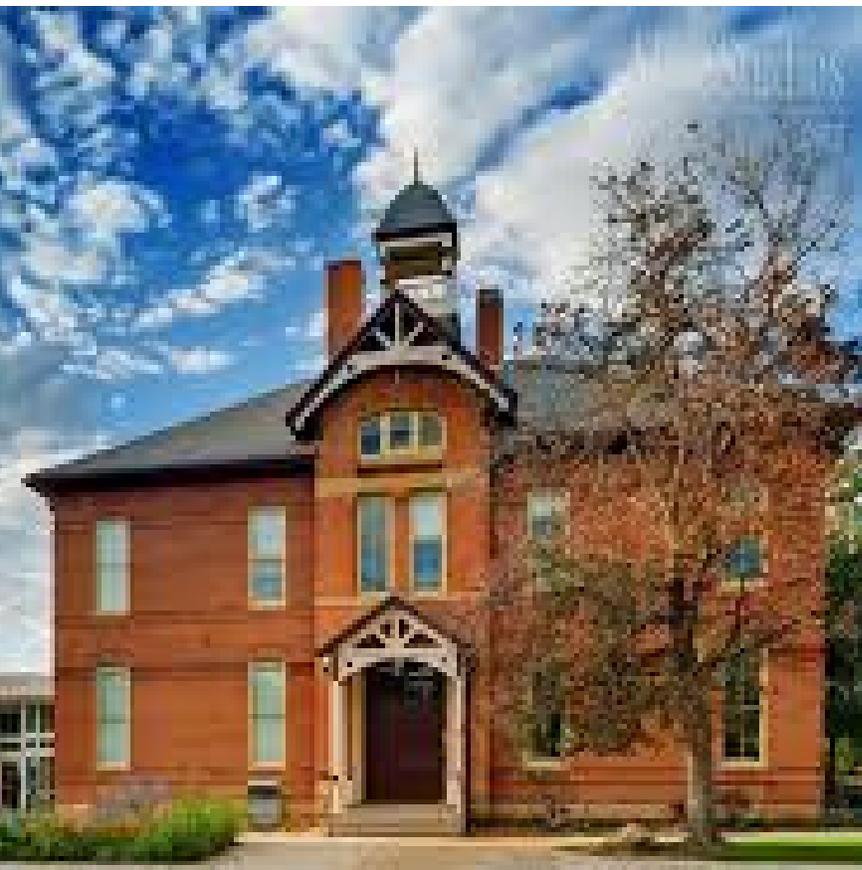


Whittier International Elementary

Great Outdoors Colorado

School Yard Initiative Grant Proposal 2020



Whittier Elementary School Yard Initiative Grant Proposal 2020

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A. About the Applicant/Local Government

ABOUT THE APPLICANT/ LOCAL GOVERNMENT		
Name of Local Government: City of Boulder		
Mailing Address: P.O. Box 471 Boulder, CO 80306		
Applicant Contact Name: Margo Josephs		Title: Community Partnerships & Outreach Manager
Telephone: 303-413-7251	Email: JosephsM@bouldercolorado.gov	Are you the primary contact for this grant: YES

ABOUT THE PARTNER / SCHOOL		
Name of School: Whittier International Elementary		
Mailing Address: 2008 Pine Street. Boulder, CO 80302		
Partner Contact Name: Kaley Feenstra		Title: Health & Wellness Program Manager
Telephone: 720-561-2418	Email: kaley.feenstra@bvsd.org	Are you the primary contact for this grant: YES

ABOUT THE PROJECT
Project Title: Whittier Elementary GOCO School Yard Initiative Grant

APPLICATION CHECKLIST
<p>Verify that the application contains all the following required documents <u>in this order</u>:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Responses to Application Questions (9 pages or less) <input checked="" type="checkbox"/> Budget <input checked="" type="checkbox"/> Signed resolution from Local Government <input checked="" type="checkbox"/> Draft IGA <input checked="" type="checkbox"/> Signed Letter of Support from School District, School, and Facilities and Risk Department <input checked="" type="checkbox"/> Attachments: <ul style="list-style-type: none"> ■ Map(s) identifying the project location (Using Google Earth or Google Maps) ■ Photos of existing amenities to be replaced ■ Conceptual Drawings

Authorized Local Government Signature: Margo Josephs Date: 10/21/2019
 Printed Name and Title: Margo Josephs, Community Partnerships and Outreach Manager

By signing below, the School District certifies that it owns, leases, or otherwise has control over the property on which this project will be completed (collectively, "Control") and will do so for the useful life of the project. School District has on file documentation evidencing its control of the property and will provide such documentation to GOCO on request.

Authorized School Signature: [Signature] Date: 11/15/2019
 Printed Name and Title: Rob Anderson, Ed.D., Superintendent

B. Applicant Questions

1. Community Background

Whittier International Elementary School was founded in 1882 – one of the first schools in Boulder. We have a 3-story brick building that sits on a small lot – like many schools of this era, the playground is very small by today’s standards. The school is situated in the heart of the city – a block away from downtown retail, restaurants and office buildings, and close to new high density housing and old historic residential neighborhoods. The University of Colorado’s campus is just six blocks away. We serve about 400 students in grades K-5 and their families. We also serve one of the most ethnically, racially and culturally diverse student bodies in the Boulder Valley School District, as we welcome students from more than 40 countries and varying walks of life. Whittier takes great pride in their diverse student body and staff, as well as their focus on inclusion. Whittier International is an authorized Primary Years International Baccalaureate Program (IB-PYP), whose mission is to provide an international perspective and a creative, inquiry-based approach to learning.

The BVSD 2017-18 Special Programs Report shows that 32% of Whittier’s families qualify for free or reduced lunch. In comparison, the average for BVSD is 21%. According to the Colorado Health Indicators website for 2013-15 in Boulder County, the percent of children aged 5-14 years who are obese or overweight was 23.3%, which is higher than the region as a whole (in this report, Boulder is part of Region 16, which includes Boulder and Broomfield Counties). 44.1% of adults aged 18+ are classified as overweight or obese (Source- CDPHE). Percent of children aged 1-14 years who do not meet the USDA recommended daily fruit/vegetable intake of 5+ servings per day is 89.3%. 46.1% of children aged 1-14 years are not active for at least 60 minutes daily. 22% of Whittier students are Hispanic and are twice as likely to experience obesity than their white counterparts (Source- City of Boulder Health Equity Fund Theory of Change Report, 1/31/19).

The City of Boulder has a population of 107,353, with 42,670 households. The racial makeup of the city is 87.9% white, 1.1% Black, .3% American Indian, 5.3% Asian, .1% Native Hawaiian, and 3.5% two or more races. Hispanics and Latinos of any race are 9.3% of the population. The median household income is \$64,183, and 21.6% of the population lives in poverty (Source- US Census).

Whittier is one of the only places in the downtown area that provides outdoor play and recreation opportunities for the surrounding neighborhood and greater community. Our playground gets use from a variety of varying socioeconomic backgrounds-- from residents of nearby mobile home parks, such as Orchard Grove, which is only 1.4 miles away to families living in historic Mapleton Avenue homes. Our outdoor space is used by community members of all backgrounds and abilities. Although we have the smallest playground in BVSD, Whittier nevertheless has a turf field and benches, providing a much needed space for recreation. During the summer months SPARK YMCA, a summer program aimed at preventing summer learning loss utilizes the Whittier field and playgrounds. In addition, summer school is held at Whittier during the months of June and July, where students across Boulder County are signed up and utilize Whittier International grounds and facilities. We believe improving our K-2 playground (South Playground) to be focused on Universal Access Design (UAD) and inclusion, we will encourage more use by the community and foster a healthier, more connected neighborhood. Our vision is that no matter one’s ability, Whittier can be viewed as a safe place for all to come together, while maintaining the history and positive impact our school provides to the greater community.

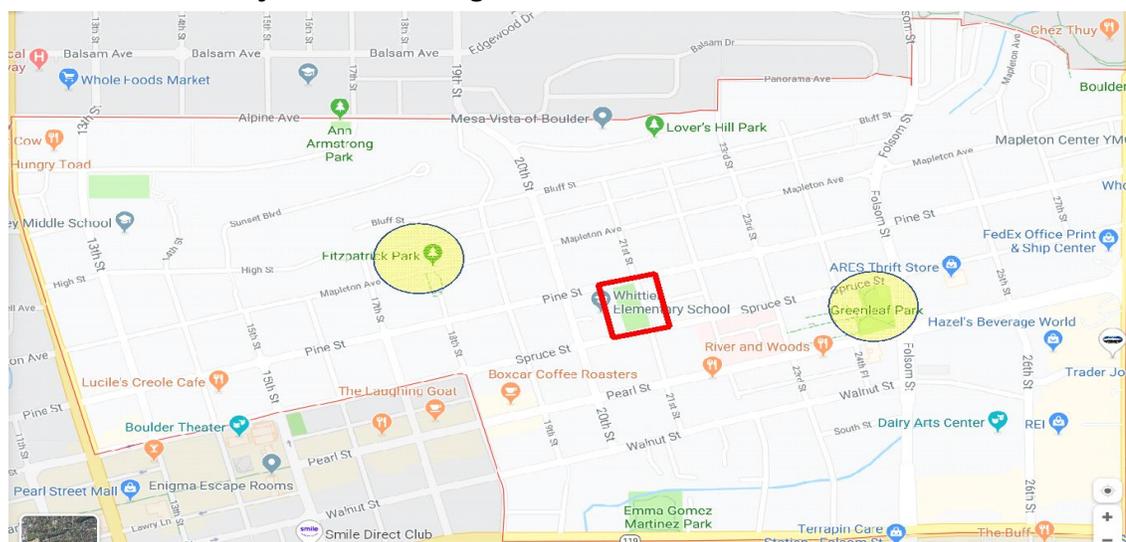
B. Applicant Questions

2. Access

Whittier International is located in a busy and crowded neighborhood, between Pine Street and Spruce Street in downtown Boulder. The side streets that lie perpendicular to the front of the school are 20th Street and 21st Street. The majority of Whittier students get to school by bus (40.7%). A notable percentage of our student body walks (18.9%) or gets to school by car (29.1%). It can be assumed that to utilize the school yard after hours students and community members would either walk, bike, ride the bus or use some other form of transportation to utilize the playground space (Source- Whittier Health & Wellness Survey Results 2019).

The school yard can be accessed from Spruce Street, by going through the parking lot and unlatching the side gate. The other point of access is from Pine Street, which is open to the left of the front of the school. Non-motorized access to the school yard is provided by sidewalks. There is a traffic light with a crosswalk off the corner of Pine Street and 21st Street. There is also a crosswalk on the corner of Spruce Street and 20th Street. Across from the playground on Spruce Street is the Spruce Pool – a facility frequented by all people within the community. Since Whittier is truly a neighborhood school, the distance between the school and the neighborhood and the greater community it will serve is quite small. As seen in this photo, Whittier’s playground area is easily accessible to all families and businesses in the Whittier neighborhood and greater community:

Figure 1: Whittier Elementary & Surrounding Parks



Additionally, the surrounding parks (Fitzpatrick and Greenleaf) – highlighted in yellow circles, lack outdoor play equipment and meaningful outdoor experiences.

3. Need

Play is the key to physical, mental, intellectual and social wellbeing of children. It impacts hugely on almost every developmental aspect of children’s lives holistically and with multi-faceted ways. The American Academy of Pediatrics recommends that children spend at least sixty minutes each day in open-ended play (Ginsburg et al., 2007). The decline of play is closely linked

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to so much trouble in behavioral challenges and passing tests, childhood obesity, attention deficit hyperactivity disorder (ADHD), behavioral problems, and stunted social, cognitive, and creative development (Sharif 2014).

The Whittier International community has been advocating for an updated K-2 playground for many years. Both, students and families have expressed that this playground lacks engagement and opportunities for outdoor learning and free play. Advocates include households from all parts of the economic spectrum – and people of all ages, and with all levels of ability and disability.

With Whittier situated in a densely populated area, the greater community would also benefit from a playground with a unique focus on UAD. It is very important to Whittier to have a playground that promotes inclusive play. Children benefit from being outside, interacting with their environment, learning from nature and developing through play. Inclusive play makes these opportunities available to all children, regardless of ability and background. “Child psychologists and educators have considered the school playground as an important venue for children’s social and cognitive development” (Pellegrini, Davis, & Jones, 1995, p. 846). This playground would promote an inclusive play environment that fosters acceptance, empathy, and emotional growth amongst all children, where physical barriers don’t impede socialization, imaginative play or the simple pleasures of friendship.

At Whittier, we are very fortunate to have our very own school garden, where students can enhance their understanding of how food is grown, and why fruits and vegetables are important to their diet. Whittier students walk to field trips for experiential learning opportunities whenever possible. An additional example of outdoor learning is that 4th graders go outside onto the playground to be inspired by their five senses and write poetry.

At Whittier, we have two playgrounds, one meant for grades K-2 and one for grades 3-5. The playground located at the front of the school is primarily utilized by the upper grade levels. This was relatively recently renovated and offers opportunities for meaningful playtime. A field separates the 3-5 playground (North) from the K-2 playground (South). Whittier’s current K-2 playground facility has minimal play equipment, giving students very little options for meaningful play and enhanced learning during recess. This playground consists of a small play structure that is made up of stairs and two slides. There is a small climbing structure next to the play structure, and only four swings. Due to the minimal play equipment, these structures get very crowded during recess with the number of students we have attending our school. In addition, the current structure is not developmentally appropriate, is out of date, and needs to be enhanced for greater outdoor learning and community activities (See **Attachment 1- Whittier Playground Photos**). The current facilities were constructed in 2006.

Playing on overhead equipment, like monkey bars, helps children develop both fine and gross motor skills. They are practicing little movements (gripping the bar) as well as big movements (swinging from one bar to the next). Equipment like this is great for kids who have trouble with motor planning. Learning to move one hand at a time from bar to bar can help children practice coordination and balance. They will also learn how to judge where the next bar is in relation to their body. The current facilities do not have monkey bars.

Climbing playground equipment can help with a child’s development. In order to climb, a child needs to build an awareness of where his/her body parts are and what he/she can do with

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them. Climbing helps make them aware of directions (like up, down, left and right). Climbing also encourages problem solving and predicting what's going to happen. For example, a child may wonder, "Where should my right foot go next? How will I get down from the top?" This kind of flexible thinking can help on the playground and in the classroom. The current facilities play structure is sub-par and does not have any climbers that are nature-inspired.

If Whittier receives the GOCO School Yard Initiative Grant, we will use the funds to enhance and replace our K-2 playground (See **Attachment 8- Whittier Project Map & Location**), with an inclusive universal access design outdoor space. In addition, an inclusive playground also allows adults of varying ages and abilities to actively engage with the children in their care. The playground then becomes a truly multigenerational gathering space for community enjoyment, socialization, healthy bodies and imaginative fun!

4. Youth Engagement

In the fall of 2017, Whittier second grade English Language Learner (ELL) students and their teachers partnered with Growing Up Boulder (GUB). GUB is Boulder's child and youth-friendly city initiative, established as a formal partnership between the City of Boulder, Boulder Valley School District (BVSD), and the University of Colorado. GUB aims to make Boulder an exemplary child and youth-friendly city by empowering Boulder's young people with opportunities for inclusion, influence, and deliberation on local issues that affect people's lives. The primary objectives of this project were to have students learn about Universal Access Design (UAD) (See **Attachment 3- Key Terms**) playgrounds to see if they have value as a design concept from the children's point of view, and then to consider what UAD elements they would recommend to the city for any future playground installations.

Under the guidance of Whittier English Language Development (ELD) teachers Terri LeRose and Tamar van Vilet, the students engaged in the "Roots and Shoots" four-step process for identifying the needs of Boulder's local playgrounds, as well as their very own playground at Whittier. These students, also known as our youth task force-- consisted of 11 ELL students that were the ages of 7 and 8 (1 student from Nepal, 2 students from Korea, 1 student from Bosnia, 7 students from the U.S. or Mexico). This group of kids represents the diverse student body that we have at Whittier, an element that makes our community truly special. According to the GUB Report on Child Involvement in Designing Universal Access Playgrounds, our youth task force dedicated a total of 22 hours to this project. To begin, in October of 2017, Tina Briggs, a planner for the Department of Parks and Recreation, visited the youth task force students and shared the concept of UAD. Students were then asked to brainstorm and categorize their ideas about what a playground should have in order to be inclusive, what they want from a playground, and what they need from a playground. Later that month students looked at photos of accessible playgrounds and listed the things they saw and noticed about different playground designs. They were also asked to list the things they wondered about in regard to playground equipment and certain aspects of the playground. Then, with the teachers help, students emailed their questions to a Playground Specialist at Recreation Today, a playground equipment company. She wrote back and answered their questions and shared with the students the purposes of different playground structures. In early November, the youth task force created a design checklist of elements to promote safe, fun and inclusive playgrounds for children of all abilities. They compiled this

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checklist based off the information gathered from their brainstorming and viewing accessible playgrounds. The checklist included important playground elements, such as soft surfaces, ramps, slides of different sizes, and more, with the goal that a playground be safe, fun, novel and inclusive for all.

A couple weeks later, the checklist was used for site analysis on a field trip to area playgrounds. The ELD teachers, GUB staff and youth task force visited three area playgrounds: Scott Carpenter Park, Foothills Community Park, and their own K-2 playground at Whittier International Elementary School. At each playground, the youth task force took photos of playground equipment through red cardboard frames to showcase problematic elements and green frames for when they identified something they thought was safe, fun, novel and/or inclusive. The students then created a map of the Whittier playground and identified safe, fun/novel, and inclusive areas and structures using color coded stickers.

To better understand the needs of people with differing abilities and identify community needs, the youth task force wrote letters to those experiencing disabilities and invited them into their classroom (*Community Engagement Section expands into additional details*). At the beginning of December, inspired by the guest speakers, the youth task force made a list of playground elements they would like to include in a UAD playground. After creating a list, the students used stickers to vote for the ideas they preferred. Shortly after, the youth task force worked with Tina Briggs to identify the advantages and disadvantages of different playground areas and structures, based on the ideas they valued most. With Tina's feedback, the students were able to create four main categories that they would like to see on their playground: big open space, quiet space, structures, and nature spaces. From here, students used these categories to help organize their ideas into a playground plan and created their 3D model.

The youth task force was part of a school-wide assembly where they presented to the entire school about the UAD playground project they have been working on. Although this project took place in 2017-2018, it was always the intention of a group of interested parents and the Whittier PTA to use the students' research and recommendations to inform the Great Outdoors Colorado School Yard Initiative application. In fact, surveys that the students completed before and after project activities showed especially strong increases related to their confidence in their ability to engage with community issues (See **Attachment 2- Children Youth and Environments Report**). The children's recommendations will continue to be used in the future as the city designs new play spaces in the greater Boulder community.

Since the GUB project concluded in 2018, the Health and Wellness Program Manager at Whittier has shared this project with Rocky Mountain Recreation and they created several iterations of an updated K-2 playground design inspired by this project and the youth task force findings in May 2019. In September 2019, we reintroduced this project, with the help of our now 4th grade youth task force to all Whittier students to refresh their memories of the project and what it means to design a UAD playground. To engage the greater student body additionally in the design process, all Whittier students (grades K-5) voted for the activity panel that they wanted to see come to life at the top of the wheelchair ramp. An activity panel is a play panel that attaches to playground equipment and offers opportunities for children to learn, use their imaginations, have fun, and build social skills. Prior to voting, a video of the youth task force was shared, where they gave a mini refresher presentation about the project and the importance of Universal Access

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Design. After viewing the video, each student was given a sticker to vote for one out of the four UAD activity panels they liked best. This took place in each classroom, and posters were placed on the walls for students to cast their vote for the activity panel that they would like to see at the top of wheelchair ramp and what they believed was the most inclusive of individuals of all abilities. After tallying all of the votes, the Health and Wellness Program Manager found that the Bongo Activity Panel was the clear winner with 113 votes! The runner up to the Bongo Activity Panel was the Navigator Activity Panel (received 82 votes), which we also would like to include in our design. (See **Attachment 5- Activity Panel Voting and Attachment 6- Conceptual Designs**)

We believe the project done between GUB and Whittier can be used as a model of inclusive participatory planning, not only at the local level, but at the National level. In fact, an article highlighting this project has been published in an academic journal called Children Youth Environments (See **Attachment 2- Children, Youth, and Environments Report**).

Please see **Attachment 4- Youth Engagement** for a start to finish overview of the Growing Up Boulder and Whittier Playground Project.

5. Community Engagement

To better understand the needs of people with differing abilities and identify community needs, the youth task force wrote letters inviting three individuals from the Center for People with Disabilities and the owner of the Unseen Bean coffee shop to visit their classroom. The speakers shared their experiences of living with a disability, such as being in a wheelchair or being blind. The students took notes while the speakers shared their stories and documented any elements they would like to see on a playground. The students also invited a fire lieutenant whose daughter was wheelchair-bound, a Whittier student who was an avid naturalist, as well as an older Whittier student with Sensory Processing Disorder (SPD) (see **Attachment 3- Key Terms**). The students learned that each person experienced the environment from markedly different perspectives and the students were able to reflect and record their experience on notecards. Inspired by the guest speakers, the youth task force made a list of playground elements and then organized those elements into categories (quiet spaces, integration of nature, accommodating structures, and accommodating textures) that they would like to include in a UAD playground. For example, they learned from Gerry, who is blind, that feeling the structures and the stairs of the playground would be important to him, so they knew that they would want to include varying textures, such as an activity panel in the updated K-2 playground design. They learned from the Whittier student with SPD that integration of nature would be important, as it has natural relaxing and calming properties, so playground structures, such as a log climber would be meaningful to include in the updated playground. In addition, they learned from the guest speaker whose daughter is in a wheelchair that a ramp to access the playground would also be very important to include. (See **Attachment 4- Youth Engagement**).

Whittier is an IB-PYP school, which means we prepare students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. One of the core elements of being an IB-PYP school is taking action. Through this project our youth task force was able to actively participate in taking action through participatory learning. Students took action to advocate for a UAD playground through

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several mediums. In December 2017, the youth task force wrote persuasive letters to Principal Sarah Oswick, the Parent Teacher Association (PTA) and Tina Briggs about their playground ideas and why they felt their ideas should be incorporated into the K-2 playground design and other Boulder parks. Later that month, a CU Environmental Design Undergraduate, made sketches of the students' ideas to share with the school district in January 2018. January 16th, 2018 was "Share Out Day", where students shared their ideas about UAD playgrounds with the school, city, leaders, and parents that attended their presentation. This gave students the opportunity to share their ideas, while gaining honest feedback from those in their community (See **Attachment 4- Youth Engagement**).

More recently, a flyer was passed out by a Whittier parent on the GOCO Grant committee and her children in both English and Spanish to the surrounding neighborhoods to share about the project done between Growing UP Boulder and Whittier's ELL students (See **Attachment 7- Neighborhood Flyer**). This flyer gave a brief background on the project and provides the contact information of our Health and Wellness Program Manager, should they have any questions. Although our Youth Task Force already collected feedback from a variety of important stakeholders regarding the playground design, we wanted to ensure that we provided another opportunity for the community to engage with the project and provide monetary support, if compelled to do so. We expect to hear from the community over the weeks and months ahead, as we prepare for and begin our project.

6. Project Scope

This project will begin by removing all current structures, including the play structure, yellow/red climbing structure and swings (See **Attachment 1- Whittier Playground Photos**). The demolition of the playground will be completed as an in-kind donation from Goodlin and Alternative Construction companies. With oversight from the BVSD Grounds Maintenance Supervisor, Carey Sager, we hope to have this process open to the community (students, teachers, neighbors, parents, community members) as a volunteer project. Details will be confirmed closer to the demolition date.

Based on input from guest speakers about the importance of accessibility for people with varying abilities, students on the Youth Task concluded that an inclusive playground should include quiet spaces, integration of nature, accommodating structure and textures. Rocky Mountain Recreation has been working closely with the Whittier community to bring the youth and community's ideas to life through their conceptual designs. For example, students expressed the importance of quiet spaces, and the Kids Cabin element in the design could be a great place for a child with SPD to take a quiet moment from the rest of the playground to relax. Integration of nature was also an element that the youth task force believed all inclusive playgrounds should have. Additional nature components will be brought to school grounds through nature/free play areas, as well as additional nature based components. For example, rock climbers, a log crawl tunnel, log steppers, as well as rock climbing elements and colors that would be seen in nature environments, such as brown and green. Accommodating structures, like ramps, UAD swings, and UAD activity panels are included in the design in order to provide a safe and fun playtime for children of all abilities, as well as their caregivers. Finally, accommodating textures like Engineered Wood Fiber (EWF) is included in the design to allow for easy and safe mobility for

B. Applicant Questions

children of all abilities. Musical elements are included in the design, an element expressed as important by the Youth Task Force and guest speakers. Musical instruments not only allow children to express their creativity, but they also can be a very sensory experience for those who may not be able to see their surroundings. A sign-language activity panel was also included in the design to encourage inclusivity. The Shade Structure will shield kids from up to 97 percent of UV rays and will help keep structures as much as 30-degrees cooler on the steamiest of days, which has been difficult with the current K-2 playground. This element has been one requested by teachers for many years at Whittier.

Rocky Mountain Recreation will ship and install our new UAD playground equipment made by Landscape Structures. This includes the large play structure (wheelchair ramp, climbing wall, activity panels (bongos, sign-language, navigator), monkey bars, kids cabin, etc.), UAD swings, nature play climbers, musical instruments and more (**Refer to C. GOGO Whittier Playground Project Budget for additional details**). Boulder Valley School District will provide and install the EWF surfacing. Alternative Construction will create and provide the playground entry sign that communicates the hours available for public access.

7. Ongoing Use

The Whittier teaching staff has identified multiple innovative programs for their students to utilize the new outdoor space as part of their curriculum. Ideas for the playground space that could enhance learning include offering students a space for:

- **Literature expression:** Making use of technology tools to create videos and/or take pictures for projects or for “Seesaw blogging” and outdoor free-verse poetry
- **Geography:** Experimenting with a compass to learn directions (a 2nd grade standard) and education on how to follow a map
- **Self-reflection/imagination:** Allowing an opportunity to connect with each other or reflect on their own in a shady space; additionally, reflection such as, “How does this helpful resource change my experience every day at school?” and “what adventure will this new structure become part of?”
- **Health and wellness:** Reflecting on how their bodies feel before and after movement. Students will try various parts of the playground/new structure and reflect in their journals before and after.
- **Musical expression:** Making use of the musical instruments and various climbers to create sounds, rhythms, and beats to express themselves through music with a group or individually.

8. Letters of Support

We have had an overflow of support for this project from the beginning of when Growing Up Boulder and Whittier English Language Learner students (youth-task force) embarked on this journey two years ago. It is clear how much our community values Universal Access Design and the importance of providing an inclusive, outdoor playground space to our greater community. From teachers, parents, community members, and students-- all have expressed their excitement in making the project become a reality. We received letters of support from the following community members, teachers, parents, and students listed below (**Refer to K. Letters of Support**):

- Whittier GOCO Youth Task Force Students, Priya and Yuna (4th Graders)

B. Applicant Questions

- Community Member, Downtown Boulder
- Community Member, YMCA of Northern Colorado
- Whittier Parent, Laura Bellows
- Community Member, Imagine!
- Whittier Students, First Graders with SPD
- Whittier Teacher (English Language Learner), Tamar Van Vilet
- BVSD Occupational Therapist, Denise Bell
- Community Member, Growing Up Boulder
- Whittier Teacher (Second Grade), Christa Fjellestad

9. Financials

Funding at this time from GOCO will allow Whittier Elementary School to actively use several years of partner, community, parent -- and most importantly student -- involvement in the planning process. The school community is excited and ready to create a fully accessible playground. In addition, implementing a substantial project in 2020 with GOCO funding allows us to access very significant in-kind support from construction companies owned by school parents. This is not needed for a smaller scale project, and not likely to be available indefinitely. The school PTA has worked hard to raise matching funds over several years and therefore 100% of our cash match for the project is secured. Our PTA alone has raised \$40,820 for this project over many years of fundraising (Refer to **I. Letter Confirming Cash Matching Funds- PTA**). BVSD has also agreed to supply the engineered wood fiber surfacing. Each year our PTA holds a silent auction, this year (October 2019), the K-2 Playground Project was designated as the special bid item. A video was created by a parent that highlighted our current facilities via a drone, including interviews from the Principal, Whittier students and the Health and Wellness Program Manager on what a new playground would mean to them. A total amount of \$3,970 was fundraised for the playground project at this year's event. The video that was shared at the auction can be viewed here: <https://vimeo.com/367195550> (Password: playtime).

If GOCO funding is not granted, the school will use the PTA funds to see this project through to its greatest capacity possible. For example, adding monkey bars, a few nature climbers and musical instruments to the existing playground. However, the inclusive, UAD focus of the project could not be fulfilled, because it requires multiple playground elements that far exceed our available cash.

10. Maintenance

The Boulder Valley School District is responsible for the maintenance of the Whittier International Elementary school grounds and the playground. Please see the attached letter included in this application detailing the cost and the plan for the project maintenance. This project has full support from the Boulder Valley School District's Facilities Department and Carey Sager, our district Grounds Maintenance Supervisor on this large playground project (Refer to **H. Letter of Support, Facilities**).

C. GOCO Whittier Playground Project Budget

	Source of Funds	Date Secured		GOCO Grant Request	Applicant Match (\$)	Partner Match (\$)	Total Funding (\$)
CASH							
	Whittier International Elementary	Oct-19				\$40,820.00	\$40,820.00
	Great Outdoors Colorado	TBD		\$110,000			\$110,000.00
IN-KIND							
	Alternative Construction	Oct-19				\$5,350.00	\$5,350.00
	Rocky Mountain Recreation (RMREC)	Sep-19				\$8,429.85	\$8,429.85
	Goodlin Construction	Oct-19				\$5,000.00	\$5,000.00
	BVSD	Oct-19				\$11,025.00	\$11,025.00
TOTAL SOURCE OF FUNDS				\$110,000.00	\$0.00	\$70,624.85	\$180,624.85
	Use of Funds	Number of Units	Cost Per Unit	GOCO Funds	Applicant Funds	Partner Funds	Total Funding (\$)
CASH							
PLAY STRUCTURE							
RMREC	PlayBooster w/ Shade for ages 5-12	1.00	\$63,915.00	\$63,915.00			\$63,915.00
RMREC	Kids Cabin w/ Xylofun	1.00	\$12,980.00	\$8,085.00		\$4,895.00	\$12,980.00
SWINGS							
RMREC	Single Post Swing w/ 2 Belt Seats, 2 Molded Bucket Seats w/ Harness & Friendship Swing	1.00	\$6,535.00			\$6,535.00	\$6,535.00
NATURE PLAY/MUSIC							
RMREC	Log Crawl Tunnel	1.00	\$5,770.00	\$4,235.00		\$1,535.00	\$5,770.00
RMREC	Log Balance Beam	1.00	\$3,215.00	\$3,215.00			\$3,215.00
RMREC	The Stepper Rock Climber	1.00	\$2,915.00	\$2,915.00			\$2,915.00
RMREC	Log Steppers- (3) 8", (3) 18", (1) 28"	1.00	\$5,955.00	\$5,955.00			\$5,955.00
RMREC	Mushroom Steppers- (1) 8", (3) 10", (1) 20"	1.00	\$4,545.00	\$4,545.00			\$4,545.00
RMREC	Rhapsody Kettle Drum	1.00	\$1,330.00	\$1,330.00			\$1,330.00
RMREC	Rhapsody Tongue Drum	1.00	\$2,100.00	\$2,100.00			\$2,100.00
RMREC	Rhapsody Vivo Metallophone	1.00	\$4,350.00	\$4,350.00			\$4,350.00
CONSTRUCTION							
RMREC	Installation	1.00	\$38,000.00	\$2,555.00		\$35,445.00	\$38,000.00
RMREC	Freight	1.00	\$6,800.00	\$6,800.00			\$6,800.00
RMREC	Playground Materials Discount (See In-Kind Material Donation Below)	N/A	-\$8,429.85			-\$8,429.85	-\$8,429.85
MISCELLANEOUS							
TBD	Cah for Unanticipated Costs	1.00	\$840.70			\$840.70	\$840.70
USE OF FUNDS - CASH SUBTOTAL				\$110,000.00	\$0.00	\$40,820.85	\$150,820.85
	Use of Funds	No. of Units / Hours	Cost Per Unit / Hour	GOCO Funds	Applicant Funds	Partner Funds	Total Funding (\$)
IN-KIND							
PROFESSIONAL SERVICES							
Goodlin Construction	Demolition	1.00	\$5,000.00			\$5,000.00	\$5,000.00
Alternative Construction	Demolition	1.00	\$5,000.00			\$5,000.00	\$5,000.00
MATERIALS							
BVSD	Engineered Wood Fibers	1.00	\$11,025.00			\$11,025.00	\$11,025.00
Rocky Mountain Recreation	Playground Materials Discount (See Cash Use of Funds Above)	1.00	\$8,429.00			\$8,429.00	\$8,429.00
SIGNAGE							
Alternative Construction	Entry Sign with Hour Available for Public Access	1.00	\$350.00			\$350.00	\$350.00
USE OF FUNDS - IN-KIND SUBTOTAL					\$0.00	\$29,804.00	\$29,804.00
<i>Contingency</i>					\$0	\$0	\$0
TOTAL PROJECT COST				\$110,000.00	\$0.00	\$70,624.85	\$180,624.85

CALCULATION OF MATCH REQUIREMENTS

Item	Explanation	Requirement	Actual	Meets Requirement?
Minimum Match	25%/Total Costs	\$45,156	\$70,625	Yes
Minimum Cash Match	10%/Total Costs	\$18,062	\$40,821	Yes
CALCULATION OF GOCO %				
GOCO % of Total Costs		60.90%		

D. GOCO School Yard Initiative Grant Application Timeline

GOCO SYI TIMELINE	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Grant Submissions								
Rough Draft of Grant to BVSD						10/31/2019		
Rough Draft of Grant to Erika Meyer							11/15/19	
Final Draft Grant Submission								12/13/2019
Miscellaneous Items								
Building-initiated Facility Improvement	COMPLETE							
Intent to Apply- GOCO	COMPLETE							
Grounds Documents	COMPLETE							
Boulder Parks & Rec Official Partner	COMPLETE							
Rocky Mountain Rec- Design Confirmed	COMPLETE			8/23/19				
Activity Panel Voting- Entire School	COMPLETE				9/20/19			
GOCO Application Cover Page	COMPLETE					10/31/2019		
Application Questions								
Community Background (Sarah)	COMPLETE			8/28/19				
Access (Chris)	COMPLETE				9/27/19			
Need (Chris formulates Q's & Maurie Distributes)	COMPLETE				9/27/19			
Youth Engagement (Kaley)	COMPLETE					10/11/19		
Community Engagement (Kaley/Annie/Mary Kate)	COMPLETE					10/11/19		
Project Scope (RR REC /Carey Sager)	COMPLETE					10/4/19		
Ongoing Use (Chris/Maurie, Annie/Mary Kate, Sarah, Kaley)	COMPLETE					10/4/19		
Financials (Bee/Sarah)	COMPLETE					10/14/19		
Maintenance (Carey Sager)	COMPLETE				9/20/19			
Appendix Items								
Budget (Megan)	COMPLETE					10/31/19		
Letter of Support from School / District (Sarah)	COMPLETE					10/16/19		
Draft IGA/MOU (City)	COMPLETE					10/31/19		
Signed Resolution (City)	COMPLETE					10/31/19		
PTA (Sarah) - Matching Funds	COMPLETE					10/31/19		
Letters of Support								
Students with SPD	COMPLETE					10/31/19		
Downtown Boulder (Megan)	COMPLETE					10/31/19		
SPED Team - Denise	COMPLETE					10/31/19		
Second Grade Teacher- Christa (Kaley)	COMPLETE					10/31/19		
ELD-Tamar Van Vilet (Kaley)	COMPLETE					10/31/19		
Growing Up Boulder	COMPLETE					10/31/19		
Community Member- Imagine (Mary Kate)	COMPLETE					10/31/19		
Laura Bellos- Board of Health Equity Grant (Kaley)	COMPLETE					10/31/19		
YMCA- Community Partner (Kaley)	COMPLETE					10/31/19		
Whittier Student Letter (Kaley)	COMPLETE					10/31/19		
In-Kind Contributions (Letters Confirming Support)								
PTA (Sarah)	\$40,820 Matching Funds					10/16/19		
Alternative Construction	Sign- \$350					10/16/19		
Demolition- Alternative & Goodlin Construction	\$10000- Demolition					10/16/19		
RMREC Courtesy Discount	\$8,897					10/16/19		
Engineered Wood Fiber/Safety Surfacing - BVSD?	\$11025- Wood Fibers					10/16/19		
After Grant is Awarded:								
Playground Design Bids (Carey/Paul)						March 2019		
Signed IGA						March 2019		

**INTERGOVERNMENTAL AGREEMENT
FOR THE DISTRIBUTION OF GOCO FUNDS
FOR A SCHOOL YARD INITIATIVE AT
WHITTIER INTERNATIONAL
ELEMENTARY SCHOOL ELEMENTARY**

This Intergovernmental Agreement for the Distribution of GOCO Funds for a School Yard Initiative at Whittier International Elementary School (the "Agreement") is made this (insert day)st day of (insert month), 2020, between the City of Boulder, a Colorado home rule municipality (the "City"), and the Boulder Valley School District, a political subdivision of the State of Colorado (the "District"). The City and the District may be referred to individually as a "Party" or collectively as the "Parties."

I. RECITALS

- A. The City, in partnership with the District, applied and has been approved for a grant ("the Grant") from Great Outdoors Colorado ("GOCO") for a playground and natural play yard renovation on the Whittier International Elementary School campus (the "School Yard" or the "Project"). The School Yard renovation consists of immediate needs of Whittier International Elementary School (the "School") and neighborhood by providing recreational opportunities, inclusive of all needs and varying abilities, while still providing age appropriate play equipment, nature-based play opportunities, community social gathering spaces, and more. The Project will be located on property owned by the District located at 2008 Pine St, Boulder, CO 80302, (the "Property").
- B. Because only local governments are eligible to apply for the grant, the City partnered with the District to meet GOCO's goal of providing accessible recreational opportunities for the youth of Colorado on school grounds that are safe, age appropriate, ADA-accessible, enjoyable and offer a variety of activities to break down the barriers to physical activity in order to promote healthier lifestyles.
- C. The GOCO grant award for the Project is \$110,000. The total anticipated cost for the entire Project, including funds from the District and In-Kind contributions, is \$180,624.85.
- D. Upon learning of the GOCO grant award, but prior to grant funding, the District has reserved \$40,820 as an advance to allow the School to work on the Project. The City will not provide any funding towards the project.
- E. At the completion of the Project, the GOCO grant funds will then be used to reimburse the District for its advance funding to the School.
- F. In order to receive the GOCO grant funds for the Project (the "Grant"), the City will enter into an agreement ("Grant Agreement") with GOCO regarding the terms and conditions of the Grant.
- G. GOCO also requires an agreement between the City and the District prior to Grant fund disbursement ("Agreement"). This Agreement serves that purpose. This Agreement details the rights

and responsibilities of the City and the District as to funding, ownership, construction, operation and on-going maintenance of the Project.

NOW THEREFORE, in consideration of terms, conditions and covenants set forth in this Agreement and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

U. AGREEMENT

1. The City will use its best efforts to fulfill all the conditions precedent to obtain the grant stated in the Grant Agreement. The District will cooperate with the City including and not limited to providing all documents necessary for the City to fulfill those conditions. The District assumes all other City liabilities with respect to this Grant, and agrees for itself and its successors in interest to bind itself to the City for all of City's obligations to GOCO contained in the Grant Agreement and this Agreement. Furthermore, the rights and responsibilities of this Agreement shall run with the land.
2. The School will contribute matching funds pursuant to the Grant in the amount of \$40,820.
3. The City does not assume any obligation to the District to construct, operate, or maintain the improvements contemplated by the Grant. District agrees for itself and its successors in interest to ensure that the Project is operated, managed, and maintained in a reasonable state of repair and for the purposes intended by the Grant for a period of twenty-five years from the date of Project completion or the useful life of the Project, in accordance with product warranties and/or the generally accepted standards in the parks/recreation community, and provide and maintain access to the Project and to the Property, regardless of the Property's ownership.
4. During non-school use hours, the improvements that are contemplated by the grant shall generally be open and available to the general public as if it were a City park, in the same manner as, and subject to, the District rules and regulations. During regular school hours, the District shall have exclusive use of the improvements on District property.
5. The City will advise GOCO of its desire to receive Grant funds as a Final Grant Payment ("Final Payment") for work done by the District. Final Payment is defined by the Grant as the entire grant award will be paid upon full completion of the Project and submission of a final report that indicates the Project was completed in accordance with the grant agreement. The City will provide project funding up to \$110,000 to the District within ten (10) business days of its receipt from GOCO.
6. The City will be responsible for the representations and warranties in Section 2 of the Grant Agreement between GOCO and the City, executing the Grant Agreement, and approving the resolution attached to the Grant Agreement.
7. Pursuant to the terms in the Resolution, the District shall appropriate funds for Project maintenance in its annual budget.

8. The District hereby assumes any and all rights and obligations placed upon the City by the Grant Agreement, including and not limited to, the requirement to permit the Project to be open for public use subject to reasonable access, as described in Paragraph 4, and posting public use signs onsite. In the event the District breaches any of the terms, covenants, representations or conditions of the Grant Agreement after the payment of the Grant, the City may seek specific performance by the District of Grantee's obligations. If reimbursement in full or in part of the funds distributed is sought by GOCO, the District and not the City will be liable for such reimbursement. If GOCO seeks reimbursement from the City, the District will reimburse GOCO on the City's behalf. In no instance will the City be responsible for fulfilling the terms of the Grant Agreement if the District is unable to do so.
9. Unless a claim by GOCO arises out of the negligence or other wrongful act of the City, the District will be responsible to the City for any claim under the Grant Agreement, in the same manner and extent as the City may be responsible to GOCO.
10. Should any claim for personal injuries, property damage or wrongful death be asserted as a result of the construction, operation, maintenance or use of the Project, the District as the owner of the Property and the constructor, operator and maintainer of the Project, and not the City, will be responsible for such claim. To the extent permitted by law, the District will indemnify and save harmless the City and its officers, insurers, representatives, agents, employees, successors and assigns against any and all damages to property or injuries to or death of any person or persons arising from its performance of this Agreement and will defend, indemnify and save harmless the City from any and all claims, demands, suits, actions or proceedings of any kind or nature, including without limitation Worker's Compensation claims, of or by anyone whomsoever in any way resulting from or arising out of the District's ownership of the Property and its construction, operation and maintenance of the Project, including the acts and/or omissions of any contractors or subcontractors, their employees and agents, hired by the District to complete the Project.
11. The District hereby grants to the City a limited license in, and right of entry to, the property described in the proposed project budget attached to the Grant Agreement for the purposes stated in the Grant Agreement, and for no other purpose. Upon reasonable notice to the District, this right includes and is not limited to the ability of the City to use its employees, agents or outside contractors, and the right to enter upon the property with any equipment or vehicles.
12. The District intends to convey to the City a limited interest in the real property, which limited property interest will be for the purposes of satisfying the terms and conditions of the Grant Agreement.
13. Notwithstanding any other provision of this Contract to the contrary, no term or condition of this Agreement shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protection, or other provisions of the Colorado Governmental Immunity Act, Section 24-10-101 et seq., C.R.S., as now or hereafter amended. The Parties understand and agree that liability for claims for injuries to persons or property arising out of negligence of the Parties, its departments,

institutions, agencies, boards, officials and employees is controlled and limited by the provisions of Section 24-10-101 et seq., C.R.S., as now or hereafter amended.

14. The rights and remedies of the Parties under this Agreement are in addition to any other rights and remedies provided by law. The expiration of this Agreement will in no way limit any of the Parties' legal or equitable remedies, or the period in which such remedies may be asserted, for negligent or defective performance.
15. Neither this Agreement nor any of the rights or obligations of the Parties will be assigned by either party without the written consent of the others.
16. Nothing in this Agreement will be construed to create a joint venture, partnership, employer/employee or other relationship between the Parties other than independent contracting parties. Except as permitted under the remedies provision hereunder, no Party will have the express or implied right to act for, on behalf of, or in the name of any other Party.
17. Nothing herein will constitute a multiple fiscal year obligation pursuant to Colorado Constitution, Article X, Section 20.
18. By executing this Agreement, the parties do not create a multi-year fiscal obligation; and do not create any other financial obligation not supported by a current appropriation.
19. This Agreement, including the limited right of entry and license, will terminate simultaneously with the termination of all City obligations under the Grant Agreement.
20. This Agreement does not create any rights in any individual not a party to this Agreement.
21. This Agreement will be governed by the laws of the State of Colorado, and any legal action concerning the provisions hereof will be brought in Boulder County, Colorado.
22. Delays in enforcement or the waiver of any one or more defaults or breaches of this Agreement by either Party will not constitute a waiver of any of the other terms or obligations of this Agreement.
23. If any provision of this Agreement is found by a court of competent jurisdiction to be unlawful or unenforceable for any reason, the remaining provisions hereof will remain in full force and effect.
24. This Agreement, including the recitals and the exhibits attached hereto and incorporated herein, will constitute the entire agreement of the Parties.
25. This Agreement may only be modified upon written agreement of the Parties.

26. The signatories to this Agreement affirm and warrant that they are fully authorized to enter into and execute this Agreement, and all necessary actions, notices, meetings and/or hearings pursuant to any law required to authorize their execution of this Agreement have been made.

IN WITNESS WHEREOF, the Parties hereto have set their hands and seals this ____ day of _____, 2020.

CITY OF BOULDER

Jane S. Brautigam
City Manager

ATTEST:

City Clerk

APPROVED AS TO FORM:

City Attorney's Office

BOULDER VALLEY SCHOOL DISTRICT

Superintendent

APPROVED AS TO FORM:

School District Attorney

	Source of Funds	Date Secured		GOCO Grant Request	Applicant Match (\$)	Partner Match (\$)	Total Funding (\$)
CASH							
	Whittier International Elementary	Oct-19				\$40,820.00	\$40,820.00
	Great Outdoors Colorado	TBD		\$110,000			\$110,000.00
IN-KIND							
	Alternative Construction	Oct-19				\$5,350.00	\$5,350.00
	Rocky Mountain Recreation (RMREC)	Sep-19				\$8,429.85	\$8,429.85
	Goodlin Construction	Oct-19				\$5,000.00	\$5,000.00
	BVSD	Oct-19				\$11,025.00	\$11,025.00
TOTAL SOURCE OF FUNDS				\$110,000.00	\$0.00	\$70,624.85	\$180,624.85
	Use of Funds	Number of Units	Cost Per Unit	GOCO Funds	Applicant Funds	Partner Funds	Total Funding (\$)
CASH							
PLAY STRUCTURE							
RMREC	PlayBooster w/ Shade for ages 5-12	1.00	\$63,915.00	\$63,915.00			\$63,915.00
RMREC	Kids Cabin w/ Xylofun	1.00	\$12,980.00	\$8,085.00		\$4,895.00	\$12,980.00
SWINGS							
RMREC	Single Post Swing w/ 2 Belt Seats, 2 Molded Bucket Seats w/ Harness & Friendship Swing	1.00	\$6,535.00			\$6,535.00	\$6,535.00
NATURE PLAY/MUSIC							
RMREC	Log Crawl Tunnel	1.00	\$5,770.00	\$4,235.00		\$1,535.00	\$5,770.00
RMREC	Log Balance Beam	1.00	\$3,215.00	\$3,215.00			\$3,215.00
RMREC	The Stepper Rock Climber	1.00	\$2,915.00	\$2,915.00			\$2,915.00
RMREC	Log Steppers- (3) 8", (3) 18", (1) 28"	1.00	\$5,955.00	\$5,955.00			\$5,955.00
RMREC	Mushroom Steppers- (1) 8", (3) 10", (1) 20"	1.00	\$4,545.00	\$4,545.00			\$4,545.00
RMREC	Rhapsody Kettle Drum	1.00	\$1,330.00	\$1,330.00			\$1,330.00
RMREC	Rhapsody Tongue Drum	1.00	\$2,100.00	\$2,100.00			\$2,100.00
RMREC	Rhapsody Vivo Metallophone	1.00	\$4,350.00	\$4,350.00			\$4,350.00
CONSTRUCTION							
RMREC	Installation	1.00	\$38,000.00	\$2,555.00		\$35,445.00	\$38,000.00
RMREC	Freight	1.00	\$6,800.00	\$6,800.00			\$6,800.00
RMREC	Playground Materials Discount (See In-Kind Material Donation Below)	N/A	-\$8,429.85			-\$8,429.85	-\$8,429.85
MISCELLANEOUS							
TBD	Cah for Unanticipated Costs	1.00	\$840.70			\$840.70	\$840.70
USE OF FUNDS - CASH SUBTOTAL				\$110,000.00	\$0.00	\$40,820.85	\$150,820.85
	Use of Funds	No. of Units / Hours	Cost Per Unit / Hour	GOCO Funds	Applicant Funds	Partner Funds	Total Funding (\$)
IN-KIND							
PROFESSIONAL SERVICES							
Goodlin Construction	Demolition	1.00	\$5,000.00			\$5,000.00	\$5,000.00
Alternative Construction	Demolition	1.00	\$5,000.00			\$5,000.00	\$5,000.00
MATERIALS							
BVSD	Engineered Wood Fibers	1.00	\$11,025.00			\$11,025.00	\$11,025.00
Rocky Mountain Recreation	Playground Materials Discount (See Cash Use of Funds Above)	1.00	\$8,429.00			\$8,429.00	\$8,429.00
SIGNAGE							
Alternative Construction	Entry Sign with Hour Available for Public Access	1.00	\$350.00			\$350.00	\$350.00
USE OF FUNDS - IN-KIND SUBTOTAL					\$0.00	\$29,804.00	\$29,804.00
Contingency					\$0	\$0	\$0
TOTAL PROJECT COST				\$110,000.00	\$0.00	\$70,624.85	\$180,624.85

CALCULATION OF MATCH REQUIREMENTS

Item	Explanation	Requirement	Actual	Meets Requirement?
Minimum Match	25%/Total Costs	\$45,156	\$70,625	Yes
Minimum Cash Match	10%/Total Costs	\$18,062	\$40,821	Yes
CALCULATION OF GOCO %				
GOCO % of Total Costs		60.90%		

F. Resolution from Governing Body

RESOLUTION 1272

A RESOLUTION SUPPORTING THE GRANT APPLICATION FOR A SCHOOL YARD INITIATIVE GRANT FROM THE STATE BOARD OF THE GREAT OUTDOORS COLORADO (GOCO) TRUST FUND AND THE COMPLETION OF WHITTIER INTERNATIONAL ELEMENTARY SCHOOL PLAYGROUND RENOVATION

WHEREAS, the City of Boulder supports the Great Outdoors Colorado grant application for Whittier International Elementary School Playground Renovation; and.

WHEREAS, the City of Boulder supports the completion of Whittier International Elementary School Playground Renovation if the grant is awarded; and.

WHEREAS, the City of Boulder has partnered with Whittier International Elementary to request \$110,000 from Great Outdoors Colorado for Whittier International Elementary School Playground Renovation;

BE IT RESOLVED, that the Mayor and the City Council of the City of Boulder strongly support the application for a grant to Great Outdoors Colorado; and

BE IT RESOLVED, that if the grant is awarded, the Mayor and the City Council of the City of Boulder strongly support the completion of the project; and

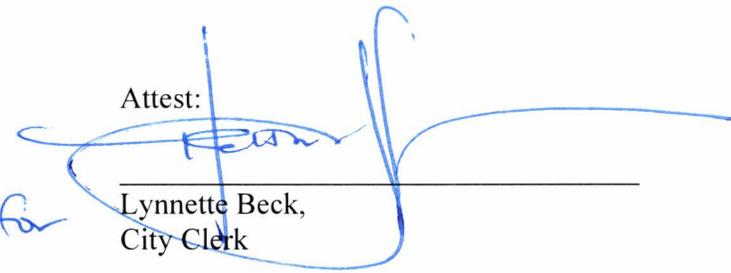
BE IT RESOLVED, that if the grant is awarded, the Mayor and the City Council of the City of Boulder will enter into an intergovernmental agreement with Boulder Valley School District to confirm the funding necessary to meet the terms and obligations of any Grant awarded.

BE IT RESOLVED, that if the grant is awarded, the Mayor and the City Council of the City of Boulder will enter into an intergovernmental agreement with Boulder Valley School District to ensure the maintenance of the Whittier International Elementary School Playground Renovation project in a high quality condition for its useful life. It will be stated in the Intergovernmental Agreement that the Boulder Valley School District will appropriate funds for maintenance in its annual budget.

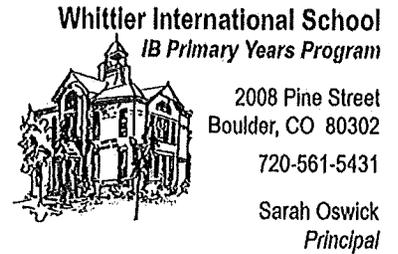
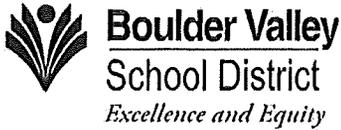
NOW, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF BOULDER, COLORADO, THAT: this resolution is to be in full force and effect from and after its passage and approval.

APPROVED this 15th day of Oct, 2019

By 
Suzanne Jones,
Mayor of the City of Boulder, Colorado
for Suzanne Jones

Attest:

Lynnette Beck,
City Clerk

G. Letter of Support, School and District



July 30, 2019

Dear GOCO Board,

This letter is to publicly and confidently declare our support for the GOCO Schoolyard Initiative improvement project we are requesting a grant to complete. Our school district is eagerly invested in this project, including the superintendent's office, the grant office and the maintenance department. The Whittier schoolyard is definitely a fixture in this community as one of the few playgrounds in downtown Boulder. The public will certainly continue to access it outside of school hours. We are also working with the City of Boulder on this project for an Intergovernmental Agreement and understand that we will have a contract with them holding the school to the terms of the grant.

The Whittier PTA has been preparing for a project like this for years and has successfully set aside over \$35,000 towards the project for matching funds. We also have parents offering in-kind donations of time and construction services. Our students have and will continue to put in hours towards designing this project as well, particularly around the idea of making it an accessible playground for all.

Carey Sager, from our district maintenance department, has been involved with the design of this project. We have the Maintenance Department's full support. If the grant is awarded, we will maintain the purchased equipment for years to come.

As a school, we have been and will continue to be committed to ensuring students can learn and especially have adequate time to play outdoors. Whittier is the only school in BVSD that has hired a dedicated, full-time Health and Wellness Program Manager to ensure we are doing everything we can to meet the Health and Wellness needs and goals of our students and families. This staff member will have support to implement staff training as needed as well. We are certainly dedicated to furthering student health and we know that play and learning are a major part of this effort in elementary school.

I am very hopeful that we will be awarded this grant. If there is anything I can do to be of help in the process, please do not hesitate to contact me using the information below.

Sincerely,



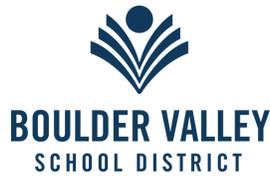
Sarah Oswick, Principal
Whittier International Elementary School



Dr. Robert Anderson, Superintendent
Boulder Valley School District



Dr. Samantha Messier, Area Superintendent
Boulder Valley School District



■ Molly McLoughlin,
Director of Facilities
Boulder Valley School District

October 31, 2019

Great Outdoors Colorado
Schoolyard Initiative Improvement
1900 Grant Street, Suite 725
Denver, CO 80203

RE: Whittier Elementary School Yard Initiative Improvement Application

Dear Great Outdoors Colorado Board of Directors:

The Boulder Valley School District's Facilities Department is pleased to offer our support to the Whittier International Elementary School Yard Initiative Improvement project in Boulder, Colorado. The playground enhancements proposed in this application will increase access to play areas during and after school hours for students of varied physical abilities at Whittier International Elementary School and the downtown Boulder community.

The project will have District Facility oversight and guidance from our grounds supervisor, Carey Sager. We have reviewed the submitted plans and find them to meet our District's requirements for safety and sustainability. With the added elements of the project, we estimate the annual maintenance costs to be \$3,000.

At Whittier International School and in Boulder Valley School District, we celebrate the uniqueness of each student and staff member and the rich diversity this creates in our community. This project will support this core part of our community culture by ensuring all students have access to fun and challenging play experiences on their school playground.

Our hope is that through this School Yard Initiative Improvement project, we will continue to build on past great partnerships among the Boulder Valley School District, Great Outdoors Colorado, and the City of Boulder to serve not only the needs of our students but also the needs of the entire community.

If you need further information, please do not hesitate to contact me at 720-561-5045.

Sincerely,

A handwritten signature in blue ink that reads "Molly McLoughlin".

Molly McLoughlin
Director of Facilities
molly.mcloughlin@bvsd.org

I. Letter Confirming Cash Matching Funds- PTA



October 30, 2019

To Whom It May Concern:

The Whittier International Elementary Parent-Teacher Association is pleased to support our school's efforts to obtain funding for a new playground. Our students are eager to have equipment that is more stimulating, provides more opportunities for exploration, and is better suited to their ability levels. To assist with this effort, the PTA has conducted fundraising efforts over the last five years. To date, we are proud to report that we have raised a combined total of \$40,820 earmarked directly for our new playground, which includes \$3,970 raised so far this school year. While we are committed to continue with these fundraising efforts, we would be grateful for GOCO grant funding because without them our playground renovation cannot be fully completed.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Rachel Sours-Page".

Rachel Sours-Page
2019-20 PTA Treasurer
Whittier International Elementary School

Attachment 1- Whittier Playground Photos



Attachment 1- Whittier Playground Photos



“Fun, Novel, Safe, and Inclusive”: Children's Design Recommendations for Playgrounds for All Abilities

Author(s): Catherine Hill and Louise Chawla

Source: *Children, Youth and Environments*, Vol. 29, No. 1 (2019), pp. 105-115

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“Fun, Novel, Safe, and Inclusive”: Children’s Design Recommendations for Playgrounds for All Abilities

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Youth and Environments*, 29(1), 105-115. Retrieved from
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Abstract

This report describes the work of 7- to 8-year-old students in two English Immersion classes in a Boulder, Colorado public school as they collaborated with the city’s Department of Parks and Recreation to develop recommendations to make city playgrounds accessible and attractive to children with different abilities. The report identifies lessons learned from past partnerships to integrate young people’s ideas into urban design that were applied in this project, as well as new insights that emerged. The project’s step-by-step activities are described along with outcomes of the children’s work and reflections of teachers and students.

Keywords: Universal Access Design, playgrounds, Growing Up Boulder, English immersion, children’s participation, play for all abilities, inclusion

Initiating a Process of Inclusive Design

This report tells the story of a project to make the city of Boulder, Colorado inclusive in two senses: inclusive of children's voices in processes of public space design, with a focus on engaging children from immigrant families; and, inclusive by accommodating children of all abilities in city playgrounds. These different aspects of inclusion represent different facets of children's right to participation in their communities according to the United Nations Convention on the Rights of the Child (1989).

The project described here was part of Growing Up Boulder (GUB), an initiative established in 2009 as a formal partnership between the City government, public school district, and University of Colorado Boulder to give children and teens a voice in city planning and design (Derr, Chawla & Mintzer, 2018). The program is anchored in the university's Community Engagement, Design and Research Center, located in the Program in Environmental Design. Each year, city agencies contract with GUB to gather information from young people about their needs and recommendations related to specific city projects. In return, the city covers the salaries of two half-time program staff: a Program Director and an Education Coordinator. They are assisted by undergraduate design interns, who learn processes of participatory design and planning.

One of GUB's operating principles is that at least half of its projects will reach out to children and teens from marginalized populations: low-income residents, immigrants, ethnic minorities, and people with disabilities (Derr, Chawla, Mintzer, Flanders Cushing & Van Vliet--, 2013; Mintzer & Chawla, in press). These groups are least likely to be heard in public meetings. Although Boulder is a politically progressive city, it mirrors the stark economic disparities of the United States. For parents who are working double shifts at low-wage jobs to make ends meet, often with inadequate access to transportation, it is not easy to attend meetings or introduce their children to civic engagement. GUB seeks to show the young people involved and their families that they, too, are valued residents of their city, whose needs and perspectives matter, and to help city agencies find innovative ways to hear from these groups. The project described here engaged 7- to 8-year-olds in two English Immersion classes (also known as classes in English as a Second Language), who spoke Spanish, Korean, Nepalese or Bosnian at home with their families. They were asked to help the city's Department of Parks and Recreation create guidelines for playgrounds for children of all abilities.

Another operating principle that GUB partners have learned over the years is that reaching as many children as possible requires an "affiliate model," with GUB staff passing their expertise in participatory planning and design on to others who work with young people in both school and out-of-school locations. By enabling teachers to assume increasing levels of responsibility for projects, GUB staff develop a corps of trained affiliates who can plan and implement projects with only minimal assistance. At the same time, experienced teachers become catalysts who can help spread information about GUB opportunities to other teachers in their school. The project described here illustrates this principle. Tamar van Vliet, an English Immersion teacher who had done four GUB projects in former years, invited GUB

into her classroom again and partnered with Terri LeRose, another English Immersion teacher, who experienced GUB practices for the first time.

Project Goals and Timeline

Universal Access Design (UAD) is a system of design strategies for indoor and outdoor spaces to ensure accessibility for people of all abilities. In early 2017, the Department of Parks and Recreation approached GUB with the goal of finding children who could help City staff answer two questions: Do the children find UAD concepts important for playgrounds? If so, what UAD features do they prioritize? GUB turned to Tamar van Vliet at Whittier International Elementary School in central Boulder, who was happy to take on this challenge as a service project for her students. She invited Terri LeRose to join her, and they agreed to bring their 11 students together for project activities. The teachers had two main goals for the project: enriching curriculum content and preparing students for lifelong learning and active citizenship.

The English Immersion teachers had already adopted Jane Goodall's Roots and Shoots program as a model for service learning (www.janegoodall.org/our-work/our-approach/roots-shoots). The model organizes service activities under four steps: getting engaged, observing, taking action, and celebration. Applied to the UAD project, the model followed a four-month timeline.

Getting Engaged

In October 2017, this report's first author, who is GUB's Education Coordinator, and Tina Briggs, a planner for the Department of Parks and Recreation, visited the combined English Immersion classes, explained the concept of UAD, and shared the following questions with students:

- What do you want a playground to have?
- What do you need from a playground?
- What should a playground have so that everyone can play?
- Do you believe UAD is an important concept to incorporate in playground design?

Students were eager to investigate these questions.

Once students understood UAD and its purpose, they brainstormed answers to the question, "What should a playground have so that *everyone* can play?" They also worked with a GUB intern to research photos of accessible playgrounds and list what they noticed about different designs. They identified playground elements that they wondered about, and emailed their questions to the Playground Specialist at Recreation Today, a playground equipment company. She wrote back, explaining the purposes of different playground structures.

Observation

Using the information gathered by reviewing UAD concepts, brainstorming ideas, and viewing photos of accessible playgrounds, the students compiled a checklist of design elements to promote "safe," "fun," "novel," and "inclusive" playgrounds for

children of all abilities (their choice of priorities). In November, armed with the checklist and clipboards, they took field trips to evaluate two city playgrounds and their own lower school playground, which was due for renovations. At each site, they took photos of playground equipment through red cardboard frames to signify problematic elements, or green frames when they noticed something safe, fun, novel or inclusive (Figure 1). Back in the classroom, they collated their images on posters showing advantages and disadvantages of the playgrounds visited. They also created a map of their school playground and marked existing safe, fun, novel and inclusive spaces and structures with color-coded stickers.

Figure 1. During field trips to three playgrounds, students applied their Universal Access Design checklist and took pictures of desirable and problematic features



Photo: Catherine Hill

To better understand the needs of people with different abilities, the students wrote letters to invite three people from the city's Center for People with Disabilities to visit their classroom. The speakers talked about their experiences, such as navigating spaces while blind or in a wheelchair. Students also invited a fire lieutenant whose daughter was a wheelchair user, who led a community effort to create an inclusive playground at her school, as well as an older student with Sensory Processing Disorder, and a student who was an avid naturalist. In all cases, these people experienced the environment from distinctly different perspectives.

Taking Action

In early December, the students added guest speakers' suggestions for playground elements to their original checklist. After creating a new enlarged list, they posted it on the wall and used stickers to vote for the ideas they considered most important (see Figure 2). A few days later, Tina Briggs from the Department of Parks and Recreation returned and students reviewed their ideas with her. She discussed advantages and disadvantages of different ideas from the department's perspective. Using her feedback, the students established four main categories of features for an ideal UAD playground, which they shared with the city as recommendations for future playground installations and renovations. The students concluded inclusive playgrounds should provide (see Table 1):

- **Quiet spaces** where children with Sensory Processing Disorder can find a quiet refuge to relax;
- **Nature** where all children can engage in nature play and feel nature's relaxing and calming properties, which is especially useful for children with Sensory Processing Disorder;
- **Accommodating structures** that can provide fun and safe play for children of all abilities; and,
- **Accommodating textures** that promote mobility for children of all abilities

Figure 2. After researching inclusive playgrounds, students listed the elements they would like to incorporate into playgrounds for all abilities and used stickers to vote for the most important ideas



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Table 1. Children's recommended features for universal access playgrounds

Quiet Space	Nature	Accommodating Structures	Accommodating Textures
<ul style="list-style-type: none"> • A bench to watch from and calm down • Place to relax • Hiding places • Places to lie down • Friend bench/ "buddy bench" 	<ul style="list-style-type: none"> • Trees • Open green spaces • Flowers • Tree trunks to balance on • Tree house • Grass to lie down in • Rocks to climb 	<ul style="list-style-type: none"> • Spin cup (low height and ramp) • Ramps on structures • Low basketball hoop • Slides of different sizes • Bounce buttons for balancing • Bars to hold onto • A 3-D model that describes the playground • Round curbs • Swings with backrest • Monkey bars that all people can reach 	<ul style="list-style-type: none"> • Soft surfaces • Smooth surfaces (no wood chips) • Paved paths to get around (no gravel)

Because their own kindergarten-through-second-grade playground was due for renovations, the students also used these recommendations to organize ideas for their schoolyard. A GUB intern helped them draw a playground plan and then create a 3-D model (Figure 3). A professional photographer volunteered to photograph their model, and an undergraduate design student translated it into a digital plan. The students then wrote letters to their school's principal and Parent Teacher Association, as well as the Parks and Recreation Department, explaining their ideas and why they thought these features should be incorporated into their new school playground.

Figure 3. Students divided their model for an ideal inclusive playground into three spaces: quiet refuge, active play on play structures, and nature play



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Photo: Lynn M. Lickteig

Celebration

In mid-January, after the winter break, students held a "Share-Out" event in their classroom to present their UAD playground ideas to design faculty, school administrators, parents, a city councilor, GUB staff and interns, and City staff, including Tina Briggs. In addition to a PowerPoint presentation, the students had created stations around the room showcasing different stages of their work, with a few students posted at each location to explain what they had done. Visitors circulated from place to place, asking questions. Ultimately, visitors made observations about the children's ideas and the high quality of their work, and each child received a certificate of appreciation for service to the city.

At the end of January, the children presented their ideas again, this time at a schoolwide assembly. One of their ideas was a "buddy bench," where children could sit when they needed a friend to play with, signaling to other children to join them for play. During the assembly, a large object covered with a cloth was unveiled, and there was a bench for this purpose, donated by the organization Resort 2 Kindness! Later, in April, students also had an opportunity to present their ideas to the Parks and Recreation Advisory Board.

Participants' Reflections

The teachers Tamar van Vliet and Terri LeRose each wrote down their UAD project reflections. For Tamar, this fifth GUB project qualified her as a GUB affiliate who could now design and implement a project with minimal GUB staff assistance. As before, she used GUB as an opportunity for service learning and combined it with the Roots and Shoots model. GUB partnerships have enabled her students to connect with people in the community as a source of expertise. In Tamar's view, this was a key success element in all her previous GUB projects and critical for the UAD project. She believed that a project high point was when students met and interviewed people who were excluded from activities that most take for granted. She witnessed a natural sense of empathy evolve among students, along with appreciation for these people's resourcefulness. Students could see for themselves the importance of integrating features for people of all abilities into city designs. Their ideas for taking action flowed naturally from their exploration of this community issue. This kept the project student-centered, with the teachers as facilitators: a sharing of influence that enables students to exercise autonomy and rights (Hart, 1997).

Tamar believed that having people come and talk with the students about how their ideas would be implemented was "incredibly valuable for students so they can see the impact of their work in the long-term and how their ideas directly influence the community." In the UAD project, students experienced being heard during the visits from Tina Briggs and during their presentations to visiting adults, the school assembly, and the Parks and Recreation Advisory Board. The contribution of the buddy bench during the assembly was short-term evidence that their ideas had impact. When renovations to their school playground are completed, they will have opportunities to experience further change. Altogether, the project reinforced Tamar's understandings of the importance of authentic purposes for learning. "Students were engaged in the project throughout," she noted, "because they had a sense of urgency about the importance of their work."

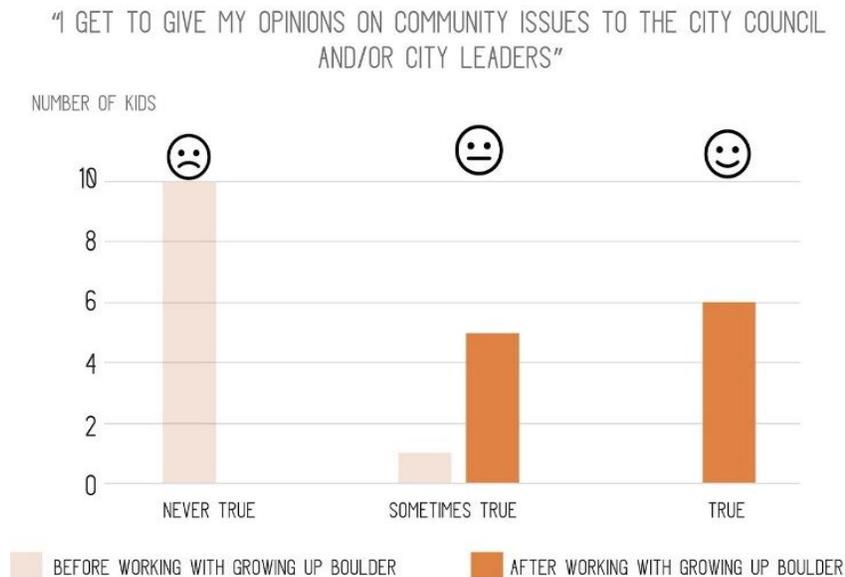
For Terri, the UAD project was the first time she had participated in GUB. Activities that Tamar identified as critical for the project's success were high points for Terri, too. Taking the students into the field to authentically research playground design informed the rest of their work, as did bringing people with disabilities into the classroom. Students prepared questions to ask the visitors, and in Terri's view, student questions "were more poignant and got more to the heart of universal design than the questions teachers wrote." For example, one student asked, "What is it like to be blind?" This showed her the value of inviting the children to lead whenever possible. According to Terri, "This is probably the most important lesson I learned."

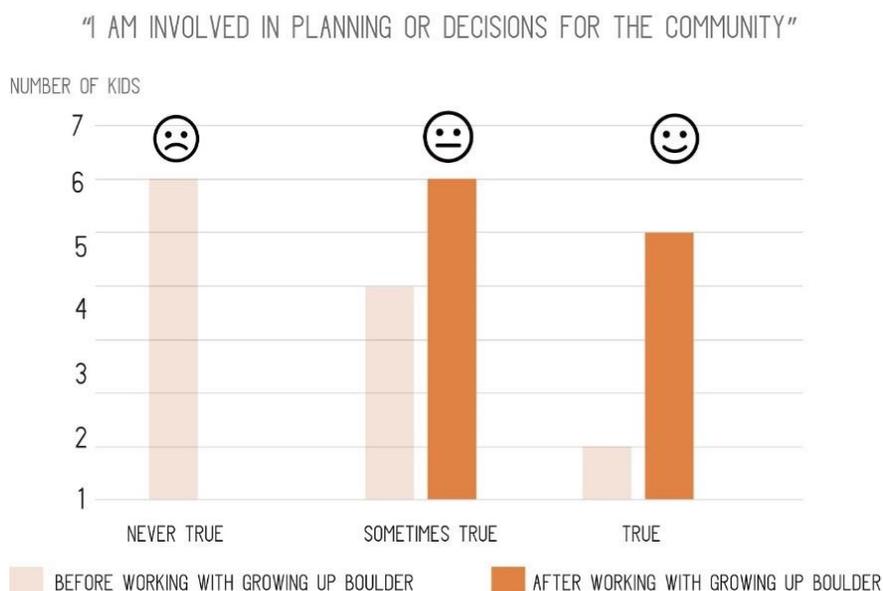
Other high points for Terri were the authentic forums where students shared their learning: the presentation to visitors, their school, and the Parks and Recreation Advisory Board. These events pushed the students to polish their work and overcome nervousness. For her, it was a powerful moment when students stood in front of the advisory board and spoke with confidence. She knew that they and their families often felt marginalized in the community and school, but the project

demonstrated that their ideas were respected and they could impact their world. For Terri, the project changed her as a teacher: "I was deeply moved by the power of this project both as an educator and as a human. I genuinely learned alongside the students. Aside from learning about the importance of inclusive thinking and action, I learned the power of service learning." When students take leadership as they engage with real issues in their community, education shifts from a transmission of information from teacher to student, to everyone working together in processes of human development and active democracy (Schnack, 2008).

GUB asks students to complete brief surveys before and after each project to gauge effects on civic beliefs and intentions. (For more details about this evaluation process, see Derr, Chawla & Mintzer, 2018.) When students were asked afterwards about their involvement in this project, they reported having more empathy for people with disabilities and special needs. The students also showed an increase in their positive perceptions about engagement, with two questions showing especially strong increases. Whereas they began the UAD project with little belief that they could contribute their ideas to community issues, they concluded with much greater confidence that they could be heard (Figure 4.)

Figures 4a and 4b. Surveys that students completed before and after project activities showed especially strong increases related to their confidence in their ability to engage with community issues





Acknowledgments

This report draws on "Growing Up Boulder's Report on Child Involvement in Designing Universal Access Playgrounds," created collaboratively by the Growing Up Boulder Team and Whittier International Elementary School Teachers, February 2018. Available online at <http://www.growingupboulder.org/whittier-uad-playgrounds.html>.

Catherine Hill serves as Growing Up Boulder's Education Coordinator, working with partners to design and facilitate meaningful community engagements and mentoring children, youth and undergraduate interns. In 2015, she retired from teaching after 32 years in elementary school classrooms.

Louise Chawla is Professor Emerita in the Program in Environmental Design in the University of Colorado Boulder. She remains active with the program's Community Engagement, Design and Research Center, including projects for Growing Up Boulder, which she helped establish.

Relevant Websites

- Child Friendly Cities Initiative of UNICEF: <https://childfriendlycities.org>
- Growing Up Boulder: www.growingupboulder.org
- Roots and Shoots: www.janegoodall.org/our-work/our-approach/roots-shoots
- Universal Access Design for playgrounds: www.ncaonline.org/resources/articles/playground-universaldesign.shtml

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Attachment 3- Key Terms

Universal Access Design (UAD): An approach to the design of buildings, structures, and products in a way that ensures accessibility to people of all abilities.

Sensory Processing Disorder (SPD): A neurophysiologic condition in which sensory input either from the environment or from one's body is poorly detected, modulated, or interpreted and/or to which atypical responses are observed (from the Star Institute for Sensory Processing Disorder).

Attachment 4- Youth Engagement

November 13, 2017: Creating a checklist and Field Trip Day



Students visited three different playgrounds and filed out their checklists based on what they observed.



Students used green frames when they noticed something fun, novel, safe or inclusive.

Students used red frames to signify problematic elements in the playgrounds they visited.



Attachment 4- Youth Engagement



Students pointed out on posters the disadvantages and advantages of the playgrounds they visited.

November 16, 2017: Goal Mapping



Students created a map of the Whittier playground and identified safe, fun/novel, and inclusive areas/structures using color coded stickers.

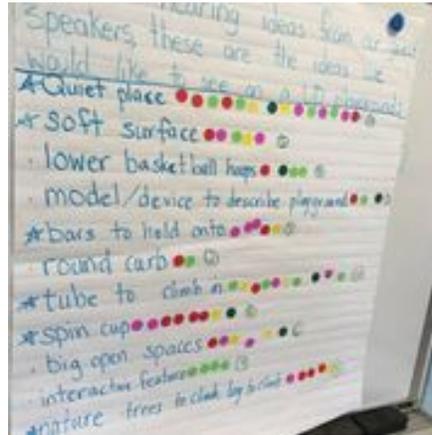
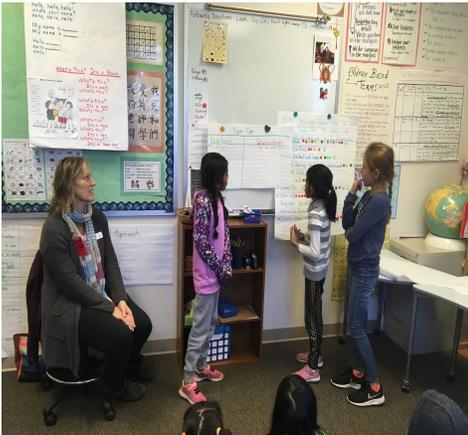
Attachment 4- Youth Engagement

November 29, 2017 & November 30th, 2017: Identifying Community Needs



Students talked with local experts about how to make playgrounds more accessible for people of all abilities.

December 5, 2017: Identifying Most Valued Playground Elements



Students shared their poster on which they voted for the playground elements they thought were most necessary.

Attachment 4- Youth Engagement

December 7, 2017: Working with a Parks and Recreation Expert



Students made a 3D model of an ideal playground that includes the elements and structures they identified earlier in the project process.



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Attachment 4- Youth Engagement

January 16, 2018: Share Out Day



Students present their ideas on "Share Out Day" with leaders in the community.

January 27, 2018: School-wide Assembly



The Youth Task Force presented at a School-wide Assembly about the UAD Project they have been working on.

Attachment 5- Activity Panel Voting

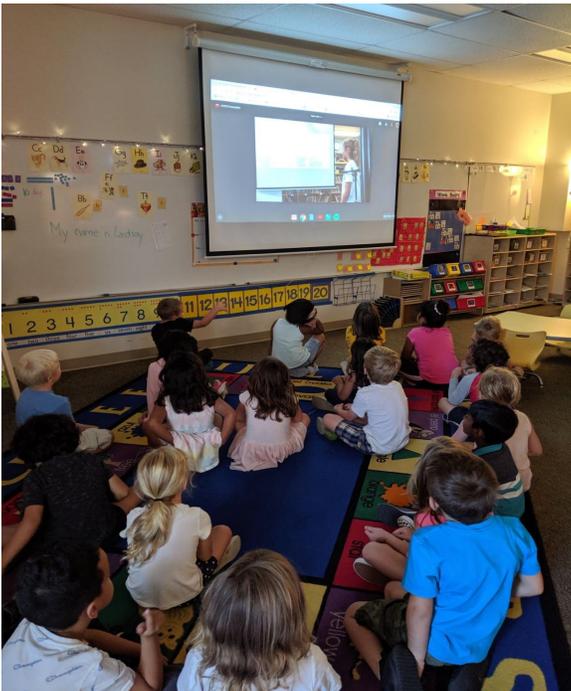
September 2019: All Whittier students (grades K-5) watched a short video presentation given by the Youth Task force to refresh students memories about the project and the importance of Universal Access Design. After viewing the video, each student was given a sticker to vote for one out of the four UAD activity panels they liked best (see below for examples).

Link to Youth Task Force Video Presentation:

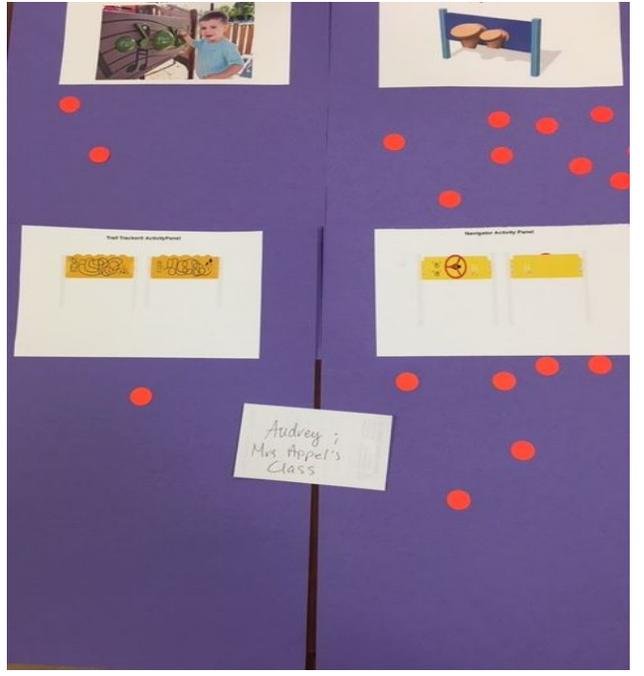
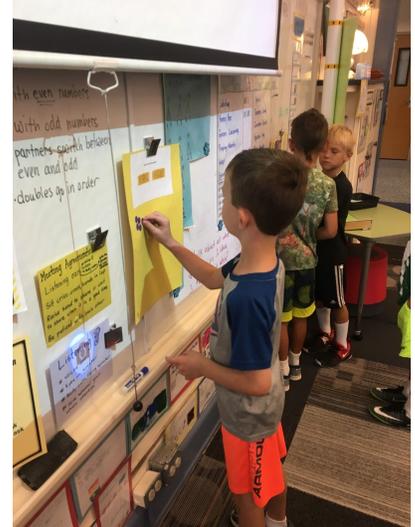
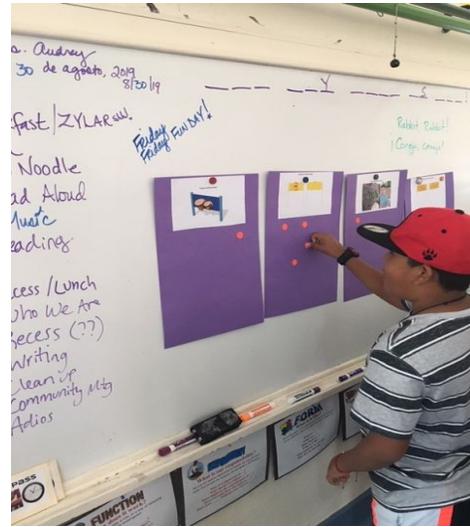
https://drive.google.com/file/d/15vCjvJzSYrNxQzUQQtAkL7wdjsxx_fMQ/view?usp=sharing

Link of 1st Graders explaining their Activity Panel Choice:

<https://drive.google.com/file/d/1yks28zQhN6czkei-13h1m9mB7PqrE5eK/view?usp=sharing>



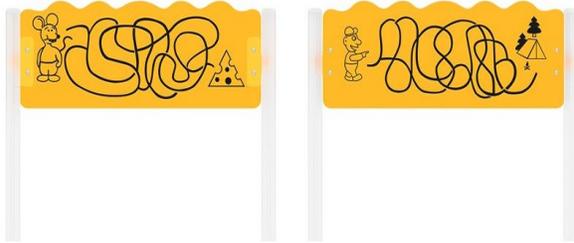
Attachment 5- Activity Panel Voting



Attachment 5- Activity Panel Voting

UAD Activity Panel Options:

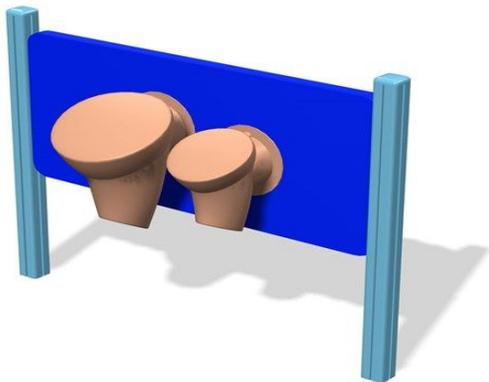
Option 1: Navigator Activity Panel:



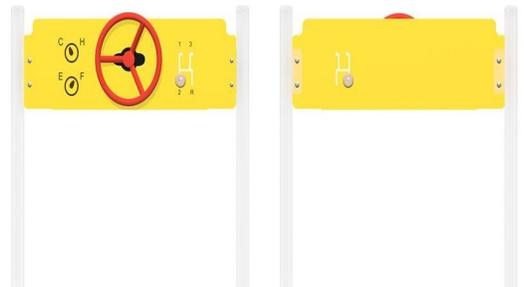
Option 2: Ring-a-Bell Activity Panel:



Option 3: Bongo Activity Panel



Option 4: Navigator Activity Panel



Attachment 6- Conceptual Playground Designs



*Custom products are shown as conceptual only. **Custom product manufacturing time for this project will be approximately 6 weeks from the time of L&S order acceptance.

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ROCKY MOUNTAIN RECREATION



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ROCKY MOUNTAIN RECREATION

Attachment 6- Conceptual Playground Designs



BVSD-Whittier Elementary
Boulder, CO June 17, 2019 1136810 03 02 01

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Kiyatle Dannery

**ROCKY MOUNTAIN
RECREATION**

WHITTIER ELEMENTARY IS APPLYING FOR THE GREAT OUTDOORS COLORADO SCHOOL YARD INITIATIVE GRANT!

Whittier International Elementary is currently working towards a plan to improve our K-2 playground, with assistance from a GOCO Great Outdoors School Yard Initiative Grant. The basis of this project is a student-led initiative to create a new playground space based on Universal Access Design (UAD) - creating a new neighborhood playground that provides recreational opportunities for all, inclusive of all needs, including of school and community members who are "differently-abled" or who have "invisible differences."

Want to learn more? Email Kaley Feenstra at kaley.feenstra@bvsd.org to learn more about the project between Growing Up Boulder and Whittier English Language Learner Students.

Want to help? Whittier must cover the remaining balance of the playground cost that is not covered by GOCO.

Donate to improve the Whittier K-2 Playground here:
<https://new-playground-for-whittier.cheddarup.com/>



¡LA PRIMARIA DE WHITTIER ESTÁ SOLICITANDO LA GRAN INICIATIVA DE UN PATIO EN EL EXTERIOR!

Whittier International Elementary está trabajando actualmente en un proyecto para mejorar nuestro patio de recreo K-2, con la ayuda de una beca de GOCO Great Outdoors School Yard. La iniciativa de este proyecto es por los estudiantes para crear un nuevo espacio de juegos basado en el Diseño de Acceso Universal (UAD), creando un nuevo patio de juegos para el vecindario que brinde oportunidades recreativas para todos, que incluya todas las necesidades de la escuela y la comunidad.

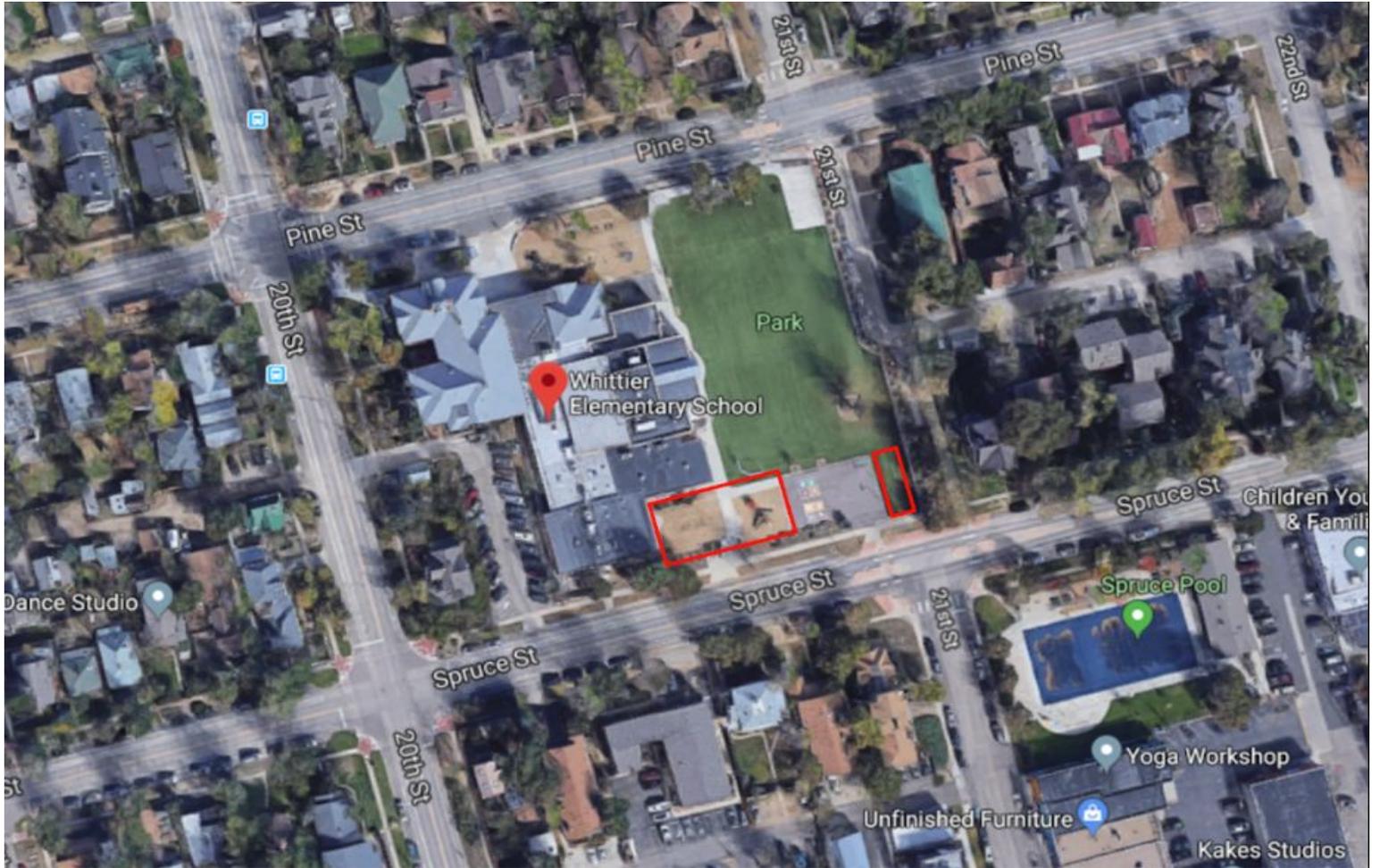
¿Si quieres aprender más de este proyecto? Envíe un correo electrónico a Kaley Feenstra a kaley.feenstra@bvsd.org para obtener más información sobre el proyecto entre Growing Up Boulder y Whittier estudiantes del idioma inglés.

¿Quiero ayudar? Whittier debe cubrir el saldo restante del costo del área de juegos que GOCO no cubre para mejorar el patio de juegos Whittier K-2.

Puedes ir a esta pagina y ayudarnos:
<https://new-playground-for-whittier.cheddarup.com/>



Attachment 8- Whittier Project Map & Location



The playground project would take place in the areas indicated by the red rectangles.

9/12-19

Dear Grant Community,
Our names are Yuna and Priya. We were part of the growing up boulder playground project when we were in 2nd grade. We support this grant application for several reasons.

First is every one to be safe. For example, we met a blinded person and he said he wanted a Pated floor so if he falls, he won't be hurted. Second we want every one even with disableitys to have fun. Third is that everyone to have fun. If the playground is boring no one would come and enjoy. and if the structure is for big kids and small kids it would be fun for everyone.

~~Some~~ Playground should be creative too.

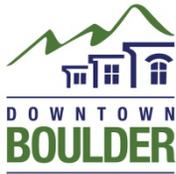
Again, we should have a fun playground for everyone. Thank you.

Sincerely,

9/25/19

Yuna & Priya & the rest
of Whittier Elementary

Appendix 2: Community Member, Downtown Boulder



1942 Broadway, Suite 301
Boulder, Colorado 80302
Phone: 303.449.3774
Web: BoulderDowntown.com

October 4, 2019

GOCO Grant Committee
1900 Grant Street, Suite 725
Denver, CO 80203

Dear GOCO Grant Selection Committee,

Please accept this letter of support from the Downtown Boulder Partnership (DBP) on behalf of Whitter Elementary for consideration of the GOCO School Yard Initiative grant. DBP is a 501(c)6 nonprofit organized to promote the civic, economic and commercial vitality and well-being of downtown Boulder and to preserve its historic and cultural environment while engaging with the local community, as well as visitors near and far.

We are impressed with the aspiring entrepreneurs at Whitter who focused on a plan for a playground that incorporates Universal Access Design - making it accessible and enjoyable for children with all levels of abilities. It would be amazing for these incredibly bright, kind and talented children to see their carefully thought out plans become a reality right in their own community. The aspiration of an inclusive playground that welcomes not only Whitter students but the community at large is a wonderful representation of Boulder's altruistic and innovated spirit. As an organization that celebrates community involvement, innovation, creativity and hard work, it is a pleasure to recommend Whitter Elementary for this wonderful grant opportunity. Thank you for your time and consideration.

Sincerely,

A handwritten signature in blue ink that reads "Terri Takata-Smith". The signature is fluid and cursive, with a large, stylized "T" at the beginning.

Terri Takata-Smith
Vice President of Marketing & Communications

Appendix 3: Community Member, YMCA of Northern Colorado



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

Great Outdoors Colorado
1900 Grant Street #75
Denver, CO 80203

October 1, 2019

Dear GOCO,

My name is Sam Owens and I represent the YMCA (Y) at Whittier International Elementary School. The Y runs an after-school program out of Whittier during school days from 3:00pm-6:00pm. This is a letter of support for Whittier's GOCO School Yard Initiative grant request to improve their K-2 playground. This playground has been an area previously unused by the YMCA due to the infrastructure currently in place and a new and improved K-2 playground would benefit the Y in the following ways outlined below.

The current K-2 playground, though consisting of a few play structures, simply does not have enough space to keep all of the Y kids engaged and are out of date. We normally, during playground time, take all the kids to the playground designated for upper grade-levels, which has more activities to keep the kids engaged for the duration of outside play time. However, this can create difficulties when kids are in the younger grade levels and the playground for upper grade-levels is not suitable. The current facilities do not have monkey bars, or other types of structures that can challenge students of all abilities. In addition, the current K-2 playground facility has minimal play equipment which needs to be enhanced for greater outdoor learning and community activities. If Whittier were to receive the GOCO grant, this playground would ensure universal access design structures, allowing for suitable, age-appropriate play for all ages and abilities.

The YMCA is very fortunate to be able to be part of such a wonderful school community. Whittier is one of the only places locally that provides outdoor play and recreation opportunities for the surrounding neighborhood and greater community. After school, every day, kids from the Y and kids from the surrounding neighborhoods and elsewhere come to Whittier to utilize the school grounds and would benefit from the inclusive design features proposed in the grant application. This sort of unstructured play time is invaluable to a child's growth process and one that the YMCA wishes to keep intact. The possibility of a new playground with a universal access design focus would create many more opportunities to encourage community and foster a healthier, more connected neighborhood. At the Y, we're for youth development, healthy living and social responsibility. The Universal Access Design playground proposed in Whittier's grant application promotes all three of these key pillars. From the nature/free play areas to the musical instruments, these design elements will offer opportunities for all kids to branch out, make new friends, try something new, and ultimately gain self-confidence.

Sincerely,

Sam Owens

Associate Program Director

Whittier and Flatirons Elementary Schools

YMCA of Northern Colorado

Serving Boulder, Broomfield, & Weld Counties

720 933 1046 | whittier@ymcabv.org | www.ymcabv.org

YMCA of Northern Colorado • ymcanoco.org

Boulder • Lafayette • Longmont • Johnstown

Corporate Office: Arapahoe Center, 2800 Dagny Way, Lafayette, CO 80026



**FOOD SCIENCE AND
HUMAN NUTRITION
COLORADO STATE UNIVERSITY**

Laura Bellows, PhD, MPH, RDN
Associate Professor
Director, Health Behaviors Laboratory
Department of Food Science & Human Nutrition
Colorado State University
1571 Campus Delivery
Fort Collins, Colorado 80523-1571
Office: (970) 491-1305
Email: laura.bellows@colostate.edu
Website: hbl.colostate.edu

October 8, 2019

Dear Grant Review Panel:

It is my pleasure to write this strong letter of support for **Whittier International Elementary School's** grant proposal to the Great Outdoors Colorado School Yard Initiative. My support for this project encompasses my three lenses – as a public health researcher of physical activity patterns and behaviors in early childhood, a member of the City of Boulder's Health Equity Advisory Committee (HEAC), and, most importantly, a parent engaged in the Whittier community.

As a researcher and public health practitioner, my work focuses on physical literacy, motor development, and playful learning. Playgrounds and outdoor learning environments are excellent vehicles to engage children in playful learning and inquisition, thus building physical literacy in our youngest citizens.

From my HEAC perspective, Whittier exemplifies an environment in which health equity is promoted. As a school serving diverse students and families, the playground is where cultures mix and dialogue occurs. Play is a universal language that cuts across socioeconomic status and cultural barriers, thus building innovative and accessible playgrounds is critical to continuing to promote health equity in the Whittier community.

As a parent and neighborhood resident, the playground is a community gathering place. School functions occur on field – Heritage night, kindergarten meet-ups, Carnival – and the playground is the common denominator for children and parents. It is where I have conversed with parents from different backgrounds and engaged with families outside of my typical social circles. For children, the playground is where we as parents witness playful learning, social and emotional growth, friendships blossoming, and the lessons of learning to win humbly and lose gracefully. Playgrounds do more than promote active play and physical development, they are instrumental to a social-emotional growth.

In reviewing the 'Child Involvement in Designing Universal Access Playgrounds' collaborative report by Growing Up Boulder and Whittier's staff and students, I am so impressed with the thoughtfulness and inclusivity that was given to planning for a new playground. This project not only partnered with community stakeholders, but engaged minority students at Whittier and empowered their voices to be heard. I believe that Whittier's proposal would make great contributions to the Great Outdoors Colorado's portfolio of transformed school playgrounds. I hope you will give full consideration to Whittier Elementary School's grant proposal.

Sincerely,

Laura Bellows, PhD, MPH, RDN
Associate Professor

Appendix 5: Community Member, Imagine!



October 15th, 2019

To Whom It May Concern,

I was informed about the grant application from the GOCO to fund a remodel of the Whitter K-2 Playground making it accessible to children of all abilities. On behalf of Imagine! a service provider designed to incorporate people with varying developmental, cognitive, and physical abilities into the fabric of their communities, I would like to express my great support of this program.

Imagine!'s Out & About, a community based therapeutic recreation program for children and adults, integrates therapeutic recreation into all activities and practices positive instruction in order to encourage growth, learning, community participation, socialization, health, safety, and the achievement of individualized goals. Our objective is to promote and enhance the health, strengths, abilities, and quality of life for the participants enrolled in our services.

Out & About thrives on supporting both children and adults to be part of their community, but if their community does not have the proper infrastructure to support their access, we cannot fulfill our mission. This Universal Access Design playground project spearheads a powerful initiative to teach our upcoming generation about the power of access and accessibility. It teaches the children what is truly necessary to create a space for **all** children. It is essential to the continued success of our program that the community backs efforts that support accessibility and equity for all children. This initiative of students of Whitter does just that.

By supporting this project it will instill awareness and drive in our future leaders to thrive towards access for all. We need to nurture these efforts so they can continue to grow, not only in parks, but all throughout our community.

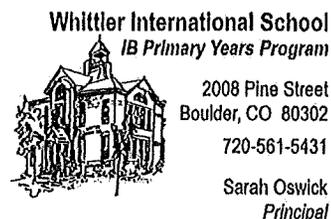
I strongly support this project to remodel the Whitter Playground. It is an important step by our community in the right direction for all children.

Sincerely,

A handwritten signature in cursive script that reads "Elena Ciaravino".

Elena Ciaravino
Program Manager
Imagine!'s Out & About
eciaravino@imaginecolorado.org

Appendix 6: Whittier Teacher, Tamar van Vilet



September 1, 2019

To Whom It May Concern:

I am writing this letter in support of the GOCO grant application to remodel the Whittier K-2 Playground. During the 2017-2018 school year, my colleague, Terri LeRose, and I engaged our second graders in an inquiry project about Universal Access Design playgrounds in collaboration with Growing Up Boulder and the Boulder Department of Parks and Recreation. Students came up with recommendations to make the Whittier playground accessible and attractive for children with a wide range of abilities and interests. The GOCO grant application builds on and extends these recommendations.

During our study of Universal Access Design, students developed a checklist of considerations for the ideal playground. The second graders prioritized the following categories: inclusive, safe, fun, and novel. The design elements proposed in the GOCO grant application not only fit within these categories, but also closely reflect the exact recommendations by the students. For example, having swings with a backrest, soft surfaces, ramps, and slides of varying lengths. Students generated these ideas after speaking with people in the community with a wide range of abilities, consulting with staff from the Boulder Parks and Recreation Department, and talking with other students at Whittier. After careful consideration, the students collaboratively came up with a design for the K-2 playground at Whittier, which they hoped would lead to a remodel in the near future.

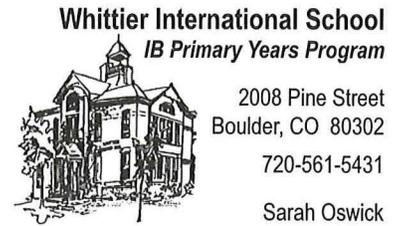
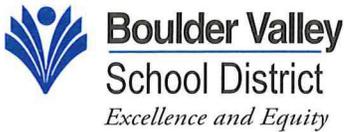
Students were highly engaged during this project because they had a sense of urgency about the importance of this work. The children involved in the UAD playground recommendations are now in 4th grade and would be overjoyed to see their ideas become a reality. Not only would students know their voices matter, but by implementing the students' ideas, children of all ability levels would be able to enjoy the Whittier playground. Since Whittier is located in central Boulder and its school grounds are accessible to the public, both students at the school and children from the surrounding neighborhoods and elsewhere could come to Whittier and benefit from the inclusive design features proposed in the grant application.

I strongly support the ideas presented in the GOCO grant application to remodel the Whittier playground. Please do not hesitate to contact me with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Tamar van Vilet".

Tamar van Vilet--
English Language Development Teacher
Whittier International Elementary



2008 Pine Street
Boulder, CO 80302
720-561-5431
Sarah Oswick
Principal

November 1, 2019

Great Outdoors Colorado
School Yard Initiative Project
1900 Grant Street, Suite 725
Denver, CO 80203

Dear Great Outdoors Colorado Grant Review Panel:

It is my pleasure to write a strong letter of support for Whittier Elementary School's grant proposal to the Great Outdoors School Yard Initiative project. My support for this project comes from an Occupational Therapist lens. This includes supporting children by creating individualized plans to help them learn, play and interact in a more fulfilling way with other children at school, while promoting physical/mental health and well-being. Part of my role is to provide activities and environmental analysis and modification with a goal of reducing barriers to participation. Whittier Elementary is a school located in the heart of Boulder. In that location, there is only one small public park nearby, with a few pieces of play equipment that are not accessible to differently-abled children. As a local resource to the community, Whittier could provide all users with the opportunity to engage in active play as well as interact with each other. Universal Access Design (UAD) play structures will expand opportunities for building strength and motor skills for all users. This will also provide opportunities for problem-solving and exploration of the equipment, that may not be available on non-UAD structures. These experiences build the motor skills that also support performance in the school and home environments.

Children in the community may not be attending Whittier because of family, physical, and/or educational needs that result in attendance at another school. A UAD playground will provide an opportunity for all children to share their play and enjoyment, and possibly meet neighbors and build new friendships. Play is an effective vehicle for building relationships and building understanding of diversity, for both children and the adults who accompany them. Hopefully, these interactions will contribute to building community among the children and adults who use the playground area. In my professional opinion, I strongly believe that having a playground that focuses on Universal Access Design would help reduce the various barriers that many of our students and those within our community face on a daily basis.

Sincerely,

Denise Bell, MS, OTR/L
School based Occupational Therapist
Boulder Valley Schools

Growing Up Boulder



Growing Up Boulder
Community Engagement Design and Research (CEDaR) Center
University of Colorado Boulder
UCB 314
Boulder, CO 80309
(720) 310-5781
www.growingupboulder.org

Great Outdoors Colorado
1900 Grant Street #75
Denver, CO 80203

September 23, 2019

Dear GOCO,

I'm pleased to write a letter of support for Whittier International Elementary School's (WIES) GOCO School Yard Initiative grant request. During the 2017-18 school year, through a partnership with Growing Up Boulder (Boulder's child-friendly city initiative), WIES's Second grade English Language Learners (ELL) studied Universal Access Design (UAD) playgrounds and made recommendations for a UAD playground at their school. The children and their teachers worked with City of Boulder's Parks and Recreation planners, adult and child community members with disabilities, and community-members-at-large to develop their plan. These brave 7 and 8 year olds even presented their ideas before Boulder's Parks and Recreation Advisory Board.

We hope you will support this application, as it would be an extraordinary success for children from marginalized communities (underresourced, immigrant, and those with

disabilities) to see their ideas come to fruition. This playspace was designed to be inclusive in all senses of the word--from the process children went through to think about the space to the design elements included in the final plan. Please see the accompanying, "Growing Up Boulder's Report on Child Involvement in Designing Universal Access Playgrounds" for details on the extensive co-design process leading up to this application.

Please do not hesitate to contact me (mara.mintzer@colorado.edu) with further questions about this project.

Sincerely,

A handwritten signature in black ink, appearing to read "Mara Mintzer". The signature is fluid and cursive, with the first name "Mara" and last name "Mintzer" clearly distinguishable.

Mara Mintzer
Growing Up Boulder Director



November 12, 2019

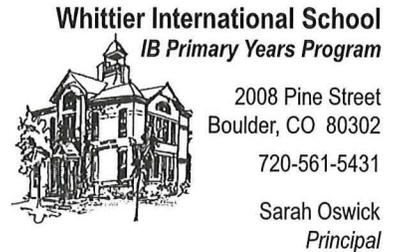
To Whom It May Concern:

I am writing this letter in support of the GOCO grant application to remodel the Whittier K-2 playground. As a 2nd grade teacher in a general education classroom, I can attest to the importance of play spaces for all students to enhance our content-area curriculum, as well as positively impact student climate daily.

This redesigned playground will strengthen the general education curriculum, as there are numerous opportunities to make use of the redesigned play space to go deeper into our content-area learning. A wide open space, with these carefully selected structures and fixtures, will offer a space for students to try out technology like iPADS for writing, videoing, or photographing a blog post or for experimentation with tools like a compass rose to practice directions and follow a map to a destination. Several disciplines can be reinforced through the interesting installations our design plan is calling for, and this can lead to fascinating observations for students. In 2nd grade, students can practice turning their eyes into special "poet's eyes" where ordinary objects such as the K-2 playground, become something new, fresh, and amazing in order to generate creative poetry. What's more, making use of equipment to observe pushes and pulls for a science unit on how the world works will be made more engaging with unique structures such that the K-2 redesign calls for. Second grade students study health and wellness, and the distinctive shapes and forms of our design will offer students a chance to explore how their bodies feel before and after movement and an opportunity to journal and reflect about what they notice. Finally, for a social studies unit, students explore resources and communities. Students are asked to reflect about how people in a community depend on particular resources, and the K-2 playground is a perfect space for students to think about this abstract idea in a context that they are very familiar with--their playground.

Our students will be positively impacted by the new K-2 playground. Climate and culture amongst students will be enhanced by having a variety of spaces to choose from for their play that day and thus, chances to connect with others within and around those spaces. This variety will lead to more social opportunities or for a chance to quietly reflect in a shady space. Richard Louv's seminal text, "Last Child in the Woods" cites exposure to nature as essential for children. He explains that, "kids who play outside are less likely to get sick, to be stressed, or become aggressive, and are more adaptable to life's unpredictable turns". We know that recess and free time are so important for improving concentration and relieving fatigue. The K-2 playground will offer students time exploring different textures, as well as imagine and pretend together, and move in new ways via stepping stones and climbing structures.

I strongly support the design principles and elements in our K-2 playground GOCO grant application for a playground remodel at Whittier. An aware of this grant will add opportunities for deeper learning within the content-area curriculum as well as foster meaningful and relationship-enhancing play experiences amongst our students and community.





Boulder Valley
School District
Excellence and Equity



Whittier International School
IB Primary Years Program

2008 Pine Street
Boulder, CO 80302
720-561-5431

Sarah Oswick
Principal

Please do not hesitate to contact me should you have further questions about my support of this project at christa.fjellestad@bvsd.org.

Sincerely,

A handwritten signature in blue ink that reads "Christa Fjellestad".

Christa Fjellestad

2nd grade teacher

Whittier International Elementary

Dear Gato:

We support a
New playground.

I like the house

because it is

peace and quiet.

I like the log

climbers because

I like wood.

We like the swings.

because there

many different

swings.

We cannot wait

to play on

the new

play ground.

*Note- This letter was written and signed by Two Whittier
First Grade Students with a Sensory Processing Disorder*

From  two First Grade
students