

Building a Legacy - Part 2

Outdoor Learning Environments for Toddlers



Prepared for: Jerri Thompson, Head of School - St. George's Episcopal Pre-School
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SUMMARY - BACKGROUND, CONSTRAINTS, AND OBJECTIVES

In 2016, head of school, Jerri Thompson, embarked on a bold strategy to increase outdoor learning and natural settings, and base all upcoming play yard renovations on child development best practices in addition to educational curriculum guidelines in order to support the dynamic and full body learning and development inherent in young children ages 0-7.

A Master Plan for the Pre-school Yard was developed, and activity settings spelled out in the Plan have been installed in the large play yard over the last three years. After recognizing the overwhelming success of the additions to the Pre-school Yard, St. George's is eager to embark on a similar Master Plan to develop the Toddler Yard as an Outdoor Learning Environment that is state-of-the-art.

The Toddler Yard is a small area (about 4600 s.f.), with existing activity settings added one-at-a-time over several years and separated from each other by underutilized open areas. The activity settings are supporting a fraction of the natural behaviors toddlers (age 1-2.5) engage in, and several critical activity settings are missing. The yard is also a nexus for many types of users each day, and serves as the functional main entrance for the school.

The Objective of the Master Plan is to reframe the primary pathway as the intended "front door" to the school, and increase the number of activity settings in the Toddler Yard as well as the number of behaviors each affords, while keeping the area uncluttered. The Plan connects activity settings, and affords all users a way to navigate the space freely. Ample seating for teachers and families will support toddlers' needs for close relationships with adults. Richly planted settings throughout the Plan create soft edges and afford opportunities for all users to connect with nature.



We are honored to be invited to design and install Phase 2 of the St George Toddler Outdoor Learning Environment as a state-of-the-art setting for toddlers (ages 1-2.5 years), Teaching Guides, Families, and Members of the extended church community, as well as develop it as a nationally recognized demonstration site for Outdoor Learning Environment best practices.

DETAILED SITE ANALYSIS REPORT AND PROPOSALS

Site History

The site of the Outdoor Learning Environment design is an existing childcare center play yard serving toddlers ages 1-2.5 years. (An adjacent larger play yard includes activity settings for older pre-school children ages 2.5-6 years). The land area of the yard is approximately 4600 square feet, or a little larger than 1/10th of an acre.

Prior to the addition of three new natural activity settings in 2016, the toddler playground included:

- A single manufactured play structure with small steps, a plastic slide, and plastic sensory wall surrounded by an artificial turf fall zone, covered by a large, rectangular shade canopy,
- Narrow shared use paths,
- Small sloping and flat areas that were either grassy, mulched, or bare dirt,
- One mature tree stands in an unused corner near the building, and one mature tree stands outside the play yard fence line to the NW,
- Water play and sand tables that were stored in the classrooms when not in use,
- Freestanding music and sound stations that were stored in the classrooms when not in use, and
- Loose toys and four wheeled pedal and foot powered plastic cars.

In 2016, the Head of School commissioned the addition of:

- A natural stump retaining wall to reduce erosion which also affords the children an age appropriate edge for balancing and first jumping work, while affording the teaching guides a place to sit or gather the children for stories and snacks.
- A natural log edged sand pit and sand play table that includes storage. The pit is large enough to afford the children a full body sand play experience, and the varied height log edge serves to contain the sand play while affording table height working surfaces surrounding the sand pit and the Teaching Aids a place to sit while working with the children.
- A natural dry creek bed affords rock climbing (toddler appropriate), exploration, and discovery.
- Child friendly perennial and edible plantings afford sensory experiences, naturalization, and seasonal interest.
- A removable overhead shade canopy that also affords the teachers the ability to cover the sand pit to keep cats and critters from using it at night.
- Arching vine arbors afford the children places to hide under, be quiet, sit alone, and to gather.

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- A straight gravel car track was installed to keep the toddlers from using the narrow primary path as their car track.

While the additional naturalized activity settings afford exciting opportunities for the children and teaching guides, the Head of School recognized the need for a play yard Master Plan for it to become a fully engaging Outdoor Learning Environment that comprehensively fulfills toddler development needs and the work of the teaching guides in supporting that development. The play yard also serves as the main entrance of the school for parents dropping off and picking up their children, so special attention is needed to allow for this high traffic activity that happens twice daily through the middle of the yard.

Following the completion of the Master Plan, the Head of School wants to follow an incremental development plan alternating community fundraising efforts with installations of activity settings over the timespan of approximately three years. The installation phases must also include associated maintenance plans that will be handled by an outside maintenance company familiar with Outdoor Learning Environments for Childcare Centers.

Observations of Existing Site

Several visits have been made to the site over the course of two years for interviews, observations, and to document behaviors at different times of the day when the play yard is in use.

- Three visits included focused observations of the toddler play yard.
- Two visits included interviews with the Head of School and administrative staff to walk through the yard and discuss observations and needs.
- Two visits included interviews with Teaching Guides and observations with them working with the children both inside the classrooms and outside in the yard.

During initial site mapping and behavior mapping, the following **users** were identified and their respective **behaviors** were observed:

USERS

- **School Administrative Staff** - The Head of School and three administrative staff pass through the area daily to, visit adjacent classrooms, walk through to the parking lot, walk through to the adjacent pre-school play yard, give school tours, and observe children playing and learning.
- **Parents** - Each morning between 7-9AM and each afternoon between 3-5:30PM parents walk along the primary pathway to drop off or pick up the children at their classroom doors. This is also the entrance parents use throughout the day if they need to pick up children early. Toddlers are observed playing on the playground during both of the high traffic parent windows of time.

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- **Teaching Guides** - Teaching guides for all ages pass through the toddler play yard throughout the day to walk their classes to and from the other play yards and auxiliary buildings.
 - **Toddlers** - Toddlers ages 1-2.5 are the intended primary users of the toddler play yard. During play they are observed using the manufactured play structure, practicing walking, engaging in a variety of sensory experiences like picking up mulch bits, tasting, balancing, jumping, riding wheeled vehicles, playing in sprinklers, exploring sound, exploring motion, sand play, studying each other, playing with each other, playing alone, and playing with their teaching guides.
 - **Maintenance Staff** - A maintenance manager passes through the area to get to all areas of the campus when making repairs and checking the facilities.
 - **Evening Cleaning Crews** - After school hours and on weekends the cleaning crews use the primary path to access all classrooms.
 - **Sunday School Children and Families** - on Sundays, older children and families are observed playing in the toddler play yard in between and after morning services.

MAPPING ZONES

The site can be viewed and measured using aerial imagery available through Google Maps, and the following zones were observed and mapped within the project area.

An accompanying document includes photos of the yard as it exists today.

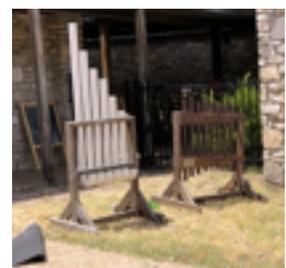
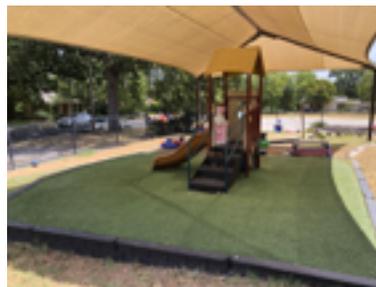
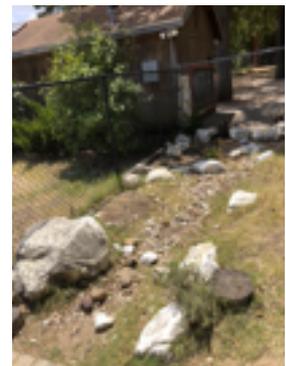




ACTIVITY SETTINGS

Approximately ten-eleven individual activity settings currently exist in the play yard:

1. **Sand play** with sensory wall installed in 2016.
2. **Natural Creek Bed** installed 2016
3. **Manufactured equipment** which includes a slide, small platform, activity wall, steps, climbing bars.
4. **Storage** - small plastic upright cabinets offer a small amount of space for loose toys and art supplies.
5. **Music/Sound** - a set of percussion tubes and an outdoor xylophone table afford sound exploration.
6. **Art** - a portable plexi art panel affords sensory and painting play when the supplies are brought out by guides.
7. **Gathering Spaces** are available under the vine arbors and along the cedar log retaining wall installed 2016.
8. **Balance work** can be done on the cedar log retaining wall and the varied height log edge



surrounding the sand pit.

9. **Wheeled vehicle** movement is afforded by the sloping primary path and a lower decomposed granite path at the low (north) end of the play yard.
10. **A small sloping grass lawn** affords a space to roll balls and feel the texture of the grass. Adjacent mulched landings offer a variety of textures and soft surfaces to fall. All lawn and landing areas afford Teaching Guides places to set out tables and activities brought out from the classrooms.
11. **Overhead shade/teaching areas** are afforded by a large 24X36 shade sale canopy and a smaller shade canopy covering the sand pit.



Needs (Problems), Opportunities, and Objectives

INTEGRATED ACTIVITY SETTINGS #1

- **Water play** - While the yard has a dry creek bed, there is no water feature associated with it, and the only opportunity for water play is when the Teaching Guides bring out water tables or turn on sprinklers. All of these water play opportunities require direct set up and control by the Teaching Guides. To facilitate self directed water play, a hand water pump that's easy for very small children to use without help can be installed directly into the dry creek bed, and water can flow through the rocks without ponding to ensure the safety and health of small children.
- **Earth and mud play** - While there is sand play on site, there is no earth or mud play, which meets other critical sensory needs in child development. In conjunction with the water pump, the bed of the dry creek area can be amended with a recommended 50% sphagnum/50% sand mixture that mimics earth but is cleaner and easier to work with. Additional boulders and plants can be added at the edges of the creek bed to bound the area and help keep the earth and mud media in the creek bed area. Benches near the creek bed will afford children an opportunity to make a "mud kitchen" or for Teaching Guides to sit and observe while the children use the water.
- **Loose Parts/Construction + Sand Play** - Bins of plastic toys are currently brought out from storage and the classrooms by Teaching Guides, but readily available natural loose parts that move around freely by the hands

of the children do not exist. A variety of loose branches, stacking cookies, bamboo sticks, and baskets for grasses and other loose parts can be left outside each day and afford the children opportunities to stack, build, create tools, explore textures and shapes, weave on the fence, and put small parts into holes, etc. To maximize space, the loose parts can call the sand pit their home base, and be moved to the adjacent lawn as needed.

INTEGRATED ACTIVITY SETTINGS #2

- **Looping Wheeled Vehicle Track** - The existing paths for wheeled cars are straight with dead ends. One is a narrow shared use path that currently is the primary path for the entire facility, and is already under sized for that purpose. The secondary wheeled car path hugs a fence line, is made of decomposed granite, and dead ends at a path on one end and a gathering arbor at the other. A looping wheeled car track made of concrete that winds past (but doesn't dead end at) other activity settings acts as a connector for multiple settings, is at least 5 ft wide to afford full, safe use, and has vegetative buffers from fence lines and adjacent activity settings.
- **Naturalized settings and elements, and additional trees** - The yard currently has one mature tree that shades the building more than it does any activity settings within the yard. An additional mature tree outside the fence affords natural background visuals, but is on the north west side of the yard and does not afford shade or relief from the hot afternoon sun, and the only other living plants are a few recently planted low shrubs at the sand pit and some grass. Consider adding the following natural plantings throughout the yard:
 - Four to six smaller trees (Up to 25') with sturdy multi-trunk habit such as *Parkinsonia* x 'Desert Museum', *Chilopsis linearis*, *Lagerstroemia indica* will afford dappled shade in hot months and interesting colors, textures, and low to the ground climbing opportunities for small children.
 - Small shrubs planted along fence lines and in corners naturalizes hard edges of the yard while affording visibility for caregivers. Shrubs such as Rosemary and Feijoa (Pineapple Guava) afford edible and fragrant evergreen vegetation, *Pittosporum* and *Morella cerifera* are an excellent evergreen shrub, and shrub shaped flowering/fragrant perennials such as *Esperanza*, *Hamelia Patens*, *Artemesia* 'Powis Castle', and *justicia spicigera* are excellent and hardy performers.
 - Clumping tall grasses such as *Muhlenbergia dumosa*, *Muhlenbergia lindheimeri*, and *Muhlenbergia capillaris* have exciting textures that afford sensory play, afford weaving and building, and have seasonal interest.
 - Climbing Bamboo such as *Bambusa multiplex* 'Midori Green' can be added around the bases of each shade structure pole.
 - Additional vines can be planted to soften fence lines, afford privacy from the street, and attract pollinators and hummingbirds.

INTEGRATED ACTIVITY SETTINGS #3

- **Hill Slide** - Currently, the only slide available is elevated with low, slippery sides and can only be accessed by climbing stairs. Removing the artificial turf below the manufactured equipment, raising the ground level under the existing slide to make it a hill slide, and reshaping the slope of the ground to allow for an additional hill slide to be built at the bottom will increase safety and afford many interesting opportunities like sliding a longer distance, choosing to stop in the middle and roll down the hill, and ball play watching balls roll all the way down the chutes in different directions. Reshaping the ground in this area also affords the opportunity to eliminate an erosion problem at the base of the existing slide, and allows us to remove the artificial surfacing and plastic borders that currently edge the fall zone of the manufactured equipment. Finally, vegetation provides sensory experiences and naturalizes the area.
- **Tumbling Mound** - Slopes in the toddler yard are interrupted by retaining walls and are covered with mulch. In conjunction with reshaping the ground for the Hill Slide, the mounds can be made wider and sloped at an angle that affords rolling and tumbling. Both the hill slide and tumbling mound can be extended into the lower landing that is currently decomposed granite used for bikes. That landing can be shaped and amended to be planted with lawn grass which extends/blends the activity settings between the manufactured equipment, the tumbling mound, and a lawn for ball play and toddling.
- **Open lawn for ball play and toddling** - the existing lawn areas are constricted and cut off from each other by other activity settings with no secondary paths connecting them. By reclaiming the granite bike track and shaping it into a lawn, there is more space for lawn activities, and that activity setting is connected to (as well as acts as a connector between) activity settings.
- **Food Gardening** - is not currently taking place in the toddler yard.
 - A small and whimsical “growing house” activity setting affords growing and tasting food plants in a protected corner near a water source without taking up a lot of space in an already small yard. Doors to the growing house will keep toddlers from accidentally finding their way in unattended, floor to ceiling wire mesh will allow for full visibility but keep critters away from the fruits, and the walls of the structure will afford vertical growing which maximizes space.
 - Thornless blackberries and grape vines will be planted along fence lines. Irrigation is critical to ensure the success of all perennial planting beds, so extensions to the existing irrigation zones and drip lines will be added.
 - One or two dwarf fruit tree varieties (such as Citrus reticulata ‘Miho) are compact, afford the children gratifying and beautiful little fruits they can easily pick, and the fruit matures during the school year (many varieties of fruits mature during the summer months when children are out of school). The flowers of the orange trees are very attractive to pollinators and hummingbirds.

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- The edible perennials and fruit trees can spill over from this activity setting into the edges of the lawn and stage areas, connecting these areas and affording edible experiences even when the growing house is closed.

INTEGRATED ACTIVITY SETTINGS #4

- **Stage/Dramatic Play + Tertiary Pathway** - There is currently no stage or platform to afford performance and dramatic play. Even at this young age, toddlers are beginning to engage in pretend play, expression, and starting to develop socio-dramatic play relationships. Building an activity setting with a low stage, bar for hanging curtains and props, and adjacent storage will afford dramatic play opportunities, a low railing and a low ramp connecting the stage to the nearby primary path will ensure the stage and growing house are accessible.
- **Additional Permanent Storage** - The existing storage is undersized, temporary, and fragile. Larger permanent storage can be built on either side of the stage platform to afford weather tight storage of dramatic play materials, rotation of loose parts, protection of small and plastic toys that can get damaged in the sun or when older kids play on weekends, and supplies that can't be left outside like art supplies and some instruments.
- **Permanent Art, Color, Music, and Mirror Panels** - Built into the doors of the storage sheds and on a wall adjacent to the water spigot will be paint and chalk panels, color theory sun catchers, and fun mirror panels that are accessible for free use at any time. Musical instruments can populate the stage and adjacent walls. Permanent placement of panels near other activity settings (such as mud play) affords free play with natural and readily available "paints" and reduces the need for Teaching Guides to set up and make materials available before the children can explore with painting play.
- **Log Stumps for Climbing, Balancing and Gathering** - Relocating log stump retention walls to face the stage and provide edge for the new Hill Slide mound creates a climbable transition between the Art/Stage setting and the Manufactured Equipment/Hill slide while affording adults a place to sit and watch performances from the stage, rest in the shade, or help toddlers with their first climbing work.

INTEGRATED ACTIVITY SETTINGS #5

- **Primary Pathway** - the current primary pathway hosts so many behaviors that none can be done without someone stepping aside to avoid collision or to offer space to someone else using it. It also currently serves as gathering area for each class as they exit the rooms and are counted and organized before embarking on a journey elsewhere. By adding secondary pathways, widening parts of the primary pathway where possible, and framing the entryways of the doors, congestion will be reduced, and a prominent front entrance for the school can be established.

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- **Framed entrances/"front porches" for classroom doorways** - The primary pathway passes directly in front of several classroom doorways, and is even used for storage of supplies, shoes, and extra clothes the children bring to school each day. Extending the roofline with an integrated arbor, shifting the route of the primary pathway, and framing the entrances of the classroom doorways will allow each class to have it's own "front porch" where the children can gather with their Teaching Guide before entering and leaving, announcement boards can be read without blocking flow, and boots and clothes can be stored without falling into the primary path.
 - **Swinging/hanging/upper body strengthening** - There is currently nothing swingable, climbable, or wobbly in the existing play yard. The addition of a set of very low swinging disks, climbing ropes, climbing steps and natural rock holds, and wobbly spinners affords toddlers ways to experience changes in equilibrium, surprising angles, floating, and gently falling. For these pieces of equipment, fall zones can be carefully constructed and maintained, and the swinging ropes can be hung from the new extended arbor. This affords shade for the swings, easy observation for Teaching Guides, and when not in use, a larger area for parents and classes to gather as an extension of the Primary Pathway.

Limitations, Constraints, and Solutions

With every project site, there are constraints and considerations that set limitations and afford opportunities for "out of the box" designs and creative problem solving. Below are the major limitations and constraints observed during site visits and noted during interviews:

1. **The toddler play yard is very small** when considering all of the desired activity settings.
 - Keeping activity settings "just big enough" for the activity and number of children along with overlapping activity settings when appropriate allows us to increase the number of activities and opportunities, and add natural settings without the yard feeling crowded or compromising visibility and safety. Enhancing existing activity settings is also a strategy for working in a small yard.
2. **Plants tend to get neglected** despite everyone's best efforts to water and tend to them. On site maintenance crews regularly unintentionally (or intentionally) mow fresh plantings.
 - Education of all staff after each new planting phase will reduce accidental damage and demise of new plantings. An irrigation system that goes in at the time of planting is critical, and dedicated staff who check that the irrigation is operation each week ensures timely responses to save suffering plants. On site maintenance crews need to be engaged early in the planting plan process, and a maintenance team dedicated to the OLE vegetation is recommended.
3. **The primary pathway** for the toddler yard is also the primary entrance and throughway for all activity at the school. It is the unofficial front door, and is the only way into and out of several of the adjacent classrooms.
 - Diverting wheeled activity away from the primary pathway will help alleviate congestion and will afford the toddlers a more engaging and continually challenging path for wheeled cars and bikes. The secondary

paths winding through the yard will also afford alternate routes for other uses and access to activity settings that people currently only access by using the primary path. Widening the primary path and extending the overhead roofline will frame the classroom doors and allow more room for several users at once. The wider path and overhang will also help define the area as a main entrance for the school rather than people feeling they are entering “through the back door” every day.

4. **Cost** is always a constraint for large projects, and this design is no different.
 - An incremental development plan and multi-phase community fundraising effort in conjunction with major grant seeking will be the best long term solution for completing the project over time. The plan will include strategically chosen new settings and structures to maximize funding as well as visibility and aesthetic which has a positive impact on future fundraising efforts.
5. **Teacher buy in** and education is necessary for a successful OLE.
 - Continuing education and workshops for the Teaching staff as well as Administrative staff is critical for a successful Outdoor Learning Environment. Active and engaged directors will want to meet regularly with staff and request their participation in prioritizing and designing the activity settings and incremental development plan.
6. **Other areas of the property will be undergoing development** and restoration over the next two years and the construction will impact several activity settings within the toddler yard.
 - We will want to continually work with the developers and General Contractor for the building expansion happening next year in order to ensure coordination and efficient construction for both the OLE and the new buildings, infrastructure, and finish-out.

Notes on Services Provided

- The services described herein shall be performed in the capacity as a designer (for a concept design). No work in this phase shall require the use of, or receive, a stamp as work by a licensed architect.
- The designer shall have continued and ongoing access to all materials (rendered drawings, written texts) generated through the provision of these services.
- The Consultant is not a licensed architect but can coordinate with a licensed architect and/or engineer to revise, stamp and sign the drawing sets in preparation for formal permitting, bidding, & construction.
- The attached General Terms and Conditions provides detailed information regarding warranties, guarantees, and insurance, among other things.

Many thanks for the opportunity to serve you and your clients with our knowledge, experience, and joy of maintaining outdoor living and learning environments in a manner that's most compatible with our eco-system in ways that connect us to nature and to each other.

Sincerely,

A handwritten signature in black ink, appearing to read "Craig D. Veio". The signature is fluid and cursive, with a large initial "C" and "V".

About Urban Patchwork

Urban Patchwork is committed to ecologically restorative landscaping and building practices that bring us close to nature, food, resources, and each other in ways that compliment our contemporary urban habits, needs, and style preferences.



WE BUILD A TEAM FOR YOU

Small backyard pool? Restaurant patio garden? Corridor master plan?

Our principle designers will build a team specifically tailored and sized for your project. We partner with highly creative and skilled firms and independent contractors, and then we pair just the right ones with you once your project begins. Our unique operating model keeps us lean and adaptable - and you get a lot for your budget.

Our team members have worked specifically with the Central Texas ecosystem for over 20 years and understand the nuances, materials, and plants you need in your outdoor living spaces, pools and ponds to keep them vibrant year-round. Multi-part natural filtration systems in our pools are uniquely designed for your location, your uses, and Central Texas weather.

WHO'S AT THE HELM?

Paige Oliverio

PRINCIPLE DESIGNER, FOUNDER

Paige Oliverio, also the founder of Urban Patchwork Neighborhood Farms educational and community Non-Profit, has combined her affinity for community advocacy and urban design with her lifelong experience in environmental stewardship and homestead scale food production to create a "whole system" framework for self-sustaining, productive, and restorative land use in the city. Paige strongly believes that food, water, and shelter are basic human needs that can be beautiful, integrated, abundant, and a natural part of our every day lives...especially in the urban setting.



SERVICES

Edible and Native Landscaping and Outdoor Living - Residential and Commercial

Food is beautiful and has a place in every landscape - in your style. Get a landscaped look with food bearing plants and have a stylish landscape that gives back to you for once! We consider your yard an extension of your home, your family, and your quality of life.

Rainwater Catchment Fountains, Ponds, and Swimming Pools

Rainwater is rich in minerals that help your soil thrive. Keeping rainwater on your property and using it in your landscaping is the best. We design water systems that also bring joy to your family - natural swimming ponds are beautiful, fun, and healthy. Scrap the rain tanks and take a cool dip!

Earthworks, Biofiltration, and Drainage

Reshaping the land is the simplest and most effective way to bring life and beauty back into your landscape. Conventional "wisdom" when your home was built was "make water go far, far away!". Land stewards know it's best to capture and hold rainwater with rich, healthy soil beds. Our skilled designers know how to shape your land in a way that feeds your soil and plants while solving drainage issues, and reducing your irrigation and water bills.



Outdoor Classrooms, Nature Play, and Living Campus Planning

There may be nothing more incredible than witnessing the wonder of a child in the woods. Our school yards are an aging infrastructure ripe for reengagement for children and adults alike, as children now experience an extreme deficit from nature, free play, and developmentally crucial risky play that helps them grow strong, physically and emotionally.

Consultation and Education

We kinda geek out when people want to know more about growing food, the urban tree canopy, or conserving water. We're happy to offer consultations and to help you get more out of your own projects, and we can help you connect with a plethora of resources.

Homesteading, Poultry, and Protein

Our team has decades worth of knowledge and experience handling poultry, fowl, squab, quail, and rabbits - particularly in the compact urban setting. We can help you set up a back yard aviary or rabbitry that provides for your family, and we also offer workshops and personal services for getting your feathered and furry friends ready for Thanksgiving Dinner. We know...you accidentally gave them names, didn't you.

CURRENT AND RELATED CLIENT LIST/ CERTIFICATIONS

The following list represents current and past school and public clients for whom we have created master plans, living schoolyard installations, nature play, outdoor classrooms, edible school gardens, design consultation, and more. Please contact me to inquire about letters of reference, which we are happy to provide upon request.

- * St George Episcopal School
- * St Francis Elementary School
- * Triumphant Love Child Development Center
- * Clint Small Middle School Green Tech
- * Maplewood Elementary PTA
- * Patterson Park Playground c/o Friends of Patterson Park and Austin Parks Foundation
- * Mariposa Montessori
- * Zilker Elementary Farm to Plate Teaching Gardens (Jabo's Garden)
- * UMC Child Development Center
- * Wholesome Generation Pre-K and Early Elementary
- * Festival Beach Food Forest
- * Central East Austin Neighborhood Food Forest
- * Capital Area Food Bank 1.5 Acre Production Farm and Greenhouse



Paige is currently completing a certification in Designing Early Childhood Outdoor Environments from North Carolina State University to be completed August, 2019.