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Introduction

Overview

Growing Up Boulder is a child- and youth-friendly city initiative that began in the spring of 2009 as a collaboration between the University of Colorado (CU Boulder), the City of Boulder, and the Boulder Valley School District, working in partnership with local non-profits, businesses, and many children and youth. Child- and youth-friendly cities recognize the rights and interests of children in local policy, law, programs and budgets as outlined in the United Nations Convention on the Rights of the Child. Growing Up Boulder’s partnership is formalized through a Memorandum of Understanding between the three founding institutions. It is a program of the Community Engagement and Design Center (CEDaR), a collaborative of CU faculty, staff and students engaged in community-based education and research in city design and urban management.

In the fall 2016, GUB began engaging youth voice in the visioning process for the City of Boulder’s Alpine-Balsam community project. Alpine-Balsam, purchased by the city in 2015, is 8.8 acres of land located at the current Boulder Community Hospital site. It is proposed to house city offices, with the potential for other uses as well, including civic engagement space, retail, and housing.

During twelve weeks of the 2016 fall semester, Growing Up Boulder staff, undergraduate GUB interns, and CU undergraduate mentors from Jota Samper’s class worked with Casey Middle School’s Leadership class and Boulder High School’s 9th grade Advancement Via Individual Determination (AVID) class to gather youth voice for the Alpine-Balsam planning project. GUB was one of five ENVD-CEDaR groups involved in the project and the only one focused on school-age children. The other CU groups included the following classes and professors: ENVD 3144: History and Theory of ENVD, professor Jota Samper; Research Issues and Methods in Design and Planning, Shawhin Roudbari; Introduction to Computer Graphics Applications, professor Brian Muller; MENV Sustainable Planning, professors Carol Wessman and Joel Hartter.

The GUB program, through a collaboration with Boulder Valley School District (BVSD) and city partners, has developed a comprehensive, multimodal curricular model which creates an educational and interactive exchange between Boulder’s youth and the larger Boulder community. Sixth through 9th grade students studied the redevelopment of the Alpine-Balsam area using an “ecodistrict” lens. Focusing on an ecodistricts’ six priorities—place, prosperity, health and well-being, living infrastructure, connectivity and resource restoration—students developed their ideas into digital presentations and proposed them to city and community members at the conclusion of their study.

By the Numbers

- 6 Casey Middle School Leadership students
- 18 Boulder High School AVID students
- 2 GUB undergraduate interns
- 8 Undergraduate ENVD mentors
- 11 ENVD Praxis students
- 9 City staff participants
- 11 Community member participants
Summary of Findings

Common Themes

Several themes emerged from the young people with whom Growing Up Boulder worked on the Alpine-Balsam project. Planners should recognize the students’ expressed desires for:

- **Inclusiveness:** Youth wanted Alpine-Balsam to be a welcoming place for all people, with special attention to young children (establishment of a preschool), teens (an academic support center) and the homeless (safe space and jobs), and those living with chronic illness (cancer patients).
- **Multi-generational:** Related to inclusiveness, student designs embraced Boulder’s multi-generational community.
- **Play:** Some teens wanted to play on indoor and outdoor play equipment while others wanted sports fields and courts. Overall, they wanted to move their bodies in fun and healthy ways.
- **Car-free Connectivity:** From bridges over roads to B-cycle options, young people wanted multiple ways to access and move around the site—without the interference of cars.
- **Nature & Gardens:** Students requested nature in the form of flower, vegetable and restorative gardens.
- **Water Features:** Whether through fountains, a daylighted Goose Creek, therapeutic hot tubs or pools, 6th-9th graders desired visible and playful water options; and
- **Artistic Designs:** Groups requested bright colors, inspirational quotes, and artistic designs in the space.
Features by School Group

Boulder High School

Eighteen Boulder High School AVID students created three research groups (with 5-9 students in each) based on shared visions for the site. Four ENVD undergraduate mentors and one GUB intern were assigned to a specific working group for the duration of the project. Groups met every other week for 50 minutes per session. The graphic below shows how initial ideas morphed into final project designs throughout the group decision making process.

---

**Initial Ideas**

- Coffee shops and community space
- Small business center
- Homeless shelter
- School help center
- Teen center
- Sports center
- Gardens, fountains, parks
- River with bridge
- Indoor skydiving
- Affordable housing and assisted living
- Performing arts center
- Kids cancer facility
- LGBTQ resource center
- Car-free, multimodal connectivity

**Final Projects**

- Cancer facility and chronic illness resource center
- Sports facility and community center
- Teen center and teen/adult homeless shelter with academic and job search support

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“I will always remember the Share Out Day. It was valuable because I got the chance to share my ideas and actually be heard by adults.”

- Boulder High School Student
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| **GUB model**      | ● Student-mentor ratio 1:5 to 1:9  
● Research component (with freedom to choose which type of final presentation)  
● Collaboration with city and community experts halfway through research  
● Presenting to city and community members during a Share Out Day | ● No communication via email in the in-between weeks  
● 50 minute class sessions (too short) |
| **Group of students** | ● Working with their peers (positive social dynamics)  
● Research component: precedents and graphics to support project ideas  
● Confidence in presenting slides during Share Out Day  
● High level of engagement with city and community experts and  
● Producing quality digital presentations of their site proposal | ● Working with their peers (challenging social dynamics)  
● Maintaining commitment and focus throughout duration of project |
Casey Middle School

Six Casey Middle School students created 5 projects (one group of two students, and four individual projects). Four ENVD undergraduate mentors and one GUB intern were partnered with middle school students for the duration of the project. Mentors met with their student/s every other week and also interacted through email each week to support their student work related to project development and building student background knowledge about the site, site goals, and the concept of an ecodistrict. Class sessions were 1.5 hours in length. The graphic below shows how initial ideas morphed into final project designs through their decision making processes.

“I liked learning that even though I’m only in 6th grade, my opinion matters.”

-Casey Middle School student
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<tr>
<th>CMS/GUB Engagement</th>
<th>Strengths</th>
<th>Challenges</th>
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| **GUB model**      | ● 1:1 or 1:2 student to mentor  
● Groups met every other week during block day (1.5 hours per session); communication via email in the in-between weeks  
● Research component (with freedom to choose which type of presentation)  
● Collaboration with city and community experts halfway through research  
● Presenting to city and community members during a Share Out Day | ● Less collaboration with peers—students worked 1:1 or 1:2 with a CU mentor  
● Only 6 middle school students total in engagement |
| **Group of students** | ● Strong bonds developed between students and their mentors  
● Outstanding commitment and knowledge gained related to city planning and Alpine-Balsam site  
● Outstanding digital presentations relative to their age.  
● Highly motivated students throughout the entire project  
● Demonstrated impressive depth of knowledge during collaboration with city and community experts.  
● High level of confidence during Share Out Day. | |
Evaluation

We administered a pre-project and post-project survey that measured specific content knowledge, as well as attitudes and behaviors related to civic engagement. In addition, students completed an open-ended exit survey, where they described successes and challenges of the project.

Survey Results: Content Knowledge

We saw an overall increase in content knowledge relating to this city project and environmental design. On the pre- and post-surveys, Growing Up Boulder included two open-ended short responses to evaluate student’s content knowledge:

1. The Alpine-Balsam project is...
2. An ecodistrict is..

Prior to working with Growing Up Boulder, only 11% students knew of the Alpine-Balsam project as a redesign project by the city. After working with GUB, 89% students correctly described the project as a change and redesign of the land where the hospital exists. Several of the students also pointed to a goal to tie in the community ideas and values to the project.

No students knew what an ecodistrict was prior to this project, but afterwards most students successfully defined it. Half in each school group mentioned specific parts of the 6 features of ecodistricts including: health & wellness, prosperity, connectivity, and place. On this question we did see a large difference between the middle schoolers and high schoolers. The middle school students tended to define the ecodistrict as the place with an emphasis on eco-friendly aspects, while the high school students defined it in terms of criteria or guidelines for good design that needed to be met.

“What I most enjoyed about this experience was witnessing what the high school students cared most passionately about, where the inspiration for their projects came from, and how they creatively and imaginatively approached solutions to the problems or missing elements within their community.”

-CU ENVD Undergraduate Mentor
Survey Results: Attitudes

A comparison of pre-and post-project measurements regarding the question 1 “I have a voice in city issues that matter to me” and question 5 “People listen to what kids think in my community”, indicate varying attitudes between the Boulder High School and Casey Middle School groups. BHS students showed an increase in question 1 and decrease in 5. Casey Middle School student surveys, on the other hand, indicate a large increase in question 1 and a slight increase in question 5.

Boulder High School Students: Importance of Social Dynamics

Social interactions with peers and experts were crucial in shaping the high schoolers' experience working with GUB. Reflections, collected from an open ended exit survey, showed that social aspects were the top take-aways for students. Many said they would always remember collaborating with their peers (46%) and working with the experts and CU ENVD students (33%).

Experts and mentors were key to engaging youth voice. The presence of experts gave students a sense of being taken seriously. About half of the students specifically mentioned valuing the advice they received from experts. Students thought that helped improve their ideas, making their projects "more realistic than hypothetical." They were also positive about getting to present to city staff members.

“It felt good and felt like our group really put our names and ideas out there.”
- Boulder High School Student (commenting upon their presentation to city staff)

Peer interactions had both beneficial and challenging influences on students. Students generally expressed positive attitudes towards peers, saying that it was fun working together as a group and expressed a sense of team pride at their accomplishments throughout the design process. Peer relations also acted as a challenge for the project. One third of students mentioned distractions by other students as their greatest challenge. This strong influence of peers led to a large difference in reflections and pre- and post-project survey outcomes between groups, showing how important it is in future work to be intentional about how groups and group work is structured.
Our middle school group focused their open-ended reflections on their projects and ideas. Students wrote about “preparing our ideas,” “researching,” and “building the ideas we had” as features they would always remember. Many mentioned that they felt they had good ideas and had built individual confidence through the sessions. In addition, their pre- and post-project survey answers show a large increase in their belief that, “I have a voice in city issues...” and, “People listen to what kids think in my community.”

Different from the high schoolers, students did not bring up positive or negative reactions to peers. This may be due to age or the difference in model, where students mostly worked independently on their projects. While peer interactions were not a major factor, students enjoyed the external help from CU undergraduates and experts. More so than the high schoolers, students expressed appreciation of the critique and feedback from the experts as contributing to the improvement of their ideas. Even with the presentation, which was the greatest challenge for half of the students, students had positive reactions to the experts: “They gave us good feedback and made me feel important because I was presenting to important people.”

"The positive feedback was super nice to have because then I could add to my ideas.”
- Casey Middle School Student
Growing Up Boulder Staff Program Reflections

Based on feedback received from students, city staff, and community members, we believe the Alpine-Balsam project engagement was successful and had a positive impact on everyone involved. Two factors that influenced program implementation decisions were the size of the student group and the amount of class time at each school.

At Boulder High School, students worked in teams of 5-9 students per group with one mentor in each group. Collaboration and group decision-making related to their research, design, and presentation ideas was inherent to the engagement. The mentor to student ratios were between 1:5-1:9 which is considered good for teaching engagements. Because of the AVID program’s full curriculum schedule, however, the only time that Boulder High School students were available to work on their projects were during class sessions--email interactions between mentors and student groups could not take place, like at Casey. The GUB staff observed that Boulder High students were less motivated when compared to the Casey students, and this could have been the result of not having the cohesive mentor-student interaction with them in the in-between weeks. They also did not have the very low mentor to student ratio as with the Casey students. Meeting each week with Boulder High School students, instead of meeting every other week, could have been a better model. GUB staff felt that 50 minutes for each class sessions was not always sufficient, and more time would have been ideal. Having the time to deeply engage in research or design can make a big difference for learners. Going forward, every effort will be made to schedule program engagements on a block day so that students and mentors have the maximum amount of time for each class period.

At Casey Middle School, with the very low mentor to student ratio, mentors and students really got to know one another. The students had the opportunity for 1:1 or 1:2 support for their ideas, and mentors were able to teach aspects of the project in depth and meet individual needs with relative ease. As a result, a strong mentor-learner bonds developed, and the experience was observed to be highly meaningful. Mentors from both schools spoke about the experience being a positive one, but the mentors from Casey Middle School spoke overwhelmingly about how special and valuable it was to mentor 1 or 2 students in such depth.

“I feel as if I was able to really make an impact on the middle school student I worked with, as we had so much one-on-one time that we were able to really discuss the meanings behind the priorities and goals of an ecodistrict. I even had the chance to teach my student about zoning, and we were able to develop a design for the Alpine-Balsam site that would require no or minimal rezoning.” -ENVD Mentor at Casey

Conversely, there was much less group collaboration between the students and mentors at Casey. Because there were so few students (6), we decided to partner them up with mentors. Although there were daily opportunities to discuss ideas in the larger group, emphasis was on partners working with their one or two students. In hindsight, GUB staff would encourage more students to participate with the project–6 was a small number. We would also encourage a more collaborative process so that all students would work together. As a result, students and mentors would experience the engagement more as a group instead of an individual project. (For expanded survey results and quotations, see the Appendices.)
Project Introduction

GUB Session One: August 2016
Growing Up Boulder introduced the city’s Alpine-Balsam Project to Casey Middle School and Boulder High School students. The concept and priorities of an ecodistrict were highlighted. Next, students engaged in James Rojas’s City as Play activity, where they created three dimensional visions for the Alpine-Balsam site using everyday objects. After students shared their ideas with classmates, they wrote down their questions about the project. A video of the students asking their questions was compiled and sent to city staff affiliated with the project.

Field Trip to Alpine-Balsam Site

August 2016
Students took a field trip with their teacher to the Alpine-Balsam site to experience the project area first-hand. Students observed the location, size, current use, and proximity to other amenities within the neighborhood. This experience gave students insight into the goals and possibilities for the project.
Research and Ideation

GUB Sessions Two & Three: September-October 2016

Students formed groups focused around ideas that were important to them. At Boulder High School, three groups of five to seven students were created around the focus of a sports facility, a cancer resource center and a homeless shelter/teen center. At Casey Middle School, students worked in pairs or individually on projects related to parks and open space, a sports facility and a day care center. Each group partnered with an undergraduate mentor in the class of Environmental Design Program (ENVD). The CU students worked with middle and high school students to develop ideas for each project. Their mentorship emphasized current design thinking and aligned with the ENVD curriculum and the six priorities of an ecodistrict (place, prosperity, health and well-being, connectivity, living infrastructure and resource restoration). Students were also encouraged to find precedents representing their ideas.

Expert Collaboration and Feedback

GUB Session Four: October 2016

Experts from the city and the community visited both schools to offer feedback to the students. Students summarized their project ideas and welcomed comments, questions and advice from the experts. The purpose of this collaboration was to further students’ knowledge of the many considerations involved in a redevelopment site and take new information in order to improve their overall designs. The experts consisted of architects, landscape architects and city planners -- many of whom are currently working on the project.
Synthesis and Final Designs

*GUB Session Five: October-November 2016*

With the help of ENVD mentors, students synthesized the feedback received from experts and finalized their project designs. Teams then created multi-slide digital presentations and collaborated to write the complementing oral presentation. The presentations reflected the priorities of an ecodistrict and reasons for the city to consider each project. The ENVD student mentors helped students edit the presentations and practice for the final Share Out Day.

Presentations

*GUB Session Six: November 2016*

Students presented their final ideas during a Share Out Day to city and community members. Attendees included city and county planners, professors, architects and elected officials. After students presented, a question and answer session followed. Guests who attended provided students with specific feedback related to each project’s best attributes, an aspect of the project that shares values similar to those of the city, something the experts were impressed with, and a suggestion for the design improvement. Middle and high school students' ideas will be considered in an ENVD praxis studio next semester, as well as through a summative report to the city.
Community Share-out
Alpine-Balsam Community Event: December 2016

University of Colorado Boulder students and faculty, City of Boulder officials and local residents came together to celebrate city/university collaborations and to present student research and design work related to the Alpine-Balsam redevelopment project. The students’ final design projects for the Alpine-Balsam project near Alpine Street and Broadway (former site of the Boulder Community Health – Broadway Campus) in Boulder, were on display at an open house at eTown Hall.

Multi-Age Engagement
Casey Middle School & ENVD Alpine-Balsam Praxis Students Engagement: March 2017

3rd year CU ENVD Praxis students from Stacey Schulte’s class met with four Casey Middle School (CMS) students and Assistant Principal, Barb Aswege in the design studio area of the ENVD building. Working in small groups, CMS and CU students presented their Alpine-Balsam designs to one another. They asked questions and provided constructive feedback. CMS students evaluated CU students’ designs using a Common Elements rubric adapted from Casey Middle and Boulder High School engagements from the fall.

Project end: March 2017

“I loved that our (Casey) students had this opportunity (to engage with CU Praxis students)! It was valuable to see them share their vision for the Alpine-Balsam space... the CU students saw them as true peers and honored their feedback.”

-Barb Aswege, Assistant Principal, Casey Middle School
Conclusion

Throughout Growing Up Boulder’s Alpine-Balsam project, we confirmed that not only do young people want to have a voice in designing city spaces, but they have a myriad of ideas for how to do so. Requests from Boulder’s youth consistently demonstrated their desire for welcoming spaces for all ages. From the establishment of a preschool to an academic support center to a facility to support those with chronic illnesses, students want to see a space that is inclusive and multi-generational. Youth also want the site to include spaces designed for play—they want to move their bodies in fun and healthy ways. Finally, they want a mix of spaces which include natural elements like gardens and water features, all within a car-free zone. The Growing Up Boulder team hopes that this report will provide planners and decision makers keen insight into the overall design themes and specific ideas for the Alpine-Balsam site requested by city youth.

Community Partners

“I was impressed with the care for marginalized populations that this project addressed.”
-Community Expert

“This idea would be good for Boulder because it is a perspective that has not been recognized or known...so it is important to address.”
-Community Expert

Teachers

“Collaborating with Growing Up Boulder was phenomenal. I witnessed middle school students, university students, and professionals all learning from one another while simultaneously participating in community based decision-making. It was a textbook example of multi-generational action research at its best. In my 30 years as a teacher, this particular community-school collaboration with GUB around the Alpine-Balsam district goes down as one of the more fruitful.”
-Lester Lurie, Casey Middle School

“In the end, I thought all my kids learned a heck of a lot and did a great job with their power points and presentation!”
-Kate Villarreal, Boulder High School
Partners and Appreciation

The Alpine-Balsam project was the result of a truly collaborative process. GUB thanks all of the partners below. Financial support for this work came from the City of Boulder, University of Colorado Boulder, and a 2016-17 CU Outreach Award. This report produced by Cathy Hill, Mara Mintzer, Aria Dellepiane, Jackie Cameron, and Claire Derr in May 2017.

The GUB Alpine-Balsam Project was possible thanks to the time and dedication of the following individuals:

- **Boulder Valley School Teachers and Administration**
  - Boulder High School, AVID 9th grade teacher Kate Villarreal
  - Casey Middle School, Leadership teacher Lester Lurie
  - Casey Middle School, Assistant Principal Barb Aswege

- **Community Members and Partners**
  - David Adamson
  - Rick Epstein
  - Tina Marquis
  - Dorothy Rupert
  - Jerry Shapins

- **I Have a Dream Foundation**
  - Arielle Del Rosario
  - Hansen Millison

- **City of Boulder, Open Space and Mountain Parks**
  - Halice Ruppi

- **City of Boulder, Parks and Recreation**
  - Jeff Haley
  - Bryan Harding

- **City of Boulder, Planning, Housing, and Sustainability**
  - David Driskell
  - Ben Irwin
  - Kalani Pahoa
  - Chris Ranglos
  - Caitlin Zacharias

- **City of Boulder, Transportation**
  - Oscar Saucedo-Andrade

- **University of Colorado**
  - Jackie Cameron, Graduate student
  - Louise Chawla, Professor
  - Brian Muller, CEDaR Director
  - Stacey Schulte, Instructor
  - Willem Van Vliet, Professor
  - Lisa Schwartz, CU Outreach

- **University of Colorado, Environmental Design Student Mentors**
  - Hayden Guli
  - Dominic Hathaway
  - Christine Hopkins
  - Anne Mosites
  - Will Oberlander
  - Madeline Pappas
  - Asia Peters
  - Hannah Sullivan
Ecodistrict Framework

An ecodistrict is a neighborhood that uses creative ideas to redesign cities, while putting the planet and people first.

6 Priorities of an Ecodistrict

**Place**

**Goal:** Create inclusive and vibrant communities.

**Objectives:** Strong civic engagement; preservation and celebration of culture and history; diverse and affordable housing; and accessible public spaces and services for daily needs.

**Prosperity**

**Goal:** Support education and economic opportunities that build prosperity and accelerate innovation.

**Objectives:** Equitable access to quality education and career pathways, a robust employment base with increasing jobs and job quality, and entrepreneurial innovation and business start-ups.

**Health + Wellbeing**

**Goal:** Nurture people’s health and happiness.

**Objectives:** Active living based on walkability and recreation; equitable health outcomes based on accessible, affordable healthcare; affordable, local fresh food; remediated toxic environments; and strong public safety.
Connectivity
Goal: Build effective and equitable connections between people and places.
Objectives: A street network accommodating diverse ages and abilities using multiple travel modes and shared mobility options, and a high-quality digital network providing equitable connectivity and leveraged community data.

Living Infrastructure
Goal: Enable flourishing ecosystems and restore natural capital.
Objectives: Healthy soils, water, trees, and wildlife habitat; accessible nature; and natural processes integrated into the built environment.

Resource Restoration
Goal: Move towards a net positive world.
Objectives: Increase efficient water use; divert waste from landfills; productively reuse remediated land; and pursue energy efficiency, technology advancements, and clean, renewable energy production that reduces greenhouse gas emissions.
School-Aged Design Proposals

The following project descriptions represent the individual and group work from the 6-9th grade students who participated in the Growing Up Boulder Alpine-Balsam project. Each description is the culmination of a 12-week study which involved independent and group research with teachers, GUB interns, CU undergraduate mentors, and city and community experts.
Alpine-Balsam: A Boulder Community Project

Amalia, 6th grade, Casey Middle School

Project Description
My idea has many elements within it that were inspired by the design of Millennium Park in Chicago, Illinois. This idea requires no or minimal rezoning. I want to redevelop this space into a park and event space with unique characteristics that make it a destination spot in Boulder. Even though I feel my project represents all of the ecodistrict priorities well, the three I feel are best represented are: Connectivity, Prosperity, and Resource Restoration. My project serves all people in the community and is multigenerational. Every zoning area has a use to help the community come together. The idea is that this space would be so modernly designed that it would become a destination spot, similar to Millennium Park.

Ecodistrict Priorities
- Connectivity
  - Bridge connecting to North Boulder Park
  - There are multiple options of transportation to reach this area
- Prosperity
  - Community kitchen
  - Event space
  - Park space
- Resource Restoration
  - Daylighting to restore the natural flow of Goose Creek
  - Solar panels on roof of stage

City Staff and Community Member Feedback: An aspect of this project that shares the same value of the city is...
- Promoting affordable housing and living
- Mixing office space with commercial food truck area and housing
- Reusing building materials
- Space can be used during all seasons
- Bringing community together!
Michael Jordan Sports Park

Brayan, 8th grade, Casey Middle School

Project Description
An indoor and outdoor park centered around basketball and physical activity. The park will include basketball courts, outdoor nature areas, bike paths, gardens and a spectator lounge. This park functions as an ecodistrict in a couple of ways: it addresses health and well-being, physical activity and community building through basketball. Nature, bike paths and gardens promote healthy living. Connectivity: bringing the community together through sports. It involves the homeless community through work programs. The park serves anyone 5 years and older. Our Michael Jordan Sports Park is different from parks in Boulder because it will be a clean, eco-friendly set of sports courts. It will bring together teens, parents, athletes--the whole community! It will provide a space for kids and the homeless community to be productive and active. It will introduce peers and create new friendships.

Ecodistrict Priorities
- Health and Wellbeing
  - Exercise through sports and play
  - Education through healthy eating
- Connectivity
  - This sports park uses physical activity and healthy living to bring the community together

City Staff and Community Member Feedback: An aspect of this project that shares the same value of the city is...
- Ecological connections between pond, gardens, and food area
- Growing Gardens aspect, bringing people outdoors
- Athletic facility in the center of Boulder inspiring healthy activity
- Attention to the homeless community
- Sustainable plan
Boulder’s Fun Backyard
Camille and Eve, 6th grade, Casey Middle School

Project Description
We want to have a year-round, outdoor pool on the roof of one of the new buildings, a salt-water therapy hot tub on the roof with the pool, and lots of places to have fun and explore. Our plan includes an indoor net playground, outdoor fun play structures, and flower and vegetable gardens. Additionally, there would be apartments, shopping, and parking. Our project is unique because our idea incorporates a variety of things for all ages that are currently not in Boulder right now. The city should include our ideas because of this and because we worked really hard to include all six ecodistrict priorities.

Ecodistrict Priorities
● Place
  ○ Pool and a saltwater hot tub for people of all ages
  ○ Café on the roof with the pool
● Prosperity
  ○ Office buildings
  ○ Many surrounding schools to have access to site
  ○ Support of education with swim lessons
● Health and Wellbeing
  ○ Two playgrounds - net and outdoor - and a pool which encourages exercise
  ○ Vegetable and flower gardens
● Connectivity
  ○ RTD bus stop across the street
  ○ Sidewalk and bike racks that connect all parts of the design
● Living Infrastructure
  ○ Vegetable and flower gardens
● Resource Restoration
  ○ Alternative transportation to reduce cars
  ○ Heat the hot tub and the pool with solar power
  ○ Bike racks are covered by south facing solar panels

City Staff and Community Member Feedback: An aspect of this project that shares the same value of the city is...
● Promotes recreation to people of all ages
● Thinking about multigenerational needs and renewable energy
● Very artistic and culturally-driven
● Focus on health
● Comprehensive site plan using all six ecodistrict priorities
Goose Creek Park

Payton, 6th grade, Casey Middle School

Project Description
Goose Creek Park provides connection within the North Boulder neighborhood. It contains a dog park, a system of shade structures, a community square with a fountain, and a bridge that connects to North Boulder Park. There will also be a plaza located in front of the proposed city building. All of these elements will come together to create a place of community for the people of Boulder. There are four ecodistrict priorities that my project addresses. First, is Place: Goose Creek Park is a place of community. Next, is Health and Well Being: This is represented by the system of shade structures. Third, is Connectivity: This is represented through the bridge connecting North Boulder Park to the site. Last, is Living Infrastructure: This is represented by the daylighting of Goose Creek. Goose Creek Park is for all ages because it is an inclusive community area. This project is unique because it has a dog park close to the center of Boulder. The city should include these ideas because they are important additions to the neighborhood.

Ecodistrict Priorities
- Place
  - Dog park
- Health and Wellbeing
  - Central square with fountain and places to sit and rest
- Connectivity
  - Bridge connecting to North Boulder Park
  - B-Cycle station and RTD bus stop on Broadway
- Living Infrastructure
  - Shade structures connected by water from Goose Creek

City Staff and Community Member Feedback: An aspect of this project that shares the same value of the city is...
- Low carbon transportation
- Community cohesion (with fountain as centerpiece)
- Serves a wide variety of people in Boulder
- Civic buildings with civic space
- Daylighting Goose Creek
Alpine-Balsam Preschool and Daycare Center

Tobias, 6th grade, Casey Middle School

Project Description
I would like to propose an interactive preschool and daycare center for neighborhood kids and drop-ins from workers and visitors to the adjacent city office buildings. This preschool area would contain bold colors throughout the design, outdoor play areas, and interactions with classroom animals. I want to promote connectivity between different communities and cultures. The Alpine-Balsam site is a good location for a preschool and daycare center because it is easily accessible and encounters the right amount of traffic. I hope the kids feel creative and free-spirited there!

Ecodistrict Priorities
- Place
  - Bold, colorful, childlike building
  - Kid-inspired painted parking lot
- Prosperity
  - Drop-in daycare for children of adults who work at or visit office
  - Preschool for neighborhood kids
- Living Infrastructure
  - Surrounding jungle plants and other nature
  - Outdoor bunny petting cage

City Staff and Community Member Feedback: An aspect of this project that shares the same value of the city is...
- Promotes early childhood education
- Brings community together
- Plan for seamless child care includes aspects of safety and security
- Promotes love of arts and a culture of creativity and inclusion
Sports Facility

Bergen, Drew, Jessie, Shane, William, Adam, 9th grade, Boulder High School

Project Description
The proposed Sports Facility would have community center aspects mixed in. We will have an indoor field with a small park outside and some academic support incorporated. In regards for the Ecodistrict priority, “place,” the facility is located centrally so that many people have access to it. For prosperity, it allows students and other people to have a place for academic help. For health and well being, it is a sports center and that gives people the opportunity to exercise which keeps them healthy. Our project serves all ages. Our project is not unique, but we have found that facilities such as the rec center are often overcrowded and overpriced, and we would like to address these issues.

Ecodistrict Priorities
- Place
  - Close connection to North Boulder Park
- Prosperity
  - Provide work opportunities to teens by employing them
- Health and Wellbeing
  - Active living, sports, play, exercise
- Resource Restoration
  - Solar panels on roof
  - Use of natural light

City Staff and Community Member Feedback: An aspect of this project that shares the same value of the city is...
- Environmental sustainability--using solar panels and natural light reduces electricity use and helps support sustainability goals of city.
- Multi-use aspect with awareness of energy usage and need for renewables
- Community cohesion--bringing people together
- Promotes healthy living for Boulder’s children and youth
- Integration of ecodistrict priorities
Cancer Facility Resource Center

Adamari, Jessica, JD, Leslie, Nikki, Adi, 9th grade, Boulder High School

Project Description
Our idea was to create a Cancer Facility Resource Center: A place where people (The Boulder Community) can help, where people feel comfortable and safe. This place will be for kids/teens with cancer and for other people who need somewhere to relax and get support. This project is unique because we don’t know that there is a place like this in Boulder. We would like to have...

- A garden
- Lots of color
- A creek, stream or water/water feature - possibly reintegrating the creek area that runs through (underground) the site
- A quote wall
- Lots of inspirational things within the site.

Ecodistrict Priorities
- Place
  - Building is a positive environment for patients, where they can feel welcomed and loved
  - An outdoor quote wall that the community of Boulder can add to--we want a place that will inspire people as they walk past and, hopefully, make people smile
- Living Infrastructure
  - Garden
- Health and Wellbeing
  - Garden in the facility to create a way for the members and public to be connected to nature inside the facility and a place to escape from the moment

City Staff and Community Member Feedback: An aspect of this project that shares the same value of the city is...

- Community well-being: a facility that supports health and well-being while also supporting community cohesion
- Valuing health of the public and reducing the risk of diseases
- Supporting people in difficult conditions and promoting a culture of care
- Promotes community involvement and the making of connections
- Cultural responsiveness and inclusivity
Teen and Adult Homeless Shelter and Work Center

Bryce, Kaya, Asa, Joe, and Manny, 9th grade, Boulder High School

Project Description
Our project is to support people in need, such as homeless people and teens with an unsafe home. We serve kids 8-18 and adults 19-100. We are trying to help the homeless with jobs like trying to teach them how to fill out a job application. This place will give teens a place to work on homework and study for school. We are unique because we are not just giving a place for people to crash, but also a place for people to get work done. The building is next to a bus stop that makes it convenient for people to get around and come to our site. We think the city should consider our ideas because our design helps everyone while also encouraging having some fun.

Ecodistrict Priorities

● Place
  ○ Affordable living
  ○ Accessible public spaces and services
  ○ Safe and free living for teens
  ○ Access to jobs for homeless people
  ○ Education and other services
  ○ Food court for the teens and homeless

● Prosperity
  ○ Support academic and economic opportunities
  ○ Increase jobs, job quality, and equality for homeless people
  ○ Tutors to support education and help students who need academic support

● Health and Well-being
  ○ Provide support for maintaining physical and mental health of teens and homeless people
  ○ Partnership with the mental health facility on Broadway near Alpine-Balsam

City Staff and Community Member Feedback: An aspect of this project that shares the same value of the city is...

● Social sustainability--supporting the needs of two populations (teens and homeless)
● Valuing human life and education
● Health and well-being for citizens, at a rehabilitation level
● Resiliency: being able to rise up and adapt to improve oneself
● Concentrating services at a hub on a public transportation route
● Equity of resources
Casey Middle School Assessment Data

Casey Middle School Pre- and Post-Project Survey Data
Complete results furnished upon request.

Casey Middle School Quotes

Student responses to the experts visiting...

“It was really helpful because they mentioned things I totally forgot and if I didn’t talk to the experts I would not have thought of certain aspects, like security.”

“I think it was awesome to have them (experts) come because I learned more things about the site and that helped me shape my project ideas. They gave me really good, positive feedback and it was great to have that.”

Student responses to the Share Out Day...

“I remember that everyone was pretty nervous (before presenting). Everyone got very good feedback and comments, and the adults gave our group some things to work on. It was a very cool experience.”

“The positive feedback was super nice to have because then I added to my ideas.”

“They told us our ideas were great and they treated us like adults and listened to our ideas.”

“I was really nervous, but it ended up going well. They gave us good feedback. It made me feel important because I was presenting to important people.”

Student highlights...

“My first highlight would be the first meeting we had with Growing Up Boulder. My second highlight was where I was just getting prepared for the big final (presentation).”

Student challenge...

“Something that was not easy would be getting the project done and (having it be) great. I dealt with it by just sitting down with my CU volunteer. She helped me complete it and gave me reassurance that I could.”
Expert comments from the Share Out Day…

“I was impressed with the introduction to show the context of their work; sharing zoning map and considering zoning regulations.”

“I was impressed with the (students’) passion and imagination.”

“This idea would be good for Boulder because it incorporates things that Boulder loves.”

“Daylighting goose creek provides a great element.”

“This idea would be good for Boulder because the project serves a wide variety of the Boulder community. Great connections to the Ecodistrict priorities.”

“This idea would be good for Boulder because it forms a community hub that extends the reach of North Boulder Park.”

“This idea would be good for Boulder because there is a lot of interest in edible landscaping.”

“I was impressed with bringing in other voices.”

“This would be good for Boulder because we need a beautiful place for daycare.”

Boulder High School Assessment Data

Boulder High School Pre- and Post-Project Survey Data
Complete results furnished upon request.

Boulder High School Exit Activity
Complete results furnished upon request.
Boulder High School Quotes

Student responses to the experts visiting...

“I liked that they listened to our ideas and I that we went through the process and got to connect with our groups.”

“It was helpful when they came because it was nice to have something to build off of and work from.”

Student highlights...

“Working with experts and having a great opportunity to connect with the community.”

“We were able to add the feedback from experts to our ideas.”

“When we all presented. When we came together to create an idea.”

“Being able to plan out our ideas knowing that it could make a difference and connecting with other classmates.”

Student responses to the Share Out Day...

“I think I will remember actually being heard by adults and having that chance to be heard.”

“I will remember that I felt appreciated and it was extremely fun.”

“I remember how positive the city people were and how they asked questions that caused new ideas.”

Expert comments from the Share Out Day...

“I was impressed by the consideration for the environment and community.”

“Great ideas with resolving teen homelessness and homelessness in general.”

“The level of detail and thought you all put into this (redevelopment project) is fabulous!”

“This idea would be good for Boulder because it is a perspective that has not been recognized or known. So it is important to address.”

“I was impressed with the care for marginalized populations that was presented.”

“I was impressed with ideas around defining community and belonging.”
The Alpine-Balsam curriculum had a significant impact on the ENVD mentors who were involved. Below are three excerpts from reflections made by ENVD mentors at the end of the project.

“Volunteering for Growing Up Boulder has been one of the most fun and exciting things I have done this entire semester.”

“What I most enjoyed about this experience was witnessing what the high school students cared most passionately about, where the inspiration for their projects came from, and how they creatively and imaginatively approached solutions to the problems or missing elements within their community.”

“I didn’t realize how much the thoughts and actions of the students in my group would affect me.”