductory Guide to Urban and Community Forestry Programs Groups,” the USDA Forest Service suggests that most of the funds in the initial years will be spent in tree removal and care followed by programming. The questionnaire asked questions to determine the sources of income and funds available to the non-profit groups.

Case studies’ sources of income and expenses as a percent of the fiscal year (1996) budget and any trend in the categories of expenditures were recorded. The categories of income were fundraising events, government support, grants, institutional partnership, private donors, program income and others. The categories of expenditures were education programming, salaries, tools and equipment, tree planting, tree removals, maintenance and administration/planning. To adjust for non-compensated work, the staff at each case study was asked for an estimation of total annual volunteer hours in the past year.

Community Involvement

This question determined how each group began and how they sustained the programs. The case study respondents were encouraged to give narratives and to provide documentation if it existed.

Chapter 3

DIVERSITY OF BOARD, STAFF AND VOLUNTEERS

According to the questionnaire responses and interview data, racial composition, roles that staff, volunteers and board play and how each group was recruited were an integral part of the organization functions in these racially diverse communities. Upon closer examination of the data, the study determined that the three groups in each case study have different roles and expectations. What the organization expected them to do will determine how they were recruited. The study also discovered that the staff's strength may lie in their ability to communicate and be able to earn the trust of the community more so than representing the races that they work with.

The three case studies showed a range of racial representation in board members, staff and volunteers. Philadelphia Green's organizational composition related the closest to it's own city population (Refer to Figure 2, page 11). The EAC and Parks & People had wide ranges of race composition: volunteer participation of non-whites was 100% while their boards had less than 20%. The differences may be attributed to their board recruitment process.

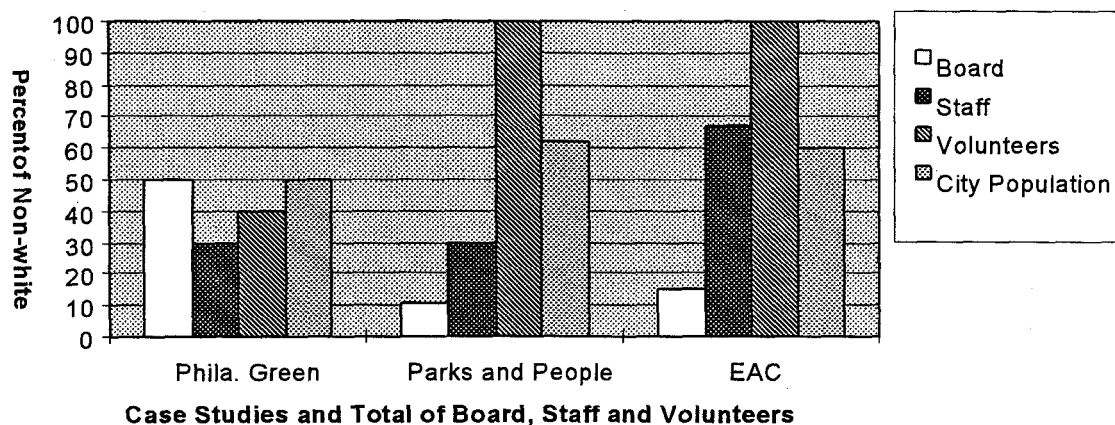


Figure 2: Race Diversity of Board, Staff and Volunteers in the Case Studies Compared to Respective City Population

Board and Volunteer Recruitment

The Pennsylvania Horticultural Society recruited board members through a nomination process of community activists who staff, volunteer or board members have worked with before. These activists had proven histories of working closely with communities that Pennsylvania Horticultural Society's Philadelphia Green program served. This method resulted in a diverse board composed of community members. The boards of the two other case studies were selected and recruited by current board members and the executive director from community leaders, agencies (for example, the Department of Natural Resources) and friends. They did not incorporate the opinions of the staff and volunteers in the recruiting process. This method resulted in a less diverse board.

The EAC board was expected to provide wealth, worth and wisdom. Therefore, they recruited board members from outside the neighborhoods that EAC served which were in poorer parts of New York City. Board member that possessed wealth was assumed by EAC to be able to raise the funds needed to support the organization. EAC also realized the lack of board diversity and was forming a community advisory committee that would act as the community's voice to remedy this.

According to the US Census Bureau, there were statistical data on poverty levels and race that would support the representative's assumption that the white population was wealthier than other races. The Bureau considers a three-member household with annual income of less than \$13,003 to be below the poverty threshold (1998 estimations). The Bureau reports that the poverty rate for the white population was close to 8.5%, while the Black population in 1997, was 26%. For Asians and Pacific Islanders, the rate was 12.5% and Hispanics was 27%. It was also noted that the poverty rate for metropolitan areas was 12.3% in 1998, but those living inside central cities have a poverty rate (18.5%) more than twice that of those living in the suburbs (8.7%). The Bureau also reports that per capita income was increasing in all groups in particularly in the Hispanic population. It reports an increase of 4.5% in Hispanic per capita income (from \$10,941 to \$11,343 from 1997 to 1998) in comparison to 3.2% increase in the white population (to \$22,952 from \$22,263). Currently, the white population maintains the highest income per capita in comparison to the other races.

The methods utilized in recruiting volunteers in the three case studies were somewhat similar. All targeted their recruiting efforts directly at the communities that they served. Staff at Philadelphia Green stated that organizations could promote community ownership of their programs by involving the community in action oriented

activities. These action oriented activities may encompass tree planting, block clean-ups and nursery care. The involvement also helps increase community pride (Sommer et al. 1994). In their Tree Tender course, which spans over three weeks involving over twelve hours of training, Philadelphia Green's community leaders were taught how to organize their neighborhood to plant and care for street trees. Formal methods used by organizations were: door to door solicitations, booths at special events where people can sign up and distribution of newsletters or flyers. Informal methods were by word of mouth and community contacts.

EAC provided a small stipend to the students involved in the program. They were not volunteers by the research definition because their services were paid. EAC felt that they were promoting a good work ethic for young adults if they were paid. Their roles will be discussed in a later section. Currently four to five young adults have participated in previous years and returned to the program. EAC sent flyers out to schools and housing projects and depended heavily on word of mouth. Staff representatives from all the case studies have stated that the recruitment success depended on the community recognizing the programs and trusting the organization.

Organizational Size

Organizational size greatly varied in this study. Philadelphia Green, which had the greatest diversity in board, staff and volunteers also had the greatest number of board members, one of the highest staff numbers and the largest volunteer base excluding Tree New Mexico. EAC, which had the least board diversity but showed 100% non-white volunteer base, was the smallest organization. The older two organizations have the largest number of staff, which was twice that of the younger organizations. The size of the volunteer force did not correlate to the organization age

nor the staff size. The size of staff and volunteer base may be a result of how the organization functions. EAC which functioned strictly for educational outreach through their door to door program required a small group of well-trained people. Philadelphia Green and Parks & People function as a resource base for community groups and thus showed greater numbers of volunteers. TNM worked closely with tribal representatives who acted as coordinators in managing projects. TNM could thus reach a larger base by using these representatives.

Table 1 Number of Participants at Each Organization

| Organization | Year incorporated | Board size | Staff size | Volunteer size |
|--------------------|-------------------|------------|------------|----------------|
| EAC | 1970 | 14 | 6 | 22 |
| Philadelphia Green | 1974 | 60 | 6 | > 700 |
| Parks & People | 1984 | 18 | 3 | >500 |
| Tree New Mexico | 1990 | 8 | 3 | >1700 |

Generation Participation

Due to the method used in this study, data for this question were not acceptable. This study used information from staff exclusively. Staff who worked closely with the board and volunteers could not give accurate information regarding the generation of participants. A further survey of the volunteers and board members must be conducted to garner this data. Staff members could provide accurate data on staff generation.

Job Roles

Community ownership was crucial to the success of street tree programs (Altamatt 1993; Sommer et al. 1994; Francis et al. 1984). Active community

participation has been proven to be effective in ensuring tree survival (Sommer et al. 1984). Participation of diverse groups will ensure that there was diverse representation during planning and implementation stages (Burch and Grove 1993). Different participation levels exist in street tree programs from a once a year special event like Arbor Day celebration or in a more substantive role such as a block captain who leads neighbors to plant and maintain street trees. The roles that board members, staff and volunteers may have were summarized in Table 2,3, and 4, and were discussed in the following section.

Table 2 Summary of Board Roles

| Roles | Philadelphia Green | Parks & People | EAC |
|---|--|-------------------|------------------------|
| A voice at town meetings. | Y | N | N |
| Drafting rules and regulations | N | Y | Y |
| Enforcing ordinances | N | Y | N |
| Fundraising | N | Y | Y |
| Liasing with other communities | Y | N | Y |
| Liasing with media | Y | Y | Y |
| Liasing with partner organizations | Y | Y | Y |
| Lobbying for community support | Y | N | N |
| Recruiting volunteers | Y | N | N |
| Working directly with leaders and/or groups in planning/ planting/outreach | Y | N | Y with the director |
| Others | Technical support to staff and volunteers | | board recruitment |

Table 3 Summary of Staff Roles

| Roles | Philadelphia Green | Parks & People | EAC |
|---|---|---|---------------------------|
| A voice at town meetings. | Y 5 | Y 5 | N |
| Drafting rules and regulations | N | Y 5 | N |
| Enforcing ordinances | Y 5 | Y 5 | N |
| Fundraising | Y 5 | Y 5 | Y 4 |
| Liasing with other communities | Y 5 | Y 5 | Y (no value) |
| Liasing with media | Y 3 | Y 2 | Y (no value) |
| Liasing with partner organizations | Y 5 | Y 5 | Y 5 |
| Lobbying for community support | Y 5 | Y 5 | N |
| Recruiting volunteers | Y 5 | Y 5 | Y 5 |
| Working directly with leaders and/or groups in planning/ planting/outreach | Y 5 | Y 5 | N |
| Others | Technical assistance and training of volunteers. 5 | Writing newsletters and overseeing Junior Tree Tribe 5 | Producing publications |

**Ratings designated by staff representatives on the effectiveness of the group in
completing the roles. 1 = poor 3 = fair 5 = excellent**

Table 4 Summary of Volunteer Roles

| Roles | Philadelphia Green | Parks & People | EAC |
|---|-------------------------------|-------------------------------------|------------|
| A voice at town meetings. | Y 4 | Y 5 | N |
| Drafting rules and regulations | N | Y 5 | N |
| Enforcing ordinances | Y 5 | Y 5 | N |
| Fundraising | Y 5 | Y 5 | N |
| Liasing with other communities | Y 4 | Y 4 | N |
| Liasing with media | Y 5 | Y 3 | N |
| Liasing with partner organizations | Y 4 | Y 5 | N |
| Lobbying for community support | Y 4 | Y 5 | N |
| Recruiting volunteers | Y 5 | Y 5 | N |
| Working directly with leaders and/or groups in planning/ planting/outreach | Y 4 | Y 5 | N |
| Others | | Help teach other volunteers 5 | Education |

**Ratings designated by staff representatives on the effectiveness of the group in
completing the roles. 1 = poor 3 = fair 5 = excellent**

Board Members

In general, boards are charged with the role of providing guidance, assessment, funds and contacts to support the organization (Ullberg and Ullberg 1981). Philadelphia Green and Parks & People had both board and advisory board guiding the staff in planning and program direction. The Philadelphia Green board had roles in town meetings; liaised with communities, media and partner organizations; lobbied for community support, recruited volunteers and worked either directly with leaders or groups in planning, planting and outreach. They provided technical support to the staff and volunteers. The advisory board of Parks & People as a whole was active in drafting rules, providing feedback on program progress and fundraising. Some members were active in working directly with leaders and/or groups in planning, planting and outreach. At EAC, the board was active and was responsible for fundraising, providing expertise to the director, liaising with other organizations, and board recruitment. Staffs at Parks & People and EAC have commented that board involvement can be improved by having more participation. This comment may be correlated to the lack of staff input during board recruitment. At Philadelphia Green, current staff, board and volunteers have worked with different nominees and can assess their potentials and capabilities. The other groups did not have this relationship.

Philadelphia Green's board participated in more activities than Parks & People and EAC's boards. This may be attributed to the Philadelphia Green's large board size in comparison to the others. Much of the Philadelphia Green's board roles were centered on working within their community e.g. lobbying for community support, recruiting volunteers and liaising with other communities. Philadelphia Green's board

was not involved at all with fundraising while the boards of the two other organizations were. From this study, the board that was recruited from and worked with the community, did not necessarily fund raise, contained the most racially diverse board. Whether having a large size board helped to reflect the racial composition of the community was not determined.

Staff

Staff from Philadelphia Green and Parks & People indicated that they were responsible for most of the jobs listed. The representatives from all the case studies perceived that the staff was doing a very good to excellent job on the roles that they have. Philadelphia Green staff did not draft rules and regulations. Philadelphia Green staff provided technical assistance to volunteers through newsletters and workshops. The EAC staff was responsible for fundraising, liaising with media, partner organizations, recruiting volunteers, working directly with leaders and/or groups in planning and/or planting and outreach, training volunteers and producing publications. The director was especially responsible for media relations.

The staff roles, skills and backgrounds were very similar. The case study staff spent much of their time providing resources for the volunteers and communities through site visits, education classes or information dissemination such as newsletters and flyers. All of the case study staff recruited volunteers, fundraised and liaised with partner organizations. They were ranked very good to excellent in doing both these jobs. Of the jobs completed by staff, the lowest ranked for “how they were doing” was for liaising with media. Both Parks and People and Philadelphia Green representatives feel that they could do better. The mentioned tasks would require the staff members to have good people skills. All staff interviewed for this study were from the communities

that their organizations were serving and appear to have a strong sense of community pride.

Volunteers

Volunteers play an important role in non-profit organizations – they act as an effective gauge of public sentiment (Westphal and Childs 1994). People volunteer for projects because of their concern about the cause (Westphal and Childs 1994). They bring to urban forestry programs opportunities for outreach; skills not available among current staff, ability to accomplish more work, new ideas, and increase public support for the program (Westphal and Childs 1994). Parks & People's volunteers were responsible for and or completed the tasks listed (refer to Table 4, page 18) and were perceived by the case study representative as doing close to an excellent job (4.7/5). Parks & People's volunteers also acted as teachers for other volunteers. Philadelphia Green's volunteers did not draft rules and regulations, but completed all other jobs. They were given 4.4/5. The EAC volunteers were only responsible for outreach education: program planning with the coordinator and implementation. Philadelphia Green's and Parks & People volunteers were ranked excellent (5/5) in the way they enforced ordinances, fundraised, and recruited volunteers.

Summary

How board and volunteers were recruited and what roles they played were key elements in reaching some form of racial diversity within the case studies. If the board was in charge of raising funds rather than working directly with the community, the board was composed of a higher ratio of whites. The three case studies recruited heavily from the community that they serve and therefore had higher representation of

non-whites within their volunteer core. Staff and volunteers were the recruiters. The staff racial representations were as low as 30% non-whites to as high as 60% non-whites in communities that had a minimum of 50% non-whites. What appears to be a more pronounced characteristic within the staff study was that all were from the community or have worked within the community for a significant amount of time. They have earned a high amount of trust within the community in which they work. The study has also noted that all staff were involved in program promotion, recruitment, liaising with other communities and organizations and education whether through publishing newsletter and/or teaching. In order to be successful with these roles, staff must be able to reach their audience through good communication skills (Westphal and Childs 1994; Kuchelmeister and Braatz 1993).

This study can not correlate the case study representatives' perceptions on how volunteers and staff complete their jobs to contribute to the success of Street Tree Programs in the racially diverse community. This measurement can be more useful if the study was investigating the differences in job perception within an organization. It has no bearing to racial diversity.

The study concludes that the racial composition, roles that staff, volunteers and board play and how each group was recruited were integral organization functions in a racially diverse community. What the organization expects the staff, volunteers and board member to do, determines how they were recruited. It was important to note that the ability for staff to reach, communicate and to build programs with the community was more important than staff race representation. In the next chapter, the study will discuss how organizations were formed to fulfill community needs and how these programs were perpetuated in diverse communities.

Chapter 4

REALIZING THE MISSION -- ORGANIZATION PURPOSE AND FUNCTION

Street tree organizations working within diverse communities face the challenge of including differing views. As observed through the case studies as well as a study completed by Singer in 1995, the first step in building an inclusive system was to have diverse representation within different levels of the organization -- board, staff and volunteers. According to Singer, the organization also can further promote and ensure this inclusion by fostering processes that reinforce diverse input. In her study on public gardens, she divides the process into operations and program interpretation. For this study which is program centered, organization process was divided into stages of institutional development: identifying community needs; capturing the community needs in the organizational mission statement; and finally, realizing the mission through organization function.

Identifying Community Needs

Discussions with case study staff revealed that each organization was formed as a result of the community identifying the need for the street tree program. Whether to compensate for services that was once covered by the municipality or to heal the community spirit, the community identifies the need (Toups 1992). The Trees for East Harlem began with two community activists from east Harlem who worked with the Environmental Action Coalition in previous projects (household recycling program). The City of New York planted all the street trees, but the survival rate was disparaging due

to vandalism and lack of tree maintenance education. Community support in the way of simple watering, removal of rubbish from the planting area and no dumping of engine oils and vandalism would have greatly increase the survival rate. Two community activists enlisted the help of EAC to organize an educational program for citizens of East Harlem. They personally set out to recruit young adults to go door to door to educate people about tree care.

The Philadelphia Green Program began with a community desire to bring back and preserve what they had in street tree canopy. Citizens were seeking ways to better their own environment. Fairmont Park during the mid 80's did not have the funds to support the care and planting of street trees. Citizens approached the Pennsylvania Horticultural Society to fill this need. In 1989, the William Penn Foundation approached Philadelphia Green about forming a more substantial tree program. The William Penn Foundation remains the biggest supporter of the program.

The City of Baltimore experienced an extensive demographic and economic shift over the past 20 years. The city population declined from 1.2 million to 735,000 due to changing economic climate. Baltimore changed from a major port and manufacturing center to service-based economy (Burch and Smith 1993). Inner city inhabitants were living in extreme poverty -- 49% live below the poverty line. There was a need to build community pride. Planners and politicians conceived Revitalizing Baltimore project. Part of Revitalizing Baltimore was the development of a national urban and community forestry model. Managed by the Parks & People Foundation, it partners with local non-profits, community groups and federal, state, county and city government agencies.

The histories of the three case studies were very similar. Groups identified a service that was not fulfilled as in the case of Philadelphia and New York, or a solution to economic disparity as in the case of Baltimore. They then brought their needs forward to the existing organizations. In the case of Baltimore, city planners created an organization to manage a revitalization program and one of the initiatives was street tree planting. The organizations created the programs using a racially inclusive system where community participation was vital. From previous discussions in Chapter 3, board members, volunteers and staff take on different roles within these organization programs. These organizations in turn play a crucial role in the community as a conduit for action.

From Mission Statement to Organizational Function

The type of actions to which an organization was prepared to commit is summarized in their mission statement (Knauff 1991). Reviewing the mission statement would provide information on why an organization exists. From the mission statement question, the organizations used the following words to describe their purpose: mediator and purveyors of resources; utilize education as a tool to accomplish their goals; and promoted partnerships with public agencies, corporations, foundations, individuals and groups. They were working with the communities to improve the urban landscape or ecosystem. They served the surrounding communities. Please refer to Appendix E, page 59, for mission statements.

Organizations mediated groups to ensure resources were distributed. Staff reported that they encouraged the community to have ownership of the programs and to determine for themselves what resources they required. This message of ownership was very clearly conveyed to program participants during a training session given by Philadelphia Green, which was attended by the researcher. The organizations utilized a

method that allows for community representation. Community representation was through a block leader. In Philadelphia Green and Parks & People, people who were interested in getting trees planted on their blocks must first petition for this. The process calls for a leader to be identified. This leader was responsible for liaising with the street tree planting organization, getting start-up funds, distributing tools and information to the community, developing project plans with his/her community such as tree planting, maintenance and clean-up. Most people could not do these jobs without volunteer support of their community and expertise support from the tree organizations.

To address the need for support information and training, the street tree organizations provided on-going training for block leaders. The Tree Tenders program of Philadelphia Green and Tree Tribe program of Parks & People were courses for block leaders to get information on grant writing, community rallying, special events planning, tree disease diagnosing, tree selecting and basic pruning. All communications were in English. Literature was freely handed out from extension services and other professional services to all participants.

The participants were also encouraged to share what they learned with their community. Both Philadelphia Green and Parks & People developed extensive manuals for the programs. Philadelphia Green has gone as far as photocopying special event flyers created by each group for distribution in their own community. Basically, the organizations provided the structure upon which the community could build. For example, the organization provided the leaders with the criteria for a successful poster to announce a tree-planting event. The community leader determined when, where, how and with whom and then writes the text for the event. He/she then organized the event details, from press releases to getting extra tools for that day.

The peripheral study with Tree New Mexico (refer to Appendix B, page 41) concurred with this organization approach. Tree New Mexico (TNM) acted solely as a supporter of the Pueblo Nations decisions. Their work with the American Indians was on land reclamation projects. TNM provided native trees and the care information that the Pueblo's requested. The Pueblo Nation first determined that they wanted horticulture input in a reclamation project and sought help from Tree New Mexico. As the relationship grew, the Pueblo Nation planners incorporated TNM's professional expertise into their process. This was comparable to a community that identified the need for street trees and petitioned for assistance from Parks & People or Philadelphia Green.

Environment Action Coalition promoted community involvement differently in comparison to the other case studies. The City of New York planted and cared for street trees. Communities were not called upon to take on any tree-related tasks such as in Philadelphia and Baltimore case studies. What citizens could do voluntarily were to ensure that the young-planted trees did not suffer from vandalism and waste dumping. Instead of having block representation as in the other case studies, two community activists took on the role as liaison between the community and Environment Action Coalition. The two organizers recruited the canvassers, trained them and spoke to the community on behalf of the organization. The organization provided space for meetings, basic horticulture information, a stipend and training for door-to-door canvassing. EAC had an active and supportive role.

From interviews, many staff commented that building this support system took time and resources. Parks & People planted forty trees in their first year of existence compared to the current 200 trees planted per year. Staff reported spending

much time in building a relationship with the community. The study of TNM's relationship building with the Pueblo Nation was significant. Historically, the Pueblo Nation as well as many other Indian Nations had been intensely studied, managed and moved and therefore was leery of the non-Indian population (Probart 1996). TNM began working with the Albuquerque community by distributing trees, planting trees and beautifying highway medians. This work did not directly include the Pueblos in the beginning. The Pueblo Nation was undergoing a lake restoration project at Acomita Lake and wanted trees for the project. They had heard of the tree give-a-ways of TNM and approached them for trees and information. The Pueblo organizers perceived TNM as a tree resource. Three years later, the Pueblos were working with TNM staff to help put together training sessions on tree care. At the time of this study, the Pueblo Nation perceived TNM as partners.

Recognition was reported by staff as an important factor in the perpetuation of the street tree programs. Recognition may be realized in many ways. EAC recognized the teenage canvassers by valuing their work with payment for their time. Parks & People and Philadelphia Green recognized the community groups by having public celebrations. For example, the Parks & People staged a nighttime tree-planting event with a festive atmosphere. People came out of their homes and onto the streets to help with the work and to openly celebrate. Organizers wanted an event that would improve community pride and image. Philadelphia Green gave out t-shirts stating, "I'm a Tree-Tender" to all who completed the Tree Tender course. It was important to note that regardless to which racial group people belonged they all needed to be recognized.

Organizational expenses and incomes were reviewed. No conclusive correlation could be made based on the data. Two strong trends that were noted are found in Appendix F, page 72, Income and Expense Summaries. The trends centered on: 1). The correlation between government support and diverse representation and 2). Age of organization and the size of its educational expense in comparison to other budget items.

Government support represented a large income portion for EAC at 67%, followed by Parks & People at 39%. Philadelphia Green's entire street tree program depended heavily on the William Penn Foundation since 1990 (Schrieber 1999). When funding sources were reviewed with the percentage of diverse representation, the data indicated that the organizations that used the least amount of government support have the greatest amount of racial diversity on the board level. Another interesting point to note was the stability of funding source with the racial diversity of the board. Philadelphia Green in 1999 began its new three-year funding cycle with the William Penn Foundation. They anticipate that increased expenses in the future will be covered by other means instead of depending solely on William Penn. Similar data from the other organizations were not available at this time. As this study only encompassed three groups, a national survey should be made to determine if there was a correlation between the diversity of organization participants and their funding sources and stability.

The second trend that was observed was between age of organization that planted trees (this excludes EAC because they did have cost relating to tree planting) and the education programming expenses. The older organizations spent a smaller percentage of their budget on education then the younger organizations.

Table 5 Comparing Age of Organization and Education Expense

| Organization | Year Incorporated | Education Expense (Percentage of Total Operating Budget) |
|--------------------|-------------------|--|
| Philadelphia Green | 1974 | 9% |
| Parks and People | 1984 | 19% |
| Tree New Mexico | 1990 | 40% |

These data supported the comment from staff that the organization spent more resources in building a relationship with the community first in comparison to tree planting and maintenance.

Summary

In review of the findings, an inclusive organizational structure where diverse views can be incorporated at differing levels (board, staff and volunteer) will ensure success of the programs. This structure defines the organization as group mediators to help distribute resources. The structure defines the community as the leader in determining the direction and means of accomplishing their street tree goals. Finally, the structure encourages both to work together to build a relationship first and then to publicly recognize the successes in order to perpetuate the programs.

Chapter 5

CONCLUSION AND RECOMMENDATIONS

Race composition in board, staff and volunteers brings differing points of view and preferences to the planning and implementation of programs. This thesis studied three organizations' board, staff and volunteers who worked in racially diverse communities and were deemed by professionals in the field as very successful in working with the community. The study found that race composition was the most diverse at the volunteer level, followed by staff and lastly, the board level. This mix can be attributed to the recruitment method.

The method of recruitment was determined by what roles needed to be fulfilled. Three volunteers should be recruited from the community because they play a major and visible role in implementation of programs that affect their own community. Staff should have an understanding of the community that he/she will be working with and be able to work closely with the neighborhood representatives. He/she should possess excellent communication skills and be ready to earn the respect and trust of the community. Staff need not to reflect the racial composition of the community. Usually, the staff is accepted because either he/she is from the community or he/she is active in first cultivating a relationship before programming. The role of the board determines the board recruitment strategy. In the case studies, boards that were responsible for fundraising rather than having direct programming are composed of white majorities. Boards that are responsible for program direction that reflects community needs must be

recruited from the community. This results in a racially diverse board as in the case of Philadelphia Green.

The study could not conclude on generation participation of board, staff and volunteers. This study used information given by staff only. Staff did not know the generation of board and volunteers. To garner this type of information, an extensive survey has to be undertaken with a large representation. The questions should be targeted to all participants – board, staff and volunteers.

The study can conclude that organizational structure that fosters diversity, may contribute to the success of programs by incorporating different views with technical information. This structure defines the non-profit organization as a resource provider. The community should take the lead in determining the direction and means of accomplishing their street tree goals. The community has the opportunity to determine the street tree priorities during planning and implementation. To perpetuate the program, the community requires technical support from the organization and public recognition. This technical support is delivered through courses, pamphlets and newsletters. Public recognition takes on many forms from special events to t-shirt give a ways. The organization will be spending much and time and effort in building a relationship with the community before this inclusive organizational structure will work.

Recommendations

Roles and Involvement

The researcher recommends that any organization, thinking of initiating a street tree programs in a racially diverse community, build a system where views are heard from all levels – board, staff and volunteer levels. If the Board is to have a major fundraising role, then the members should be recruited from a population that can fulfill

this role. If the Board's role is to be involved with the community and to help the Staff with programs, the Board members composition should reflect those of the community that they are serving.

Another criterion for success is that the Staff member should be able to communicate effectively with the community. In this study, the Staff's racial background appears to be less significant in comparison to their ability to work with the community. Staff should have a history within the community – preferably, the staff is from that community. The Staff's role should be that of educator and purveyor of information to the community.

One of the reasons why community members become volunteers is because they believe in the mission of the organization. These volunteers decide the direction and means of accomplishing tasks within their neighborhoods. These volunteers rally for support, care for the trees once that are planted and other carry out actions that contribute to the survival of street trees.

Support

Once a program is started, the researcher recommends that the organization play a supportive role in the community. The organization should provide further training courses to help sustain the programs. Such programs as fundraising, writing grants and tree maintenance are helpful for the community to succeed. They should also provide a mentoring system for the community leaders. People learn from each other.

Staff Expectations

I recommend that staff and program coordinators not consider the number of trees planted during the first year as a measurement of success. Rather they should expect to work closely with the community to build volunteer groups and trust.

Recommendations for Future Research

This research was limited to four organizations, one of which did not deal directly with street tree programs. It would be useful to have studies and reports that deal in depth with the following areas in order to have a better view of how street tree programs have addressed working in the racially diverse community.

1. National directory of non-profit tree organizations detailing constituents.
2. A comparison study on the stability of funding source as it relates to roles of the board and staff and the racial composition of the organization serving in racially diverse community.
3. A comparison study on the types of funding and the racial composition of the organization serving in racially diverse community.
4. List of possible knowledge, skills and aptitude required of staff working in the racially diverse community.
5. Long-term study on racial demographics of board, staff, volunteers and community.

Glossary

0-generation. People who are foreign born.

American Indian, Eskimo, and Aleut. A person having origins in any of the original peoples of North America, who maintains cultural identification through tribal affiliation or community recognition.

Asian and Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black. A person having origins in any of the black racial groups of Africa.

Community. A group of people living in the same locality and under the same government.

Culture. The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population.

Ethnicity. Of or pertaining to a religious, racial, national, or cultural group. For example Jewish, Polish, Italian, Cantonese, Polynesian, etc.

Hispanic. A person of Mexican, Puerto Rican, Cuban, Central South American or other Spanish culture of origin, regardless of race.

Race. A group of people united or classified together on the basis of common history, nationality, or geographical distribution. E.g. Black, White, Hispanic, Asian American.

White. A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Appendix A

URBAN FORESTRY FIVE-YEAR PLAN



United States
Department of
Agriculture

Forest Service

Northeastern
Area



Urban Forestry Five-Year Plan 1995-1999

*Northeastern Area,
State and Private Forestry*

May 15, 1995



Dear Reader,

A framework for the future of urban and community forestry in the Northeast and Midwest has been established by the Northeastern Area Strategic Plan which focuses on three regional issue areas: healthy sustainable forests, sustainable development, and information resource management. This program update for 1995-1999 refines and expands upon the urban and community forestry initiative launched within the Northeastern Area in 1990. The current plan is intended as a guide to coordinate a gradual shift in program emphasis that focuses on emerging issues and needs within each of the Northeastern Area states. The direction established in 1990 set forth a new course of action designed to maximize the benefits of the urban forest—clean water, clean air, diverse recreation, improved wildlife habitat, energy conservation, economic enhancement, and healthy vegetation—by encouraging the comprehensive professional management of all natural resources in urban and urbanizing areas. The objective then, as now, is to improve the quality of life for urban residents throughout the Northeast and Midwest.

This updated urban and community forestry program plan provides the opportunity to integrate the vision for an improved quality of life with the pervasive transition toward ecologically-based management. It requires that we integrate ecological, social and economic systems into urban natural resources decision-making. It does not imply that traditional roles within the urban and community forestry profession will be abandoned, rather it folds arboricultural and related practices into a decision-making framework that links on-the-ground activities with both short and long term restoration and enhancement of the urban natural environment.

Achieving healthy sustainable forests and sustainable development in populated areas implies an expanded focus on environmental issues in locations ranging from inner cities, to small rural communities, and Indian reservations. As natural resource managers we have an obligation to improve the quality of life for all citizens. Urban and community forestry can address that need by creating and maintaining healthy ecosystems where people live and work.

Urban and community ecological restoration and enhancement will not occur without a partnership between Federal, State, and local leaders; let us work together to make it happen.

Michael T. Rains
Area Director

- b. Develop and implement a strategy to distribute information to community leaders and organizations that can increase general public awareness and understanding.

Objective 1.4 Facilitate programing in conservation education thru existing state networks to increase the general awareness level, with emphasis on school children, K-12.

Tasks:

- a. Develop and distribute videos, documents and articles that publicize effective programs.
- b. Provide state urban and community forestry contacts with results from natural resource conservation education projects.
- c. Develop a publicity campaign to promote programs and activities through educational journals, newspapers, magazines, radio and public service announcements.
- d. Produce and distribute success stories about outreach activities.

Goal 2 Outreach and Environmental Equity

Expand program participation by involving minorities, people of color, American Indian Nations, people with disabilities, and under-served populations in all aspects of urban and community forestry.

Objective 2.1 Include diverse populations in decision-making, program design and delivery.

Tasks:

- a. Establish and utilize an advisory team that represents a broad range of interests, culture and socioeconomic circumstances for the urban forestry program.
- b. Promote environmental equity, challenge grants or pilot projects in urban and community forestry program activities.
- c. Prepare information on active organizations within major cities and rural communities.

Objective 2.2 Encourage minority and disadvantaged youth to pursue careers in forestry and related natural resources

Tasks:

- a. Establish a recruitment network to identify youth interested in natural resources and form partnerships with students to assist them to achieve their educational and professional goals.

- b. Continue to support and expand the NE/NA Conservation Education Outreach Program.
- c. Work through state program coordinators to identify and promote existing intern programs in urban areas.
- d. Improve targeting and placement of interns/cooperative education students into positions and locations where they have opportunities to pursue their own career interests.

Objective 2.3 Encourage greater minority and under-served population participation in program implementation and on state urban forestry councils.

Tasks:

- a. Identify options and resources to enhance minority and under-served populations outreach.
- b. Assist states to identify non-traditional groups and encourage them to participate in program delivery with state urban forestry councils.
- c. Support national and state youth opportunity corps models to integrate community service and environmental education projects which target urban minority and under-served populations.

Goal 3. Partnerships

Create and maintain partnerships that strengthen cooperative working relationships and integrate diverse activities among public and private agencies and organizations at federal, state and local levels.

Objective 3.1 Enhance and strengthen existing Federal and State partnerships.

Tasks:

- a. Encourage mutual participation in Federal and State program planning and development activities.
- b. Conduct area-wide state coordinators meetings biennially and sub-area meetings on alternate years.

Objective 3.2 Increase partnerships with non-traditional groups that improve linkages to community organizations, and planning and policy making bodies.

Tasks:

- a. Identify and involve agencies, organizations and groups with overlapping interests in the comprehensive management of natural resources in urban and urbanizing areas.

Appendix B
TREE NEW MEXICO CASE STUDY

Appendix B

TREE NEW MEXICO CASE STUDY

Tree New Mexico works out of Albuquerque, New Mexico. It was included in the study because it was one of the most successful organizations addressing Native Americans. The Northeast organizations that were contacted did not work with the Native Americans. The following is a summary of the case study with Tree New Mexico. Its interpretation was presented in Chapters 3 and 4.

Background Information

Tree New Mexico was incorporated in 1990 and currently serves the community of Albuquerque, the Navaho Nation and the Pueblo Nation (Taos, Picuris, San Juan, Santa Clara, Nambé, Pojoaque, San Ildefonso, Tesuque, Cochiti, San Felipe, Santo Domingo, Sandia, Jemez, Zia, Santa Ana, Isleta, Laguna, Acoma and Zuni). Albuquerque's population consisted of 3% Black, 3% American Indian, Eskimo and Aleut, 1.7% Asian, Pacific Islander and 34.5% Hispanic (1990 census). Even though the total non-white population was 42% in Albuquerque, Tree New Mexico was included in the case studies because it served the Navaho and Pueblo Nations whose reservation boundaries exceeded one state. The Navaho Nation reservation and trust lands comprised portions of New Mexico, Arizona and Utah. According to the 1990 census statistics, the Navajo nation has 219,198 members, which was 11.7% of the total American Indian population (1,878,285). The Pueblo Nation resides in Arizona, Texas and New Mexico and comprised 52,939 individuals, which was 2.8% of the American Indian population.

Environment Perception

The Tree New Mexico case study centered on organization that worked with a group to enhance their environment and did not deal with street trees like the three other case studies. The Navaho's and Pueblo's perspective on street trees and community forestry was different from the other case participants. The perception was of the greater surrounding ecosystem rather than trees lining streets. Many of the sites that Tree New Mexico worked with did not have paved streets and systems as found in non-tribal urban centers. Program stress was thus on habitat protection and land reclamation.

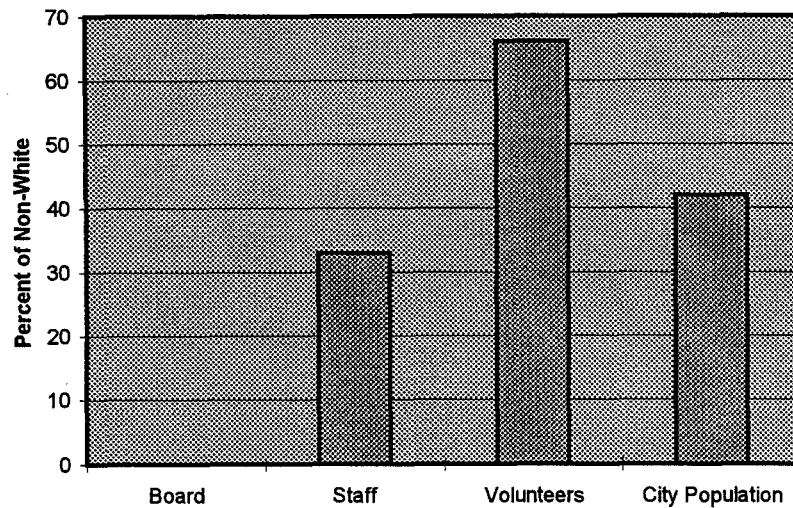
Mission Statement

Tree New Mexico was a grass root, nonprofit organization dedicated to promoting tree planting opportunities and providing environmental education for the general public. Tree New Mexico works with government, civic and private organizations, corporations, businesses and individuals by connecting the need for trees with volunteers and tree experts.

Racial Diversity of Board, Staff and Volunteers

Of the three human resource groups, the volunteer group showed a greater diversity than board and staff. TNM has an all white board and one Hispanic staff. It's volunteer group was composed of 20% Native Americans, 35% Hispanic and 3% Black. The percentage for volunteer diversity may skew because the number also included volunteers living on reservation and not in Albuquerque.

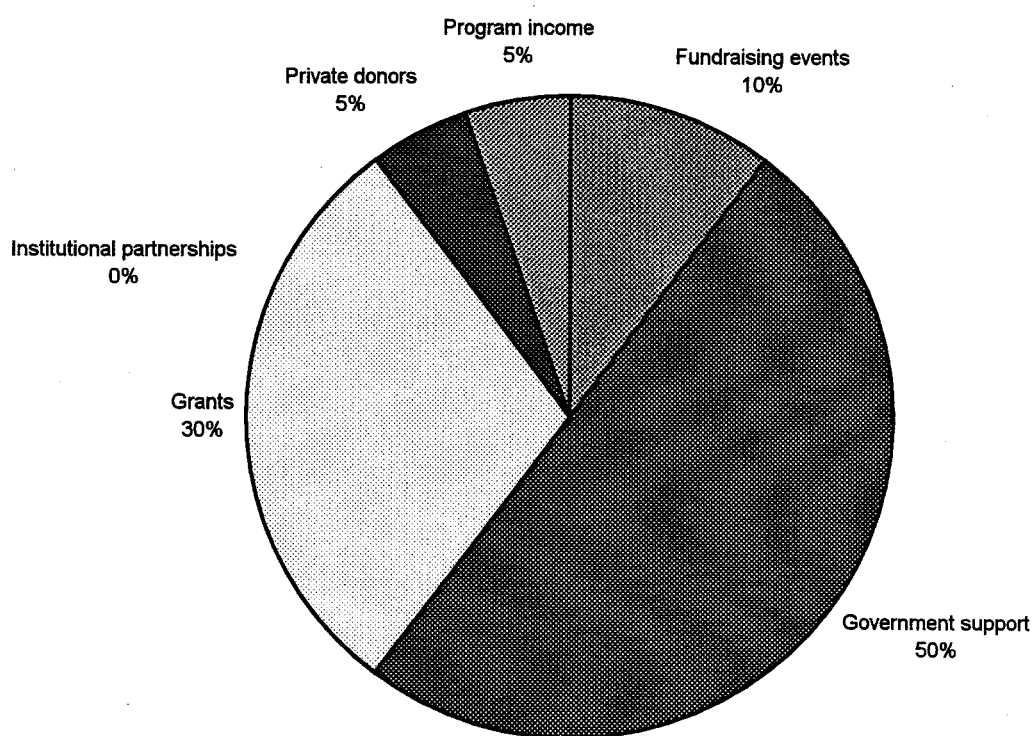
TNM Race Composition



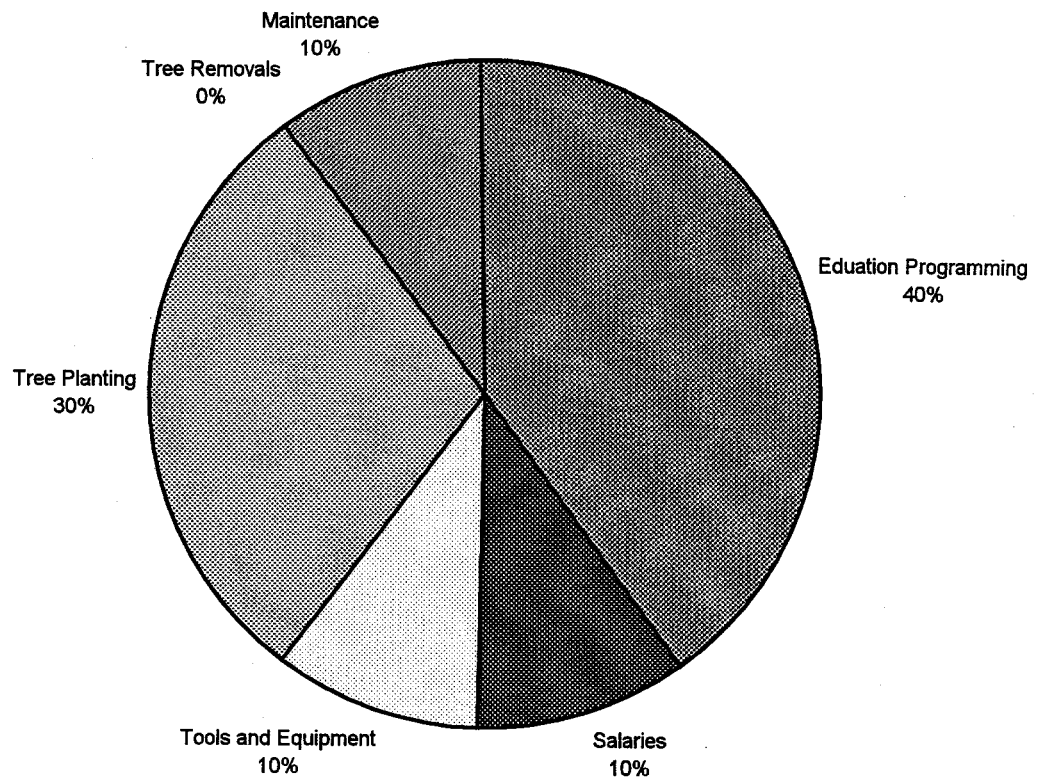
Income and Expenses

Much of TNM's income was from the government (50%) followed by grants (30%). Their main expense was educational programming, which was 40% of their budget followed by tree planting cost (30%). Please refer to the following graphs.

TNM Income



TNM Expense



Roles of Board, Staff and Volunteers

Both staff and volunteers were involved in the jobs listed. The TNM board was newly formed and was expected to take on the roles outlined in the survey.

Table 4 Summary of TNM Board, Staff and Volunteer Job Roles

| Roles | Board | Staff | Volunteers |
|--|-------|-------|------------|
| A voice at town meetings. | Y | Y 4 | Y 3 |
| Drafting rules and regulations | Y | Y 4 | Y 4 |
| Enforcing ordinances | Y | Y 4 | Y 4 |
| Fundraising | Y | Y 5 | Y 3 |
| Liasing with other communities | Y | Y 5 | Y 2 |
| Liasing with media | Y | Y 5 | Y 2 |
| Liasing with partner organizations | Y | Y 5 | Y 3 |
| Lobbying for community support | Y | Y 5 | Y 3 |
| Recruiting volunteers | Y | Y 5 | Y 4 |
| Working directly with leaders and/or groups in planning/ planting/outreach | Y | Y 5 | Y 4 |
| others | | | |

Partnerships with the Navajo and Pueblo Nations

The Navajo and Pueblo Nations conceived the projects and programs. Tree New Mexico did not instigate them. The Acoma Tribe of the Pueblo Nation initial desire was to restore the use of Acomita Lake on the reservation. In 1993 Randall Vicente, Assistant Project Coordinator of Acomita Lake, initiated planning. Mr. Vicente felt that improving the existing facilities could generate income. Ron Garcia the Tribal Secretary who championed the project with the Acoma Council supported him. In 1994, a school

planting was completed by a local elementary school with trees provided by Tree New Mexico. Mr. Vicente contacted other tribal groups and with the help of Tree New Mexico, programs and training were implemented on maintenance. Further help for the Acomita lake restoration came in the form of grant from the Environment Protection Agency (EPA). The Bureau of Indian Affairs gave moneys to enhance spillways. Job Training Partnership Act allows employment of part-time summer youth programs.

The Navaho Nation's partnership with Tree New Mexico began with their desire to improve their water quality. To do this, the Navaho's sought ways to recharge the local aquifers and to restore natural areas. They partnered with the New Dawn Program, an organization that teaches groups to plant vegetables and fruit trees in low-income areas who was also in partnership with Tree New Mexico. The New Dawn Program represented five Agencies, spanning New Mexico and Arizona and serving over 180,000 individuals. Tree New Mexico provided the shade and fruit trees for New Dawn's program (since 1991). Through third party partnerships, the Navaho Nation began their relationship with Tree New Mexico. "Partnerships are very important. (They) provide tools to the grass roots people," says Amos Johnson of the Navaho Nation Department of Water Resource. In both relationships, Tree New Mexico remained as a resource for the people.

Appendix C
CASE STUDY QUESTIONNAIRE

| | |
|--|------|
| Name of person completing questionnaire: | |
| Organization Name: | |
| Address: | |
| Date Completed: | |
| Telephone Number: | Fax: |
| E-mail: | |

I. The Composition of your Committee, Staff, and Volunteers:

1. Does the racial composition of your organization's staff reflect the audience it is serving?

☐ Yes ☐ No ☐ Not Applicable

2. Please write below or provide a copy of the organization Mission Statement.

3. Indicate in the blocks below the number of board members, staff and volunteers represented by the race groups. Place N/A if there is no representation.

| Race | Number of Board Member in.... | Number of Staff in.... | Number of Volunteers in.... |
|---------------------------|-------------------------------|------------------------|-----------------------------|
| AFRICAN AMERICAN | | | |
| 0 generation * | | | |
| 1 generation ** | | | |
| 2 generation *** | | | |
| ≥ 3 generation ■ | | | |
| Total of African American | | | |
| AMERICAN INDIAN | | | |
| 0 generation | | | |
| 1 generation | | | |
| 2 generation | | | |
| ≥ 3 generation | | | |
| Total of American Indian | | | |
| ASIAN AMERICAN | | | |
| 0 generation | | | |
| 1 generation | | | |
| 2 generation | | | |
| ≥ 3 generation | | | |
| Total of Asian American | | | |
| LATIN AMERICAN | | | |
| 0 generation | | | |
| 1 generation | | | |
| 2 generation | | | |
| ≥ 3 generation | | | |
| Total of Latin American | | | |
| OTHER | | | |
| 0 generation | | | |
| 1 generation | | | |
| 2 generation | | | |
| ≥ 3 generation | | | |
| Total of Other | | | |
| | | | |

- * 0 generation = persons born in country of origin.
 ** 1 generation = persons born in the US from immigrant parents.
 *** 2 generation = persons born in the US to 1 generation parents.
 ■ ≥ 3 generation = persons born in the US to 2 generation parents.

II. Recruitment

1. How do you recruit your volunteers?

2. How do you recruit your committee?

III. Role of the Board Members, Staff and Volunteers

1. Please indicate how the Board Members are currently.

A.

☐ A voice at town meetings

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

B.

☐ Drafting rules and regulations

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

C.

☐ Enforcing ordinances

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

D.

☐ Fundraising

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

E.

☐ Liaising with other communities

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

F.

☐ Liaising with the media

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

G.

☐ Liaising with partner organizations

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

H.

☐ Lobbying for community support

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

I.

☐ Recruiting volunteers

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

J.

☐ Working directly with leaders and/or groups in planning/planting/outreach

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

K.

☐ Others (Please indicate):

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

How would you rate the Board on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

2. Please indicate the roles of the Staff (if applicable):

A.

☐ A voice at town meetings

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

B.

☐ Drafting rules and regulations

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

C.

☐ Enforcing ordinances

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

D.

☐ Fundraising

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

E.

☐ Liaising with other communities

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

F.

☐ Liaising with the media

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

G.

☐ Liaising with partner organizations

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

H.

☐ Lobbying for community support

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

I.

☐ Recruiting volunteers

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

J.

☐ Working directly with leaders and/or groups in planning/planting/outreach

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

K.

☐ Others (Please indicate):

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

How would you rate the Staff on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

3. Please indicate how the volunteers are currently active:

A.

☐ A voice at town meetings

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

B.

☐ Drafting rules and regulations

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

C.

☐ Enforcing ordinances

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

D.

☐ Fundraising

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

E.

☐ Liaising with other communities

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

F.

☐ Liaising with the media

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

G.

☐ Liaising with partner organizations

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

H.

☐ Lobbying for community support

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

I.

☐ Recruiting volunteers

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

J.

☐ Working directly with leaders and/or groups in planning/planting/outreach

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

K.

☐ Others (Please indicate):

How would you rate the Volunteers on the job?

| Excellent | | Fair | | Poor |
|-----------|---|------|---|------|
| 5 | 4 | 3 | 2 | 1 |

IV. Income and Expenses

1. Please indicate by percentage the source of income:

- ☐ fundraising events: _____ %
- ☐ government support: _____ %
- ☐ grants: _____ %
- ☐ institutional partnerships: _____ %
- ☐ private donors: _____ %
- ☐ program income: _____ %
- ☐ others: _____ %

2. Please indicate the percentage currently spent in the following categories:

Education Programming: _____ %

Salaries: _____ %

Tools and Equipment: _____ %

Tree Planting: _____ %

Tree Removals: _____ %

Maintenance: _____ %

Administration/Planning: _____ %

3. Indicate the total annual volunteer hours for the pass year.

4. Have you noticed any trends in the categories of expenditures as well as percentage dedicated for each? (e.g. we spent 50% of our budget in tree removal during the first 2 years and then 20% after that) If yes, please comment.

V. Community Involvement

1. Describe the creation of the program. What happened?

2. Is English used as the primary form of communication either in written or verbalized by the following groups?

- | | | | | |
|------------------|--------------------------|-----|--------------------------|----|
| a. Board Members | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| b. Staff | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
| c. Volunteers | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |

If not please state the language(s) used.

3. How did your program **get** the community involved?

4. How do you **keep** the community involved? Do you have special events, newsletters, contact persons and or groups, etc....?

Appendix D

CASE STUDY MINORITY BACKGROUND INFORMATION

Environmental Action Coalition

The Environmental Action Coalition (EAC) serves communities in New York City. New York's population according to the 1990 census statistics consists of 28.7% Black, 0.4% American Indian, Eskimo and/or Aleut, 7.0 % Asian, Pacific Islander and 24.4% Hispanic (which also contains non-whites not fitting in the previous categories). EAC was incorporated in 1970 and works mostly with the Black community.

Parks and People Foundation

Parks and People Foundation serves communities in the City of Baltimore, Maryland through the Public Works Department. The cities' population (1990 census) consists of 59.2% Black, 0.3% American Indian, Eskimo and/or Aleut, 1.1% Asian, Pacific Islander and 1% Hispanic (which also contains non-whites not fitting in the previous categories). Parks and People was incorporated in 1984 and works mostly with the Black community.

Philadelphia Green

Philadelphia Green program of the Pennsylvania Horticultural Society serves the Philadelphia community. This population consists of 39.9% Black, 0.2% American Indian, Eskimo and/or Aleut, 2.7% Asian, Pacific Islander and 5.6% Hispanic (which also contains non-whites not fitting in the previous categories). The Pennsylvania Horticultural Society established Philadelphia Green in 1974 and works with the Black, Hispanic and Asian communities.

Appendix E

CASE STUDY MISSION STATEMENTS

Philadelphia Green Program

As a leader and visionary contributing to a green Philadelphia, we will continue to strive to improve the urban landscape, addressing the issues around vacant land, parks and other public spaces, gateways and streetscapes.

We will work with various partners such as community groups, public agencies, corporations, foundations, and individuals to identify, plan and implement a wide range of sustainable greening projects, raising environmental awareness among our partners and the general public.

To accomplish this, we will follow a process which incorporates a variety of key roles for the organization. These roles include: leader, educator, developer, planner, advocate, and manager.

Parks & People

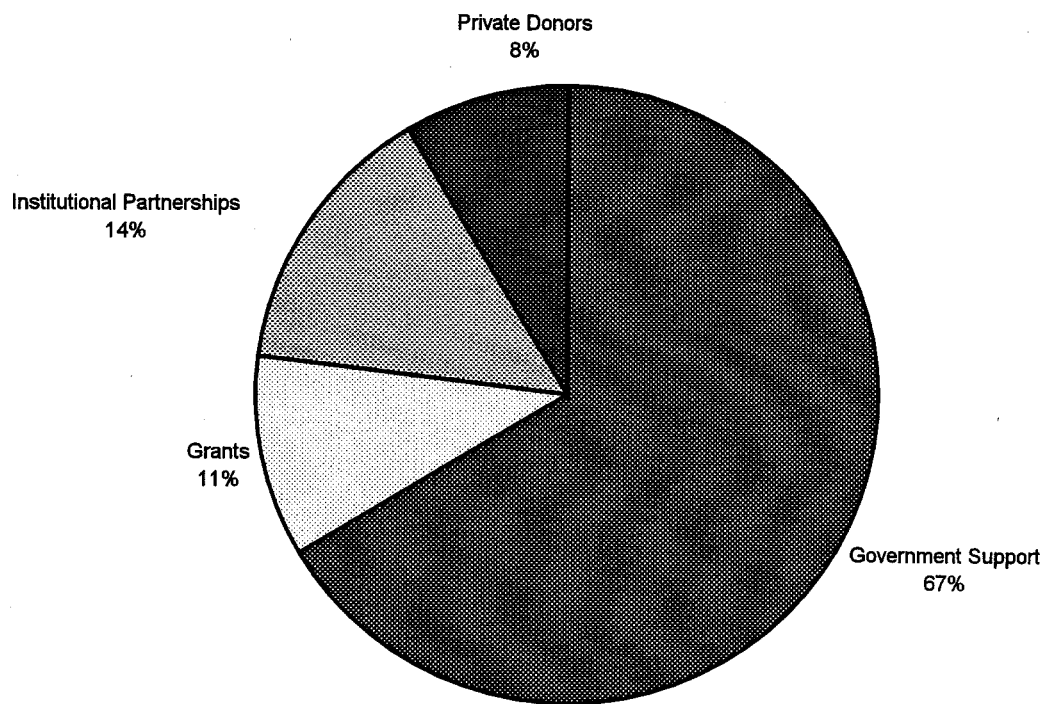
The Parks & People Foundation is Baltimore's leading nonprofit organization for providing creative solutions to recreation and park issues. In close partnership with communities, other nonprofits, businesses and all levels of government, we are innovators and advocates for environmental education and experiential learning; recreation programs; park development, restoration and maintenance; and urban natural resource management.

Environmental Action Coalition

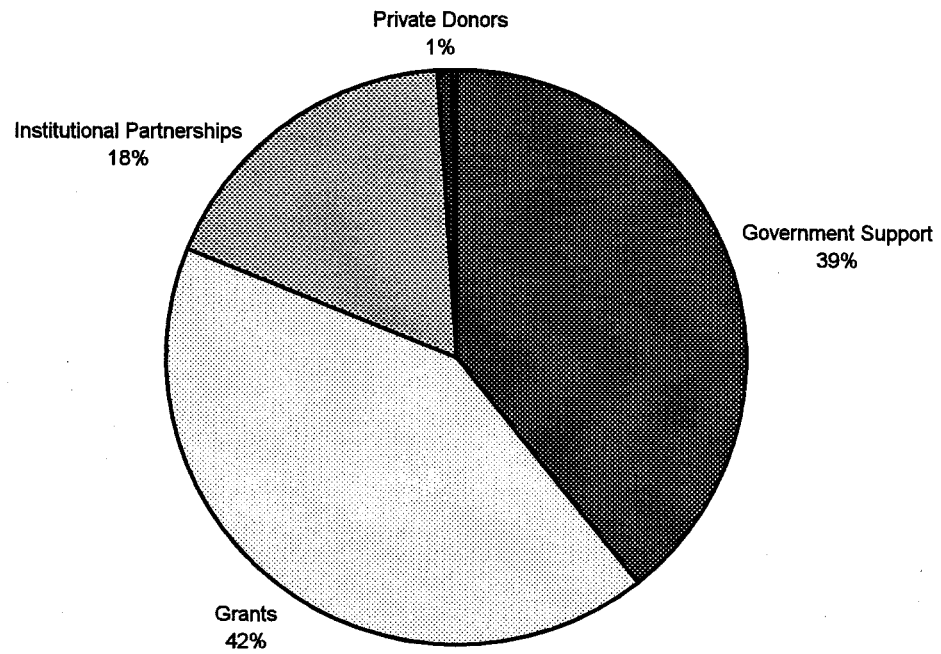
The mission of Environmental Action Coalition (EAC) is to enhance the quality of our urban ecosystem by fostering meaningful community-based activities and encouraging effective public- and private-sector initiatives.

Appendix F
CASE STUDY INCOME AND EXPENSE GRAPHS

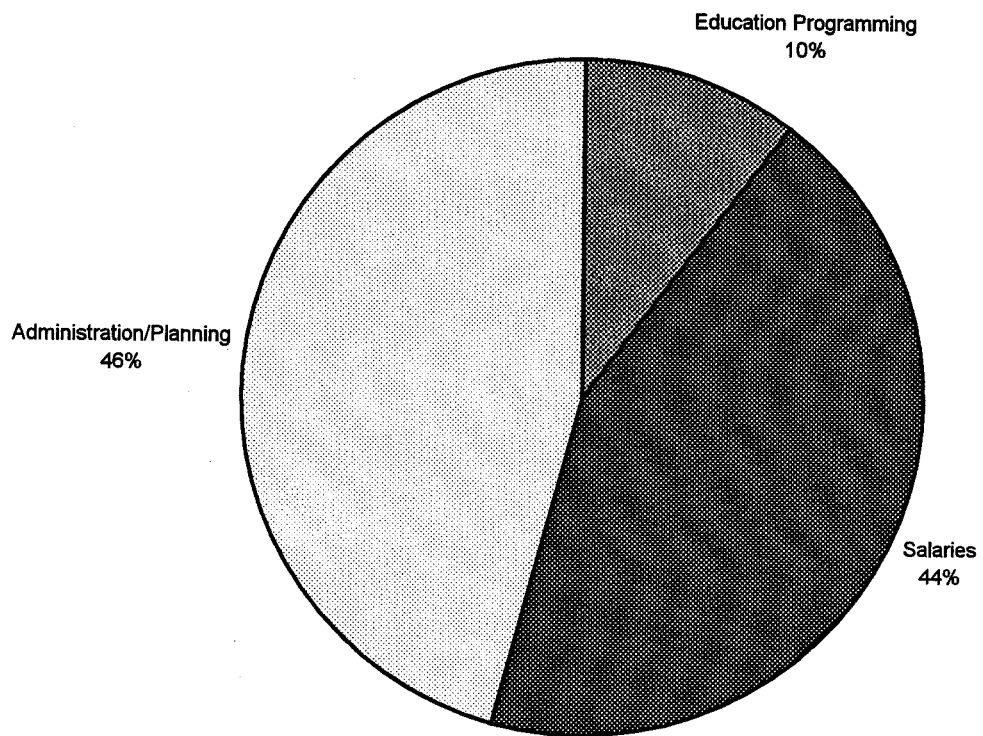
EAC Income Source



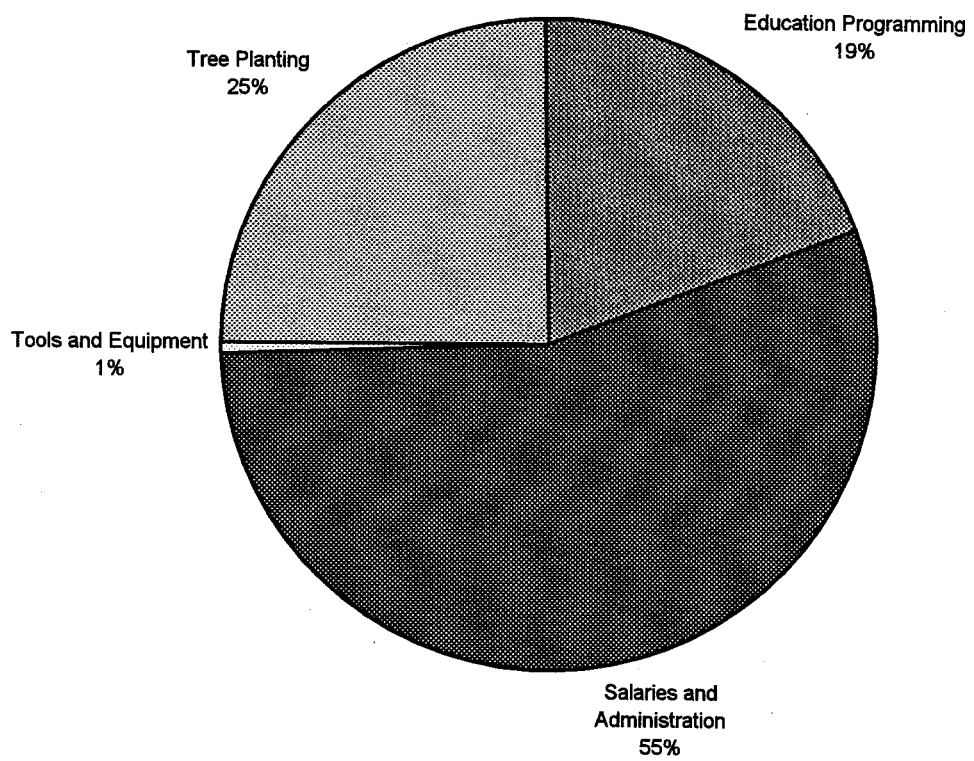
Parks & People Income Source



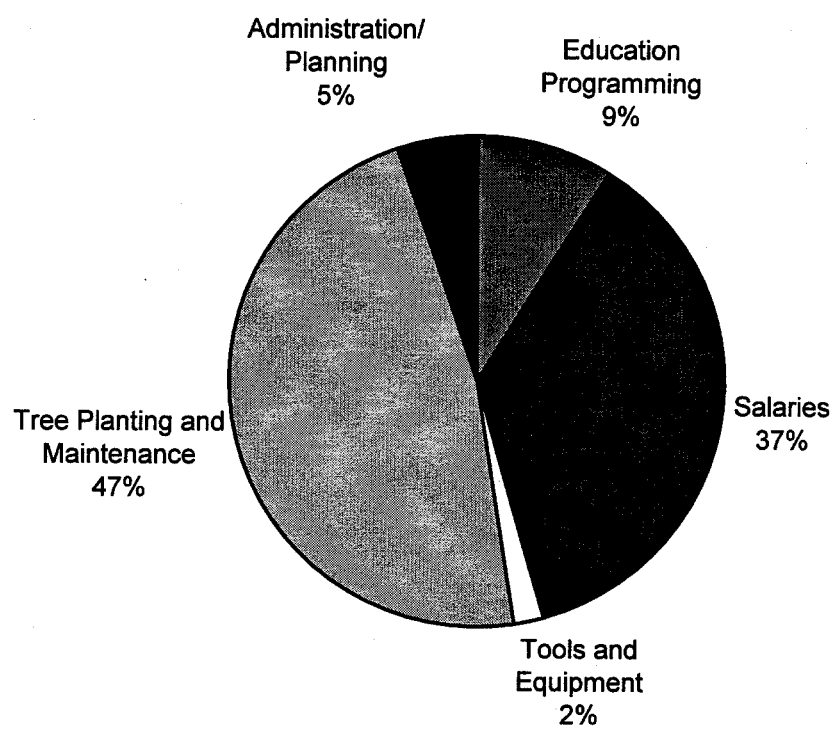
EAC Expenses



Parks & People Expenses



Philadelphia Green Expenses



Appendix G

WILLIAM PENN FOUNDATION

THE WILLIAM PENN FOUNDATION

MISSION: The William Penn
Foundation strives



to improve the quality of life in the
greater

Philadelphia area, particularly for its
economically

disadvantaged residents. The
Foundation serves

nonprofit organizations that help
people improve

their lives within a more just and
caring society.

VALUES

HISTORY

APPROACH TO GRANTMAKING

GRANTMAKING INTEREST AREAS

Children, Youth and Families
Natural and Physical Environment
Arts and Culture
Interdisciplinary

GEOGRAPHIC FOCUS

ASSESSING GRANT OUTCOMES

HOW TO APPLY FOR A GRANT

GRANT AWARDS: 1998
Summary of Grantmaking

BOARD AND STAFF



Two Logan Square 11th Floor 100 North Eighteenth Street Philadelphia PA 19103
Tel 215.988.1830 Fax 215.988.1823 email moreinfo@wpennfdn.org

The Foundation Center

THE WILLIAM PENN FOUNDATION

APPROACH TO GRANTMAKING

Foundations are expected to help improve the community in which they work, and since its inception in 1945, the William Penn Foundation has supported a broad range of nonprofit organizations in their efforts to improve quality of life in the Philadelphia region.

The Foundation today remains committed to its mission of improving the quality of life in metropolitan Philadelphia, and to interpreting this mission so that it is relevant to contemporary times.

Our approach to grantmaking centers on the nonprofit organizations at work in our community, for they understand well the region's problems and potential solutions. Those that work in subject areas of interest to the William Penn Foundation are welcome to apply for funding to address their needs.

Requests for grants are assigned to analysts with the experience and expertise to research the proposals. **The Foundation may respond** to requests by approving or declining a proposal as it is submitted, or it may request clarification or offer technical assistance in order to strengthen the likelihood that the proposed project outcomes are achieved. About 80 to 90 percent of the Foundation's grant budget is used to fund efforts that are proposed by nonprofit organizations.

In addition, **the Foundation may initiate** proposals, based on an understanding of community needs and knowledge of prospective solutions. In such cases, the Foundation seeks to form partnerships with nonprofit groups that have the vision, ability, and expertise to carry out the work. About 10 to 20 percent of the Foundation's grant budget is used to fund proposals that are initiated by the Foundation.

All grants, whether funded in response to a proposal or initiated by the Foundation, are monitored and evaluated by Foundation staff in order to determine whether the grants' intended results are achieved and to understand lessons that can be learned from grantees' experiences. Over time, the Foundation has been increasing its emphasis on the evaluation of grants in order to ensure learning as much as possible and to assess the effectiveness of its grantmaking. The Foundation also seeks feedback from others to determine whether its grantmaking is serving the community.

THE WILLIAM PENN FOUNDATION

GRANTMAKING INTEREST AREAS

The Foundation awards grants in three programmatic interest areas and a smaller, interdisciplinary category that cuts across interest areas to address important needs of the region.

CHILDREN YOUTH AND FAMILIES

Goal: Grants are made to promote the healthy development of children and youth in our region, and to enable their families to provide a supportive and nurturing environment. The Foundation seeks to narrow the opportunity gap between low-income children and their more advantaged peers, and to foster the development of kind, capable, productive, and confident citizens.

The Foundation is especially interested in proposals that promote healthy physical, intellectual, and emotional development of children, youth, and families; educational reform efforts and parental involvement in public schools; and the ability of young people and adults to become productive wage earners.

Children, Youth, and Families 1998 Grant Awards

NATURAL AND PHYSICAL ENVIRONMENT

Goal: Grants are made to conserve and improve the natural resources of our region; to further access to, and stewardship of, those resources; and to assist local, neighborhood, and regional organizations in creating desirable and enduring communities.

The Foundation is especially interested in proposals that promote preservation of open space in Philadelphia and the region; education of the region's children and general public about the environment; and revitalization of inner-city and low-income communities in the Philadelphia region.

Grants to encourage preservation of open space and education about the environment are made within the Foundation's larger geographic target area. Grants to foster community revitalization are made in the six-county Philadelphia region.

Natural and Physical Environment 1998 Grant Awards

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