

**LOVELAND HISTORIC PRESERVATION COMMISSION
MEETING AGENDA
MONDAY, FEBRUARY 17, 2014 6:00 PM
CITY COUNCIL CHAMBERS
500 E. THIRD STREET**

THE CITY OF LOVELAND IS COMMITTED TO PROVIDING AN EQUAL OPPORTUNITY FOR CITIZENS AND DOES NOT DISCRIMINATE ON THE BASIS OF DISABILITY, RACE, COLOR, NATIONAL ORIGIN, RELIGION, SEXUAL ORIENTATION OR GENDER. THE CITY WILL MAKE REASONABLE ACCOMMODATIONS FOR CITIZENS IN ACCORDANCE WITH THE AMERICANS WITH DISABILITIES ACT. FOR MORE INFORMATION, PLEASE CONTACT THE CITY'S ADA COORDINATOR AT BETTIE.GREENBERG@CITYOFLOVELAND.ORG OR 970-962-3319.

6:00 PM

I.	CALL TO ORDER	
II.	PLEDGE OF ALLEGIANCE	
III.	ROLL CALL	
IV.	APPROVAL OF THE AGENDA	
V.	APPROVAL OF PREVIOUS MEETING'S MINUTES	
VI.	REPORTS	6:05-6:15
	a. Citizen Reports	
	<i>This agenda item provides an opportunity for citizens to address the Commission on matters not on the consent or regular agendas.</i>	
	b. Council Update (John Fogle)	
	c. Staff Update (Bethany Clark)	
VII.	AGENDA – CONSIDERATION OF NEW BUSINESS	
	a. Elect new Chair and Vice Chair	6:15-6:30
	b. Brief Presentation on United Way House (Jean Grove)	6:30-6:40
	c. Discuss Updating the Historic Preservation Action Plan (Nick Wharton)	6:40-7:10
	d. Discuss Historic Preservation Month	7:10-7:25
	e. Saving Places Conference Recap	7:25-7:35
	f. Set Next Meeting's Agenda/Identify Action Items	7:35-7:40
VIII.	COMMISSIONER COMMENTS	7:40-7:50
	<i>This agenda item provides an opportunity for Commissioners to speak on matters not on the regular agenda.</i>	
IX.	ADJOURN	

1 **City of Loveland**
2 **Historic Preservation Commission**
3 **Meeting Summary**
4 **November 18, 2013**

5 A meeting of the Loveland Historic Preservation Commission was held Monday, November 18, 2013 at 6:00 P.M.
6 in the City Council Chambers in the Civic Center at 500 East Third Street, Loveland, CO. Historic Preservation
7 Commissioners in attendance were: Janelle Armentrout, David Berglund, Jim Cox, Stacee Kersley, Trudi Manuel,
8 and Matt Newman. Bethany Clark of Community & Strategic Planning, Nikki Garshelis of Development Services
9 were also present. Council Liaison John Fogle and Commissioner Mike Perry were absent.

10 Guest: Larry Melton, Realtec Commercial Real Estate Services

11 **CALL TO ORDER**

12 *Commission Vice Chair Berglund called the meeting to order at 6:00 p.m. Commission Chair Newman arrived at*
13 *6:05pm and took over the agenda at Consideration of New Business*

14 **APPROVAL OF AGENDA**

15 *Commissioner Manuel made the motion to approve the agenda as is. Commissioner Cox seconded the motion*
16 *and it passed unanimously.*

17 **APPROVAL OF MINUTES FROM OCTOBER MEETING**

18 *Commissioner Kersley made the motion to approve the minutes of the October 21, 2013 meeting. The motion*
19 *was seconded by Commissioner Cox and it passed unanimously.*

20 **CITIZEN REPORTS**

21 *Bethany Clark introduced Larry Melton from Realtec Commercial Real Estate Services who was in attendance to*
22 *update the HPC on the status of the Arcadia Hotel at 140 E. 4th Street in Loveland. Bethany Clark gave an*
23 *overview of the history of the hotel including:*

24

- 25 • Frank G. Bartholf and E. S. Allen constructed the A&B Building in 1884, which housed the area's first
26 opera hall on the second floor. There was also roller skating, offices and retail in the building and for
27 many decades, the building housed W&T Pharmacy. Apartments and sleeping rooms are currently on
28 the second story.
- 29 • The Arcadia Hotel was last renovated in 1953.
- 30 • In 1938 the ornamentation was removed and the stucco was applied on the facade.
- 31 • After touring with Fire and Building staff, Clark said they pointed out structural issues in the building.
32 The exterior wall, for example is peeling away from the roof system. The foundation is sandstone and is
33 crumbling, she added.

34 *Larry Melton stated that the building is "extremely tired" and needs to be replaced. From an economic*
35 *viewpoint the cost of restoring the building is too high, he said. He recently took a prospective buyer on a tour*
36 *who initially said that renovating the structure was his first choice. After he toured it, the buyer was convinced*
37 *that the building had to be demolished, Larry disclosed. Larry answered several questions posed by the*
38 *Commissioners. He said he would like to take them all on a tour of the building. Commissioner Cox said he was*
39 *sympathetic to Melton's situation and has experienced the same issues with projects in Fort Collins.*
40 *Commissioner Kersley expressed her disappointment that some of the old buildings downtown have not been*
41 *maintained properly.*

42 **CITY COUNCIL UPDATE**

43 None

50
51 **STAFF UPDATE**

52 *Bethany Clark's staff report included:*

53 • The bids for the demolition of the Swartz Farmstead are due the first week in December and demolition
54 will likely occur shortly after that time. Staff will be working on a Press Release announcing the
55 demolition and highlighting the efforts to save the buildings. The Press Release will be published shortly
56 before the demolition is scheduled.

57 • At their October 28th meeting, the Planning Commission reversed their original denial of the ArtSpace
58 project by a vote of 7 to 2. Staff corrected a previous error to the parking calculations which the
59 Planning Commission reviewed. The Planning Commission also requested that the original color palette
60 be revised to a more muted palette and ArtSpace agreed to the changes.

61 • Most of the Viestenz-Smith Mountain Park was destroyed by the flood. The only buildings that remain
62 are the caretaker's cabin, the Environmental Education Center on the north side of the river and the
63 butterfly display shelter and one other structure (probably the restrooms) on the south side of the river.
64 The bridge across the Big Thompson River has been destroyed and staff is determining how to secure
65 temporary access to the north side of the river.

66 • The garage of the Bishop House has been moved to the site off Taft Avenue. Once the foundation is
67 complete the house will be moved there too. The house is already on blocks.

68 • The Great Western Railway Depot's moving to Granby deadline has been extended because of contract
69 review.

70 **71 CONSIDERATION OF NEW BUSINESS**

72 **Historic Preservation Month Discussion**

73 *Commission Vice Chair Berglund* reported that he had asked for this item to be placed on the agenda to start
74 planning for events in May.

75 *Nikki Garshelis* reported that Mariano Medina's leather breeches will be loaned to the Loveland Museum from
76 the Museum of the Mountain Man in Wyoming and will be on display throughout May of 2014. The "Tour de
77 Pants" event will be part of the May schedule and she is looking for a couple of Commissioners to assist with
78 planning. Bill Meirath from the Loveland Historical Society has confirmed that he would like to be involved, she
79 said.

80 Commissioners continued with more ideas for events including:

81 • Commissioner Kersley suggested something to do with the flood.
82 • Commission Chair Newman said the 2013 workshops were good and should be reconsidered for 2014.
83 • Commissioner Manuel suggested a workshop on plaster repair.
84 • Commissioner Cox said the February Saving Places Conference might give them more ideas and
85 instructors to invite to do a workshop.
86 • Commissioner Armentrout suggested a historic wallpaper workshop. During recent visits to Monticello
87 (Jefferson) and Montpelier (Madison), she viewed displays exhibiting the original materials and

95 workmanship in the structures. There was a discussion about how the Milner-Schwarz House had
96 similar displays.

97 • A suggestion was made to use tents outside the Milner-Schwartz House for workshops.

98

99 **HPC Budget Review**

100 Commissioners reviewed the budget and suggested that some funds be used to print more Walking Tour
101 brochures. Bethany Clark said there are already many boxes of brochures and the back page will be out of date
102 by 2014. Commissioner Cox suggested getting closer to the budget in 2014. Commission Chair Newman
103 suggested doing more outreach in May of 2014.

104

105 **Holiday Party and Approval of HPC Funds**

106 *Commissioner Kersley* reviewed the progress made on the upcoming holiday outreach event scheduled for
107 December 16 from 5:00pm-7:00pm. There are two locations being considered, Loveland Ale Works and Artisan
108 Hall. She explained that Loveland Aleworks allowed food to be brought in and Artisan Hall serves individual
109 plates. There was a long discussion about how much of the budget should be used for the food.

110

111 *Commissioner Manuel* made the motion to use \$500 or less on food for the event, the motion was seconded by
112 Commissioner Armentrout and it passed 5-1 with Commissioner Berglund voting against.

113

114 *Commissioner Berglund* explained he voted against the amount because he would like to know what other
115 commissions spend on events first. There was a discussion that this event was part of the HPC's outreach
116 efforts. Commissioner Manuel distributed a written exercise she said would be asked of the guests to stimulate
117 conversations about historic preservation. Commissioner Kersley pointed out that it was important to network
118 with business and building owners about the benefits of preservation. It was agreed that the event should be
119 considered an end of the year historic preservation outreach effort.

120

121 The Commissioners decided to allow Commissioner Kersley to finalize the location and caterer of the event and
122 will assist, if necessary, in sending out the invitation. Commissioner Kersley estimated that the number of
123 people invited could be 60+ guests.

124

125 **Next Meeting's Agenda/Action Items**

126 • HPC Facebook Page
127 • Commission Chair Newman's decision to remain on Commission

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129

130

Meeting adjourned at 7:45p.m.

1 **City of Loveland**
2 **Historic Preservation Commission**
3 **Meeting Summary**
4 **January 20, 2014**

5 A meeting of the Loveland Historic Preservation Commission was held Monday, January 20, 2014 at 6:00 P.M. in
6 the City Council Chambers in the Civic Center at 500 East Third Street, Loveland, CO. Historic Preservation
7 Commissioners in attendance were: David Berglund, Jim Cox and Mike Perry. Bethany Clark of Community &
8 Strategic Planning, Nikki Garshelis of Development Services and Council Liaison John Fogle were also present.
9 Stacee Kersley, Matt Newman and Janelle Armentrout were absent.

10 Guest Presenter: Mike Scholl, Business Development Manager, Economic Development Department

13 **CALL TO ORDER**

14 *Commission Vice-Chair Berglund called the meeting to order at 6:00 p.m. and announced that there was not a
15 quorum for the meeting and, therefore, the agenda, minutes and elections would not be voted upon.*

17 **CITIZEN REPORTS**

18 Jon Mark Patterson introduced himself. He submitted his application for the HPC opening left vacant by Trudi
19 Manuel's resignation.

21 **CITY COUNCIL UPDATE**

22 Council Liaison John Fogle reported that the City Council had a study session about the 3rd Street development
23 project last week and pledged their resounding support for it.

25 **STAFF UPDATE**

26 The staff report included:

- 27 • A request for HPC volunteers to attend the February 19th Priority Based Budgeting meeting.
28 Commissioners Cox, Perry and Vice-Chair Berglund agreed to attend the meeting.
- 29 • A request for HPC volunteers to participate in the annual Boards & Commission's Summit on February
30 27th. Commissioners Cox, Perry and Vice-Chair Berglund agreed to attend.
- 31 • The demolition of the grandstand at Fairground's Park is schedule for next week and then the Swartz
32 Farmstead will be demolished the following week. Demolitions are moving forward due to the recent
33 flood damage of the structures.

35 **CONSIDERATION OF NEW BUSINESS**

37 **Presentation on Downtown Projects**

38 Mike Scholl, Business Development Manager of the Economic Development Department, gave a presentation
39 about current and upcoming downtown projects. He reported that over the past several years studies had been
40 done and plans had been put in place to attract the right development projects to the downtown. Recently, he
41 said, the Michaels Development Company submitted a RFEI to the City to be the developer for the 3rd Street
42 catalyst project. Michaels is interested in developing a mixed-use project which would include a parking garage,
43 apartment units and retail space. There is a possibility that a movie theater could be part of the project, he said.
44 The Larimer County building is also being proposed for the south end of the property.

46 The Michaels Development Company is the development arm of the Michaels Organization, which has been in
47 existence since 1973, Mike reported. The company has completed successful projects in 33 states. The Loveland
48 project, if it goes forward, would be the first in Colorado. There was a long discussion following the
49 presentation.

51 The HPC members expressed interest in the project. They agreed to do research on any historic properties in
52 the proposed boundaries. They discussed the art deco gas station and said they will look into its history and
53 significance as a structure.

54

55 **Historic Preservation Month Discussion**

56 The HPC will be sponsoring and planning the following events for May is historic Preservation Month:

57 1. May 3rd Tour de Pants
58 2. (No date set) Historic Workshop (content will be discussed after the Saving Places Conference where the
59 Commissioners will get ideas.)
60 3. (No date set) Historic Walking Tour

61

62 They discussed advertising and suggested that social media and the mailing are the best forms to use.

63

64 **Next Meeting's Agenda/Action Items**

65 • Saving Places Conference Recap
66 • Historic Preservation Month
67 • Election of Chair and Vice Chair
68 • Discussion of Historic Preservation Action Plan

69

70

71 **Meeting adjourned at 8:12p.m.**



Community & Strategic Planning

500 East Third Street, Suite 310 • Loveland, CO 80537
(970) 962-2745 • Fax (970) 962-2945 • TDD (970) 962-2620
www.cityofloveland.org

STAFF UPDATE

Meeting Date: February 17, 2014

To: Loveland Historic Preservation Commission

From: **Bethany Clark, Community & Strategic Planning**

Format:

If a more in-depth discussion or extensive questions on a specific item is desired, staff requests that the HPC Chair establish if it is the Commission's consensus to have a longer discussion. Staff will be happy to answer questions on any item with individual commissioners after the meeting.

If the staff update indicates that staff will be pursuing a particular course of action, no comment from the Commission indicates that the Historic Preservation Commission is supportive of that course of action.

Staff Update Items:

Downtown Historic District

The first public open house for the proposed Downtown National historic District is scheduled for Thursday, March 6th from 3:00pm-6:00pm at The Majestic Gathering Place, 315 E 4th Street. Staff and the consultant will be present, along with staff from the State Historical Fund, to provide information about what it means to be part of a Historic District (dispelling myths and listing benefits) as well as informing the public about how a historic district (and historic preservation) can be economically beneficial to a downtown. It is crucial that Historic Preservation Commission members attend the open house as well to help man a table and engage with downtown property owners.



ELECTION OF OFFICERS

Loveland Historic Preservation Commission

February 17, 2014

The term of office for the chairperson and the vice chairperson shall be 1 year. Each officer shall be eligible for reelection. However, chairpersons are encouraged not to serve for more than 2 consecutive years so that other board or commission members may gain experience as a chairperson. Officers shall be elected at the next regular meeting following the month of the year in which the terms of office of the members of the board expire. *The term of office for this year's elected chairperson and vice chairperson shall expire February 2015.*

1. The current Chairperson shall precede the election and shall do so by making note that the election is taking place.
2. Any member of the Commission may nominate any other member of the Commission to the position of Chairperson or Vice Chairperson.
3. A main motion is made (*"I move to elect as Chairperson of the Historic Preservation Commission... "*).
4. A second is made to the motion.
5. The motion is discussed.
6. Upon conclusion of the discussion, and if the elected member willingly agrees to the terms of office, the main motion is voted upon.

Nicholas John Wharton
nicholasjohnwharton@gmail.com
2472 Anemonie Ct., Loveland, CO 80537
Home: (970) 292-8598 Cell: (805) 234-3854

EDUCATION

University of Colorado at Denver , Denver, CO <i>Master of Public Administration</i>	Expected Degree Completion July 2014
University of Colorado at Denver , Denver, CO <i>Master of Arts in Public History</i> <i>Historic Preservation Graduate Certificate</i>	Degree Completed May 2013
Colorado State University , Ft. Collins, CO <i>Bachelor of Arts in Sociology</i>	Degree Completed May 2009
Colorado State University , Ft. Collins, CO <i>Bachelor of Arts in History</i>	Degree Completed May 2008

WORK EXPERIENCE

Best & Brightest Intern Town of Severance P.O. Box 339, Severance, CO 80546	January 2014 - Present
• Surveying and GPS Mapping of city infrastructure	
• Assist each department and carry out projects as assigned	
• Attend several monthly Board of Trustees and Planning Commission meetings	
King Fellow , Center for Colorado & the West University of Colorado Denver 1100 Lawrence Street, Denver, CO	January 2011 - Present
• Manage, maintain and design for the Center For Colorado & the West and the Dr. Colorado websites	
• Manage, edit and publish the monthly New Publications List for the Colorado Book Review	
• Communicate with publishers, authors and reviewers to compile reviews of books on the New Publications List for the Colorado Book Review	
• Manage and publish for the Center For Colorado & the West Colorado County Newspaper Project	
Historic Preservation Intern & Administrative Support City of Boulder 4 th Floor, 1739 Broadway, Boulder, CO	January 2013 – August 2013
• Researched local structures to determine historical and architectural significance	
• Maintained and updated Landmark Alteration Certificates, Demolition and Landmark applications	
• Provided administrative support for Historic Preservation and Planning Departments	
• Attended and transcribed weekly and monthly Landmark Board meetings	
Landmark Preservation Department Intern City and County of Denver Webb Municipal Office Building, 201 W. Colfax Ave., Denver, CO	January 2011 - July 2011
• Researched, designed and created multiple policy brochures	
• Created exhibits for the Colorado Preservation, Inc. Conference and for Preservation Month	

PUBLISHED WORKS

Maps of Major Colorado Mining Towns & Major Colorado Railroads
Published in: *Colorado: A History of the Centennial State*, 5th Edition

May 2013

Book Review of Colorado: Mapping the Centennial State through History
Published in: Colorado Book Review, Center for Colorado and the West Website

February 2012

Maps of Selected Colorado Historic Districts & Rivers of Colorado
Published in: *Colorado: The Highest State*, 2nd Edition

November 2011

ANTICIPATED PUBLISHED WORKS

Map of Saint Joseph Neighborhood Landmarks
Published in: *A History of Saint Joseph Hospital*

Spring 2014

Several Maps
Published in: *Old Blue's Road*

Spring 2014

Various Chapters
Published in: *Historical Atlas of Colorado*, 2nd Edition

Fall 2014

Denver Landmarks & Historic Districts: A Pictorial Guide, 2nd Edition
By Thomas J. Noel and Nicholas J. Wharton

Fall 2014

SCHOLARSHIPS

David Owen Tybra Architects Historic Preservation Prize
Awarded to students completing outstanding work in historic preservation

March 2013

Viola Vestal Coulter Scholarship
Awarded to students focusing on Colorado History

August 2010

ORGANIZATIONS

Masters in Public Administration Student Association
Current Member, University of Colorado Denver

August 2013

Colorado Emergency Management Association
Current Member

August 2013

Colorado City and County Management Association
Current Member

August 2013

National Trust for Historic Preservation
Current Member

August 2012

Phi Alpha Theta
Treasurer and Past Member, University of Colorado Denver

April 2011 – May 2013

Colorado Preservation, Inc.
Current Member

August 2009



Here's a summary of a project idea from Community & Strategic Planning:

Description of Project: An updated Preservation Action Plan with a new five-year strategic plan and a strategic outreach program would provide guidance to staff and the Commission for preservation efforts, enabling progress on key priorities, and would provide support for policies supportive of preservation goals. The current Preservation Action Plan is out-of-date; the original Preservation Action Plan was created in 2002 and was intended to set a strategic direction for the next five years. Further, the Action Plan mixed elements of a preservation plan with elements of a Main Street revitalization program, an approach which is not directly relevant to the Commission's role. Staff relies on the plan for setting priorities in areas of survey work, outreach, encouragement of rehabilitation, and other areas.

Goals and Objectives: Facilitate an update of Chapter 13 of the Historic Preservation Plan, "Preservation Action Plan," which constitutes a 5-year strategic plan, with a focus on developing a strategic historic preservation outreach program. Ultimately, the entire Historic Preservation Plan would be updated with new information and the updated plan would be endorsed by the Historic Preservation Commission and brought to Council for adoption. The update process could include public meetings as well as a retreat involving not just the Preservation Commission but also key stakeholders in the community, such as the Loveland Historical Society.

Public Benefit: Clear articulation of priorities would lead to progress on priority projects; identify key sites worthy of preservation; and allow a proactive approach to preservation, thereby increasing the effectiveness of preservation in the community. It could also serve as encouragement to form greater partnerships among organizations supporting preservation in the community, and to identify other partners that would be beneficial in furthering the Commission's goals of outreach and education.

SCHOOL OF PUBLIC AFFAIRS (SPA)
UNIVERSITY OF COLORADO DENVER
CAPSTONE
IN PUBLIC ADMINISTRATION (PUAD 5361)
IN CRIMINAL JUSTICE (CRJU 5561)
COURSE OVERVIEW

Course Goal

The primary goal of the capstone course is to provide Master's in Public Administration (MPA) and Master's in Criminal Justice (MCJ) students with an opportunity to integrate and synthesize what they have learned in the program. In completing the capstone, students are expected to demonstrate in the knowledge they have gained in the core curriculum and from their elective courses, bringing this theoretical knowledge to bear on a practical problem in a public agency or nonprofit organization.

Students work with an organization or agency, designated as the client, to complete a project for the organization that is of significance and practical use to the organization. By the end of the semester, the student will write a paper that will address the client's needs and conform to the standards of graduate work. The student's performance is evaluated by a committee: the course instructor, a second faculty member, and the client.

Project Parameters

The project should

- be related to public administration or criminal justice;
- be of sufficient scope and magnitude to challenge the student's skills in public affairs;
- be doable during a 16 week semester, with the student devoting approximately 10-12 hours a week to it;
- not normally be conducted as part of the student's ongoing work responsibilities; and
- not receive financial compensation.

Timeline

Ideally, students select their projects and make a start at the project prior to beginning the semester. Projects for the spring semester (end of January to early May) can be posted as early as October or November; projects for the fall semester (mid-August to early December) can be posted as early as May or June.

Client's Role

The client's role is to provide a project for the student, work with the student to understand the project, and help the student identify appropriate materials or contacts to research. The client should give feedback to the student's written draft and final papers, as well as attend the student's presentation at the end of the semester.

Posting Projects

Clients can post projects for students on the SPA Job and Professional Experience Portal at <http://bamlas.cudenver.edu/SPA/Jobs/>. Please contact Brendan Hardy at Brendan.Hardy@ucdenver.edu or 303-315-2896 if you have further questions.

MPA Guidelines for PUAD 5361

Capstone

1. Purpose

The *Capstone* is designed to provide students with the opportunity to integrate and synthesize what they have learned during the entire MPA course of study. It also provides a process and structure for SPA faculty to determine whether MPA graduates have attained the goals of the MPA program: knowledge of public administration or nonprofit theory, research, and practice; critical thinking skills; and written and oral communication skills. The capstone project requires students to demonstrate knowledge of the concepts and principles conveyed in the MPA curriculum and to apply that knowledge to study a problem confronted by a public or nonprofit sector agency. The written and oral products of this Capstone provide tangible evidence of a degree candidate's qualifications and expertise.

In the capstone course, students undertake a client-based project. This project is intended to meet the information needs of a client or agency while also demonstrating and using knowledge and skills students have obtained in the MPA program.

A client-based project must:

- be undertaken for a client who is affiliated with a public or non-profit agency or organization;
- be of significance and practical use to the client organization; and
- be based on scholarly literature in public administration or nonprofit management.

To illustrate, a project may concern a management issue, such as an aspect of human resources management, financial analysis, or reorganization, or a policy or program issue, for example, an evaluation of an agency program, the planning and development of a new program, or the modification of an existing program.

2. Prerequisites

- a. The capstone course should be taken in the student's last semester of classes before completing the MPA, though students will be oriented to the capstone and should identify their client and topic prior to the beginning of the semester;
- b. Although a student may take another elective at the same time as 5361, taking more than one additional course is strongly discouraged because of the work required in the capstone;
- c. All *core* courses should have been completed before taking the capstone course. Under exceptional circumstances a student may request that the instructor allow one final core course to be taken concurrently with 5361. Since the capstone project generally includes a research component, that course may not be PUAD 5003: Research and Analytic Methods. If a core course is taken concurrently with PUAD 5361, the capstone project must not concern an issue addressed in the concurrent core course.

3. Selecting a Project

Students may find a client in many ways. The most common routes are these:

- SPA keeps a list of potential clients and their projects for students to contact on its job portal;
- Students may approach an agency or contact person, meet with them and describe the capstone course, and determine if the agency and/or contact person has a project or problem they would like the student to address.

Client-based projects may **NOT** be conducted as part of ongoing work responsibilities; however, students may conduct a project for an organization that employs them if that project is outside of their official responsibilities and the client does not have supervisory authority over the student.

Students completing a concentration must pursue a project that is related to their concentration area. Further, either their first or second reader must be a faculty member in the area of the concentration.

4. Course Format and Committee

The capstone course is guided by a primary instructor, the *first reader*. That instructor's role is to guide the student in selecting a project and specifying its scope, to assist the student as needed in conducting the project, and to provide extensive feedback to the student on various drafts of the project. In order to provide students with the individual attention needed, capstone courses are restricted to no more than 20 students per class. Students may be moved to different sections to accommodate this class size requirement.

Work under the capstone is guided by a committee comprised of three persons: the first reader (course instructor), a second reader (SPA faculty member), and a third reader (client or substantive expert). All three readers must ultimately approve the project prospectus. All will help the student with the project and will evaluate the final report and presentation, though the first reader serves as the student's primary guide.

The Second Reader

The second reader should be a fulltime faculty or staff member at SPA. If a student has declared a concentration, the first or second reader **must** be a faculty member from that concentration area.

If a full-time faculty member with subject-matter expertise is not available, students may select a SPA adjunct faculty member with subject-matter expertise in the area of the project with the approval of the primary instructor. On the UCCS campus, the second reader can be a CU faculty member outside of SPA.

Second readers should be selected because they have expertise in the content area of the project. Students should consult with them early in the process to get recommendations for references to form the foundation of the client-based project and/or suggestions concerning target journals and references for research projects.

The Third Reader

The third reader is the client, i.e., the representative of the organization for which you are conducting the project.

Role of Readers

While the first reader will have the primary responsibility for supervising the student's project, the second and third readers have responsibility for: (1) approving the student's project prospectus, (2) commenting on project drafts and approving the final project report, (3) attending and participating in the oral presentation of the project, and (4) evaluating the student's work. Additionally, the third reader serves to link the student with the client organization and reports on the utility and professionalism of the student's work for and with the organization.

The first reader determines the student's grade, but will seek input from other readers to determine the final grade. (See attached rubric used by all readers to assess the project.)

5. Steps to the Project

No incompletes

The student must be able to complete the selected project by the end of the semester. An incomplete grade will be issued only under *very* exceptional circumstances.

Orientation

All students are required to participate in the orientation session for 5361 the semester before they plan to enroll. These sessions normally occur about one month before the end of the previous semester. Orientation information will be sent to students taking the online degree and the instructor for the online course will be

available to answer their questions. All students who are eligible for taking the capstone are contacted by the student services staff to attend or participate in this orientation.

The orientation prepares students to identify a project and client, as appropriate, and to develop a prospectus in preparation for the beginning of the course.

Preparing for the Beginning of Class

The orientation provides students with information about how to begin their projects. Before the beginning of the semester, students must identify a client and define their topic for the client. Students are encouraged to contact the person who is likely to be their professor for the capstone to let him or her know of their topic and receive assistance in focusing the topic. Students are also encouraged to contact potential second and/or third readers during this time to get advice on a focus and references to explore. *The prospectus for the project is generally due the second week of the semester, so students must undertake some work before the semester begins to be able to complete the prospectus and begin the project.*

Prospectus: Week Two

Students will submit a prospectus which describes the goals of their project, presents the specific questions they hope to answer, identifies the client and agency for which the project will be conducted, identifies the relevant literature and expected methods of inquiry. Finally, the prospectus names the faculty member(s) and client who have agreed to serve as second and third readers. Individual instructors in the capstone may have additional requirements or slight variations on their requirements for the prospectus.

Instructors may advise students who have not submitted an acceptable proposal to drop the course. This action must be taken before the official add-drop date, so students can drop the course without penalty. Students who are told to drop the course and to re-enroll the next semester will be given specific feedback and instructions from the primary instructor to allow them to begin the capstone more productively the following semester.

Drafts

The capstone report is unlike a traditional term paper in many ways. One way in which it differs is that students submit several drafts and revise those drafts, often extensively, based on feedback from their primary instructor and other readers. The primary instructor will provide students with their expectations and due dates for drafts. Typically, students submit at least two drafts with one coming mid-way through the course and constituting the first part of the paper.

Students should check with their second and third readers at each draft to learn whether they prefer to receive the draft *after* the primary instructor has made suggestions and the student has revised or to receive it at the same time as the primary instructor. Some faculty members prefer to receive the paper after the primary instructor has provided feedback concerning the organization and substance of the paper. However, this delay can require them to read the paper quickly and get feedback to the student. On final drafts, the timeline can become particularly tight, so the student should work closely with the primary faculty member and communicate with second and third readers to establish a time frame for this stage.

Papers should be no longer than 25 double-spaced pages, excluding references, attachments, and figures. Instructors may provide more specific guidelines.

Final Report

Having received feedback from all readers, students should revise their final draft and distribute it to all readers at least one week before the oral presentation. In some cases, instructors may choose to have reports completed after the oral presentation based on feedback from the oral conference. Students will learn the specific details of due dates from their individual instructor's syllabus.

Oral Presentation

Students are expected to make a professional oral presentation, including supportive visual materials such as PowerPoint, overheads, or handouts. Oral presentation sessions typically last around one hour, though the actual presentation is limited to 12-15 minutes. Since readers have read the paper, the student may choose to focus on particular issues of interest or to summarize key points. The remainder of the hour is used for questions and discussion. Students are strongly encouraged to practice the presentation to ensure they are organized and are able to convey all the information they desire within the time limit. Oral presentations are a part of the student's final grade.

To schedule the presentation, students should select 3-5 potential dates and times and send them electronically to all readers to identify a time when all can participate. Second and third readers are required to be in attendance, but may participate electronically if circumstances prohibit their actual presence. Once a date and time are identified, students should submit an electronic scheduling form to the Student Services staff to obtain a room and any equipment for the presentation, and then notify the readers of the location. The capstone presentation scheduling form is available at:

<http://www.ucdenver.edu/academics/colleges/SPA/CurrentStudents/CapstoneSeminar/Pages/form.aspx>.

Students who live outside the Denver metro area will arrange an oral presentation making use of software or telecommunications technology. (Distance students may, and occasionally do, choose to come to Denver for the final presentation, but that is not required.)

6. Other Key Issues

Grounding the Project in the Scholarly Public Administration Literature

All capstone projects include a review of the scholarly literature relevant to the project. The actions undertaken in the project should be grounded in the scholarly literature. It is expected that the student will have reviewed prominent refereed journals in the field and relevant to the chosen project, such as *Public Administration Review*, *American Review of Public Administration*, *Review of Public Personnel Administration*, *Public Performance & Management Review*, *Public Integrity*, *Administration & Society*, *Journal of Policy Analysis and Management*, *Public Budgeting and Finance*, *Nonprofit and Voluntary Sector Quarterly*, *Journal of Public Administration Research and Theory*, *Academy of Management Review*, and *International Journal of Public Management*.

Collecting and Analyzing Information

It is expected that the student will support project conclusions with evidence from qualitative or quantitative data. Students may use secondary data or generate primary data.

At this time, the UCD Human Subjects Research Committee Institutional Review Board (HSRC/IRB) has concluded that projects intended for use within an organization do not require their review. However, if a student is collecting original data from a group typically considered as a protected class by IRB, the faculty member will review the project to insure human subject protections are being considered.

On the Colorado Springs campus, IRB approval may be required if any research data are collected from people. Students on that campus should consult their instructor to determine if IRB approval is needed.

Writing and Format

The capstone report demonstrates a student's ability to communicate information, including scholarly information, in a professional manner. As noted above, students will complete several drafts and should anticipate substantive work on revisions at each stage. Students are required to use a standard writing format such as APA or Chicago styles.

Supplemental Documentation

All projects, regardless of the type, must draw upon at least three courses the student has completed in the MPA program. In addition to the project report, students will submit a brief document that describes how the knowledge and skills gained from the designated MPA courses were used to complete the project. At least one of these three courses must be a core course, and, if the student is completing a concentration, at least one must be a concentration course.

Project Assessment

The faculty of SPA evaluates the final capstone based on a rubric. This rubric is meant to assess achievement of the following knowledge of public affairs, critical thinking, writing, and oral communication. Moreover, the rubric will inform attainment of the following competencies: To lead and manage in public governance; to participate in the policy process; to analyze, synthesize, think critically, solve problems, and make decisions; to articulate and apply a public service perspective; and to communicate and interact productively with a diverse and changing workforce and citizenry.

Readers will use a rubric to report on their judgment of the student's performance in each relevant area. The primary instructor will, then, determine the grade based on readers' feedback.

Any Questions?

Contact the instructor of your capstone course. Feel free to be in touch with us as you move through the process.

Rubric for PUAD 5361: Capstone in Public Policy and Management

<i>The student's demonstration of knowledge of public affairs or nonprofit research, theory, and practice</i>			
Performance Measure	Below Proficient	Proficient	Above Proficient
<i>Identifies the main public or nonprofit sector problem addressed by the paper.</i>	Fails to identify, summarize, or explain the main problem or question; or does so insufficiently. Represents the issues inaccurately or inappropriately.	Successfully identifies and summarizes the main problem, and explains it clearly.	Does an outstanding job of identifying and summarizing the main problem in an innovative way, and explains it clearly. Identifies important secondary issues.
<i>Identifies the key management and/or policy concepts connected with the main problem.</i>	Fails to identify, summarize, or explain important concepts; or does so inadequately. Unable to connect concepts to the main problem.	Successfully identifies and explains the key concepts, and adequately connects them to the main problem.	Exhaustively identifies and explains the key concepts, and succinctly and analytically connects them to the main problem. Identifies, explains, and connects relevant secondary concepts to the main problem.
<i>Knowledge of scholarly public affairs (PA) literature relevant to the subject.</i>	Demonstrates little knowledge of existing relevant literature. Key authors/scholars are not identified. Theory and research are used incorrectly or insufficiently.	Describes the literature well based on appropriate reference to at least ten scholarly articles or books relevant to the subject. Identifies relevant theory, research, and practice; and applies it correctly to the project.	Also demonstrates a sophisticated knowledge of PA research literature. Makes innovative applications of the literature to the project in question. Identifies literature that is pertinent and informative for conducting the project.

<i>The student's demonstration of critical thinking skills</i>			
Performance Measure	Below Proficient	Proficient	Above Proficient
<i>Identifies and considers the influence of the context (i.e., political, social, economic, etc.) on the main problem.</i>	Does not identify or consider any contextual issues. Or does not explain contextual issues; provides inaccurate information; or merely provides a list.	Accurately identifies and provides an explanation of potential contextual issues.	Accurately identifies and provides a well developed explanation of contextual issues with a clear sense of scope.
<i>Identifies and assesses the quality of relevant existing literature/evidence.</i>	Does not identify or assess relevant evidence. Or merely repeats information provided by existing evidence, but does not assess its quality.	Examines evidence and assesses its quality.	Provides a well-developed critical examination of the evidence its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion.
<i>Method assessment and appropriateness, including limitations of the method used to conduct the research.</i>	Assessment is brief and/or unclear. Methods are not adequate or barely adequate to address the research problem. Barely adequate description of the limitations of the research. Some possible limitations are not included.	Assessment is generally thorough and clear description. Methods are appropriate to address the research problem. Clear description and understanding of the limitations of the methods.	Exceptionally thorough, systematic, and clear description of method. Methods are entirely appropriate to address the research problems. Multiple methods are employed. Exceptionally clear and insightful (i.e., provides implications for future research) description of the limitations of the methods.
<i>Understanding results and balancing evidence to reach valid conclusions and recommendations.</i>	Recommendations and conclusions are only partially related, if at all, to the findings of the analysis and to existing evidence and literature. Conclusions are not supported by data.	Data collection, analysis, and interpretation are sound. Most of the recommendations and conclusions are derived properly from the findings of the analysis, and integrated with existing evidence and literature. Few, if any, findings are ignored.	Data collection, analysis, and interpretation are exhaustive. All of the findings are taken into account. The recommendations and conclusions are properly and intimately derived from both the results and existing evidence and literature. Expertly synthesizes student research with previous scholarly work.
<i>Evaluates implications, conclusions, and consequences of the paper's findings for public/nonprofit management and/or policy.</i>	Does not identify or evaluate any conclusions, implications or consequences. Or does not explain, provides inaccurate information, or merely provides a list of ideas.	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions.
<i>In relation to the Client</i>	The project and conclusions are inappropriate, irrelevant, or unhelpful to the client organization. Collaboration with client was minimal. Client needs are not considered or understood.	Project and conclusions are appropriate for the client organization. Project is useful. Works with client to decide question. Understands project in relation to client needs.	Conclusions have a high probability of improving the agency's ability to serve the public. High level of collaboration with the client through all phases of the project. Intimate knowledge of how project meets client needs.

<i>The student's demonstration of written communication skills</i>			
Performance Measure	Below Proficient	Proficient	Above Proficient
<i>Organization and Style.</i>	Poorly written. Paper lacks organization and ideas are not stated clearly.	Sound and effective writing. Well organized and easy to follow. Ideas are clear.	Elegant and persuasive writing. The paper flows smoothly and logically.
<i>Grammar and spelling.</i>	Work has an inappropriate number of misspellings or grammatical errors.	Work has a limited number of misspellings and/or grammatical errors.	Work has no misspellings or grammatical errors.
<i>Graphics and Visuals (when appropriate).</i>	Graphics/visuals are messy or poorly designed. Graphics/visuals are missing where they are clearly needed. Tables and charts lack sufficient information.	Graphics/visuals are adequate in scope, acceptably attractive, and easily viewed and related to the text.	Graphics/visuals are exceptionally attractive in terms of layout and design. Graphics/visuals are related to the text and sufficient in scope, making the material easier to understand.
<i>Publication style</i>	The paper does not follow an accepted publication style, e.g. APA, Chicago.	Follows an accepted citation style throughout the paper, including headings, tables, figures, etc.	N/A
<i>Writing content</i>	Key points in the introduction, literature review, methods, results and conclusions are not communicated clearly.	Effectively summarizes theory, research, and practice from the literature. Clearly and completely explains methods used, and results/findings.	Also shows significant insight into the issues of concern. Is clearly organized with each section building on information presented in previous sections.

The student's demonstration of oral communication skills

<i>The student's demonstration of oral communication skills</i>			
Performance Measure	Below Proficient	Proficient	Above Proficient
<i>Presentation Level.</i>	Some opportunities for adjusting the presentation level for the audience have been missed. The audience's attention is weak.	The audience's knowledge level and interests have been considered. The audience's attention has been maintained.	The audience's interests are piqued and well considered. The audience's attention has been drawn and engaged.
<i>Introduction and Closing remarks.</i>	Student does not display clear introductory and closing remarks.	Student displays clear introductory and closing remarks.	Student delivers open and closing remarks that capture the attention of the audience and set the mood.
<i>Presentation Mechanics.</i>	The presentation materials are a bit messy or poorly designed. Many graphics are not clear, are not related to the topic, or are too small. Reads presentation from slides or notes.	The student can succinctly and clearly communicate the research question, method, findings, and interpretation. The presentation materials are acceptably attractive. Most graphics are easily viewed and relate to the topic.	The presentation materials are exceptionally attractive in terms of design, layout, and neatness. Graphics are easily viewed and are related to the topic, making the material easier to understand.
<i>Question and Answer.</i>	Presenter has difficulty answering expected questions beyond a rudimentary level.	Presenter has sufficient knowledge of the material to answer expected questions.	Presenter demonstrates full knowledge of the material and can explain and elaborate on expected questions.
<i>Technical Detail.</i>	Significant amounts of technical detail are lacking or inadequate so that the audience cannot appreciate the progress that has been made. In places, the information was too detailed or was lacking.	Sufficient technical detail is included to enable the audience to understand the nature of progress.	High level of relevant detail is presented to allow the audience to make judgments about the content. The details are not so elaborate that the presentation becomes tedious.
<i>Client and instructor communications</i>	Student was unable to understand client problems/needs. Unable or unwilling to effectively communicate with instructor/readers to enhance the paper.	Communicated effectively in order to understand client problems/needs. Communicated effectively with instructor and readers to understand requirements for the paper and feedback on drafts.	Shows ability to listen well and ask thoughtful, useful questions of both the client and the instructor.

City of Loveland Proposed Preservation Action Plan

February 17, 2014

TENTATIVE SCHEDULE FOR DEVELOPING THE PRESERVATION ACTION PLAN

Feb. 17	HPC Meeting to introduce project, examine current preservation plan, explore survey, and propose steps to begin planning a preservation action plan and public outreach program
March 17	HPC Meeting to begin input on specific goals and objectives of the preservation action plan and public outreach program
April 4	Stakeholder Meeting to gather feedback on preliminary goals and objectives for both the preservation action plan and public outreach program
April 21	HPC and Public Meeting to conduct the first session for input on the goals and objectives for the preservation action plan and public outreach program
May 19	HPC Meeting- Update on progress
June 6	Stakeholder Meeting to gather final feedback on overall status of the preservation action plan and public outreach program
June 16	HPC and Public Meeting to conduct a final session for input on the preservation action plan and public outreach program
July 21	HPC Meeting to finalize the Preservation Action Plan and Public Outreach Program

GOAL

The purpose of this tentative schedule is to begin the process of creating an updated preservation action plan and public outreach program. This will provide guidance to staff and the Commission for preservation efforts, enabling progress on key priorities, and provide support for policies supportive of preservation goals. Additionally, the outreach program will provide clear articulation of historic preservation priorities and encourage new partnerships within the community.

If you would like to submit any additional comments after this meeting, please email either
Bethany Clark at bethany.clark@cityofloveland.org or
Nicholas Wharton at nicholasjohnwharton@gmail.com.

Current Historic Preservation Plan and Comparison to Other Colorado Cities – February 17, 2014

Current Historic Preservation Plan	City of Loveland	Comparison to Other Colorado Cities
Historic Preservation Commission (HPC) Mission Statement	<ul style="list-style-type: none"> Advise the City Council on all matters related to historic preservation. Reviews resources nominated for designation as either an historic landmark or district and makes recommendations to the City Council. Review and make decisions on any application for a landmark alteration certificate. Advice and assist owners of historic properties on physical and financial aspects of preservation, renovation, rehabilitation, and reuse, including nomination to the local, state or National Register of Historic Places. Develop and assist in public education programs, conducts surveys of historic sites, properties, or areas, and actively pursues financial assistance and incentive programs for preservation-related programs. Reviews and makes recommendations to the City Council regarding amendments to the City of Loveland Historic Preservation Plan. 	<p>Boulder- Responsible for implementing the Historic Preservation Code in an open setting in order to help the public better understand the processes of landmarking and reviewing exterior alterations. The LB is also expected to maintain the visual character of the community that has developed since 1858 while respecting private property rights and maintaining a reasonable balance between private rights and the public interest.</p> <p>Fort Collins- Promote awareness and understanding of, and appreciation for, the value of historic resource preservation in contributing to the quality of life in the City, and actively encourage property owners to voluntarily designate their properties as historic landmarks</p> <p>Longmont- Protect, enhance, and preserve properties of historic, geographic or architectural significance located within the city and those in the Longmont planning area that reflect elements of the city's heritage.</p>
Historic Preservation Plan	<p>The HP evaluates grass roots support for a municipal program to preserve, promote, and protect Loveland's historic resources and the landscapes where they flourish.</p> <ul style="list-style-type: none"> Created in 2002/No Revisions Contains a preservation action plan: <ul style="list-style-type: none"> 15 categories with 175 action steps Time frames range between immediate to 7 Years Steps include multiple Partners for collaboration <ul style="list-style-type: none"> Several, but not all of these steps have been accomplished in the last 12 years 	<p>Boulder- A Historic Preservation Plan was created in 2012 using a Certified Local Government grant. The goals of the plan are: ensure the protection of Boulder's significant historic, architectural, and environmental resources; actively engage the community in historic preservation efforts; make review processes clear, predictable and objective; continue leadership in historic preservation and environmental sustainability; and encourage preservation of historic resources.</p> <p>Fort Collins- Historic Preservation Plan created in 1994; no revisions have been made since.</p> <p>Longmont- Currently does not have a Historic Preservation Plan.</p>
Landmark and Historic District Designation	<p>Loveland's HPC, comprised of seven members appointed by City Council, is responsible for recommending historic landmark designations. A nomination may be initiated by the Commission acting by a majority vote, by City Council acting by a majority vote, or by the property owner. However, owners must consent to the designation before City Council reviews the recommendation. Properties on the register must be over 50 years old and must display historic significance to the Loveland community through architecture or connections to important historic people, themes, or events. Currently there is <u>3</u> historic district and <u>69</u> landmarks listed on Loveland's local historic register.</p>	<p>Boulder- City Council designates by ordinance and can designate over an owner's objection. <u>10</u> historic districts and <u>162</u> individual landmarks.</p> <p>Fort Collins- City Council designates, non-consensual designation permitted. <u>1</u> historic district, <u>216</u> landmarks.</p> <p>Longmont- Designation without owner consent requires petition by 100 citizens, extraordinary significance, demonstration of the inability to move building, and/or designation may not result in an economic hardship to owner. <u>2</u> historic districts, <u>114</u> landmarks.</p>
Design Review	<p>Properties designated on the Loveland Historic Register go through an additional review process when proposing exterior alterations. Any exterior modification involving properties designated on the Loveland Historic Register requires a Landmark Alteration Certificate (LAC) and no building permit or any other work authorization will be issued until a LAC has been approved. The following items are exempt from this review process:</p> <ul style="list-style-type: none"> Interior remodeling (Unless doors or windows are affected) Re-painting of features (Previously painted) Some minor maintenance work 	<p>Boulder- Exterior changes to landmarked buildings and those located within a historic district require review. There are three levels of review: administrative, review by the Landmarks design review committee and review by the Landmarks Board in a public hearing.</p> <p>Fort Collins- Some design review; general design guidelines and district specific guidelines for one district.</p> <p>Longmont- Commission reviews proposed renovations to designated structures and makes recommendations to the City Council regarding the appropriateness of such renovations.</p>

Demolition Review	<p>Demolitions are reviewed by the Historic Preservation Commission to avoid the loss of Loveland's historic treasures. The commission reviews demolition and relocation permit applications for ONLY properties that are on the Loveland Historic Preservation Survey.</p>	<p>Boulder- Demolition review is required for all non-designated buildings in the city over 50 years old. Applications for buildings constructed after 1940 are reviewed administratively and buildings constructed before 1940 are reviewed by the Landmarks Design Review Committee</p> <p>Fort Collins- Review process similar to Boulder's, except that an application that is called up to the full board and determined to be eligible for landmark designation must also be reviewed through Development Review.</p> <p>Longmont- Demolition review is required for all buildings within the original Town of Longmont subdivision and any structure identified in an architectural survey as historically significant. A staff member and one councilmember appointed by the council shall review permit applications for total demolition or moving of structures.</p>
Surveys	<p>In 1999 the city surveyed historic assets and compiled the "Loveland Historic Preservation Survey" to determine existence of the quantity and quality of Loveland's historic resources. This survey examined more than 2,300 historic structures and established that Loveland's basic infrastructure includes significant assets. Including this initial 1999 survey, a total of 5 historic preservation surveys have been conducted.</p>	<p>Boulder- Since 1985 17 survey projects have been completed to date, from a broad survey to the Post-WWII Residential Resource survey.</p> <p>Fort Collins- The city has conducted 8 historic preservation surveys.</p> <p>Longmont- The city has conducted 8 historic preservation surveys.</p>
Incentives	<p>Properties on the Loveland Historic Register are eligible for a building permit fee waiver for exterior restoration, preservation, or rehabilitation. Property owners must have an approved Landmark Alteration Certificate before a fee waiver and building permit are issued. Registered properties are eligible for state and federal tax credits as well.</p>	<p>Boulder- Registered properties are eligible for state, federal tax credits and a city sales tax waiver. Additionally, there are possible exemptions and variances from select building code and zoning standards (Floodplain, height, solar, front porch and land use requirements, requirement in rental house code for sprinklers, and residential growth management requirements).</p> <p>Fort Collins- 0% Interest loan available for up to \$7,500 for rehabilitation of historic properties; properties must be locally landmarked and funding is only applicable to exterior work.</p> <p>Longmont- No city incentives are available. Registered properties are only eligible for state and federal tax credits.</p>
Certified Local Government (CLG)	<p>The CLG program, established in 1980, is a federal, state, and local program designed to better integrate local governments into the national historic preservation framework. The City of Loveland was recognized as a CLG on October 10, 2002. Since its creation the city has been awarded 2 grants for a total of \$42,018. To become a Certified Local Government, a city must:</p> <ul style="list-style-type: none"> • Create a local historic preservation ordinance • Establish a qualified historic preservation commission, • Maintain a system for survey and inventory of local historic resources • Provide for public participation in the local historic preservation process 	<p>Boulder- This CLG program was established on September 4, 1985. Since its creation the city has been awarded 11 grants for a total of \$89,083.</p> <p>Fort Collins- This CLG program was established on January 31, 1991. Since its creation the city has been awarded 6 grants for a total of \$78,540.</p> <p>Longmont- CLG program established on August 20, 1985. Since its creation the city has been awarded 4 grants for a total of \$118,830.</p>

*All statistics, data, and information were gathered from materials provided by city municipal websites.