

# Growing Up Boulder

ANNUAL REPORT

2019-2020

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## From Our Home to Yours

Dear GUB Friends,

While it's been an unpredictable and tumultuous year, I'm pleased to share what has kept me grounded: working with GUB's young people to ensure that their voices help shape their communities. In the eleven years since our inception, GUB has facilitated more than 100 projects, worked with over 5,900 young people and 600 parents/caregivers, and taught or mentored more than 1,100 university students. This past year, we worked directly with 856 children and youth on issues impacting their lives, and we also guided capacity-building work with our partners.

We shared our work with audiences far and wide through social media, our new newsletter, and through academic writing, news media, conferences, webinars, and trainings. Our presentations, trainings, and webinars alone reached almost 2,000 people this past year! When COVID-19 arrived in Boulder, we successfully pivoted to online engagements with classrooms and youth councils. Through strong partnerships, creativity, and a good sense of humor, we have continued to do meaningful work and make a positive impact locally and abroad.

In gratitude for your support and partnership,

Mara Mintzer  
Growing Up Boulder Director

The following report provides an overview of projects and achievements by GUB during the 2019-2020 school year. Please visit our website at [www.growingboulder.org](http://www.growingboulder.org) or contact [growingupboulder@gmail.com](mailto:growingupboulder@gmail.com) for complete project details and reports.



5-year old Selena shares her idea for a desert park.

# About Growing Up Boulder

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

Growing Up Boulder has **four** programmatic goals:

1. Make Boulder a more inclusive place for children and youth of all income levels, ethnicities, and abilities.
2. Ensure meaningful opportunities for young people’s participation in Boulder decision-making.
3. Give GUB partners a voice in setting the direction of GUB projects.
4. Disseminate lessons learned from GUB to the community (Boulder-at-large, youth, academics, GUB partners, other child- and youth-friendly city communities).



*City officials listen to children’s ideas. Photo by Donna Patterson.*

## GUB TEACHER EXPERIENCE



This was my first time working with Growing Up Boulder. I was so excited about the authentic work that this afforded our school and personally, as a teacher. I saw it providing students another layer of engagement because the work is real and it matters to our world. During the course of the project, students were able to measure, study engineering software, build hands-on 3-D models and digital models using Sketch up and Google Draw. The concept of giving back to their community was especially impactful. That their voices would be heard, and possibly come to fruition, was very powerful. I was especially impressed with the slideshows (of design concepts) my students presented to the Library Commission, Library and City staff, and City Council members, especially the idea of NoBo having a Children Farmer’s Market that kids run from start to finish. I have never seen my students work harder on a project, and I fully believe it was because they knew that it was real--not just a slideshow about the American Revolution or a famous mathematician.

This was a tremendous project for fifth graders because it was real life work that city leaders were listening to and wanted their input on. And it really brought our class together during COVID-19 and home learning. I look forward to more collaborative projects with GUB in the future!

–Erin Shea-Bower  
Crest View Elementary teacher

# Total Numbers

From July 2019 through June 2020, Growing Up Boulder’s participatory planning programs involved more people than ever before:

- Number of children and youth: 856
- Number of parents or caregivers: 77
- Number of university students: 72
- Interns: 8
- Graduate students: 4
- Class participants during lectures: 60

- Number of community partners (city departments, nonprofits, preschools, schools, after school programs, and university departments): 56
- Total number of hours worked by GUB team (staff and CU students): 3,654
- Number of adults who attended a GUB training, workshop, webinar or presentation: nearly 1,800

# Boulder Public Library Exhibit

## DESCRIPTION

From August to October 2019, Growing Up Boulder honored the organization’s 10th year anniversary with an exhibit entitled, “Growing Up Boulder: 10 Year Retrospective,” at the main branch of Boulder Public Library. The exhibit reflected upon GUB’s work within the Boulder community and embedded it within the larger context of child-friendly city initiatives worldwide.

Featured projects in the exhibit ranged from the Civic Park West to Open Space and Mountain Parks Master Planning, to creating the nation’s first, bilingual child-friendly city map. Two of the posters from the exhibit are featured below:

### What is a Child- and Youth-Friendly City Initiative?

The concept of child-friendly cities comes from the 1989 United Nations Convention on the Rights of the Child (UNCRC), a treaty which provides and protects the rights of children (ages 0-18 years).

In 1996, UNICEF launched the “Child-Friendly Cities Initiative (CFCI)” to support municipal governments in realizing the rights of children at the local level. Child-friendly cities across the world recognize that the well-being of children is the ultimate indicator of a healthy habitat, a democratic society, and of good governance.

Today, the initiative reaches approximately 30 million children in 40 countries worldwide.



A child-friendly city (CFC) is a city, town or community in which the voices, needs, priorities and rights of children are an integral part of public policies, programs, and decisions.

For more information visit: [www.childfriendlycities.org](http://www.childfriendlycities.org)

### Common Themes: What Boulder Kids are Requesting

Theme	Description
<b>Nature</b>	Vegetation that is: easily accessible, plentiful, varied, and beautiful Spaces that encourage or host wild animals (birds, squirrels, butterflies) and/or domesticated animals Gardens and fruit trees
<b>Water Play</b>	Access to natural water, fountains, pools and water jets for cooling off and playing
<b>Independent Mobility</b>	Neighborhoods and a city that are walkable, bikeable, bus-able and where young people do not need to rely upon adults as chauffeurs
<b>Safety</b>	Spaces where young people feel safe hanging out and traveling independently; public spaces free from drugs and alcohol
<b>Affordable &amp; Inclusive</b>	Inexpensive housing, retail, restaurants, and activities; kids want to participate in their city, but they often can't afford it A city that works for all ages, abilities, genders, ethnicities and income levels
<b>Hanging Out</b>	Places that allow hanging out for free or at a low cost, such as cafes, parks (especially where teens can hangout or have social play equipment), public plazas, or teen-only spaces
<b>Art &amp; Design</b>	Spaces built with varied, eco-friendly, high quality materials that last; Art and beauty integrated throughout spaces Interactive art (climbable, touchable)
<b>Playful</b>	Play for all ages, including teens Play that is not limited to playgrounds—it can and should be integrated into everyday spaces Play that includes healthy risk

4,000 Youth - 1,000 CU Students - 100+ Partners - 84 Projects

# Building Bridges

## DATES, NUMBERS, AND GROUPS (MAY 2020)

February - March 2020

- Whittier International Elementary 4th grade students
- 9 English Language learners (Home countries: Mexico, Brazil, Spain, Russia, China, and Bosnia)
- 2 English Language Development (ELD) teachers
- 15 engagement hours
- 100% students from underrepresented groups
- Similar projects at BCSIS and Casey were cancelled due to COVID-19

## DESCRIPTION

Building Bridges is a city-community collaboration to create a more safe, inclusive, and productive atmosphere of civic communication in Boulder. More than 300 people have participated in conversations thus far, through public workshops, interviews, online forums and a working committee. Participants have said that changing Boulder's culture of public engagement is rooted in two ideas: 1) that community members want to be heard and respected in public processes, and that 2) all opinions matter in decision-making. See website here for more details.

Whittier International Elementary School's 4th grade emerging bilingual students and their teachers engaged in an integrated unit of study with the Building Bridges work as part of their International Baccalaureate (IB) civics unit entitled, "How We Organize Ourselves." The unit involved students learning about various talk structures (ie. Socratic Seminar, Debate, Talking Chips, and Consensus), and the norms for each.



*Students discuss talk structures. Photo by Cathy Hill.*

## GUB TEACHER EXPERIENCE



My students and I have been participating in City of Boulder projects with Growing Up Boulder since 2013. The Building Bridges work was meaningful because my students were engaged in an authentic learning experience that connected to curriculum standards. Their ideas and recommendations have the potential to inform community meeting protocols in the future. Students valued being heard and listened to throughout the project. I greatly appreciate the opportunity to partner with GUB, and am heartened by the positive outcomes that result from this work.

–Tamar Van Vliet  
Whittier International Elementary School  
English Language Development teacher

## Chats with City Council

### “VIRTUAL CHAT WITH COUNCIL: KIDS SPEAK OUT”

#### DATES, NUMBERS, AND GROUPS (MAY 2020)

- 15 Boulder children and youth
- City staff
- 2 participating city council members (and 2 listening council members)
- Counselors from Mental Health Partners and Boulder Valley School District (BVSD)
- GUB Program Director, moderator

#### DESCRIPTION

“Virtual Chat with Council: Kids Speak Out” was a bilingual chat session that allowed Boulder’s children and youth to ask city council members pressing questions about COVID-19. Children asked questions and shared feelings about how COVID-19 was affecting them, their friends, their school, their family, and their community. Counselors from Mental Health

Partners and BVSD supported the council members in answering sensitive questions as well. Children and youth registered before the meeting, submitting questions in advance or during the chat; no video or last names were used during the chat in order to ensure privacy. GUB’s program director served as the moderator for the discussion.

## CITY COUNCIL CHATS (CONTINUED)

### “VIRTUAL CHAT WITH CITY COUNCIL: MENTAL HEALTH AND WELLNESS AT HOME FOR PARENTS AND CAREGIVERS”

#### DATES, NUMBERS, AND GROUPS (MAY 2020)

- 15 Boulder children and youth
- City staff
- 2 participating city council members (and 2 listening council members)
- Counselors from Mental Health Partners
- BVSD School Board members
- Boulder Voices for Children director
- GUB Program Director, moderator

#### DESCRIPTION

On Thursday evening, May 28th, the City of Boulder hosted a Virtual Chat with Council to offer parents/caregivers and other community members the opportunity to ask Boulder city council members questions or voice their perspective about how COVID-19 is affecting them and their mental health, their family, and/or their community. Boulder Voices

for Children, Mental Health Partners, and Growing Up Boulder also participated to share their expertise on self-care, self-help, and wellness. This session was bilingual and community members had the opportunity to participate in English or Spanish. GUB's program director moderated this discussion.

## Child-Friendly City Map: Digital and 2nd Edition Printed Versions

#### DESCRIPTION

In May 2019, GUB published the nation's first, printed child-friendly city map. This free map was so successful that it “sold out” in 45 days, and GUB printed a second edition in October 2019. This second edition was underwritten by the Boulder Convention and Visitors Bureau, an organization that also paid for a 2'x3' poster of the map to be prominently displayed on the Pearl Street mall kiosk across from the pop-up water jets.



*Digital Edition of the Child-Friendly City Map*

## CHILD-FRIENDLY CITY MAP (CONTINUED)

### DESCRIPTION (CONTINUED)

In September 2019, GUB also published the digital version of the child-friendly city map. While the data that informed the map was the same for the digital and printed versions, the design of the digital map was quite different and took many months to program. The digital version adds many new features not available on the printed map, including information about Safe Routes to School, child-designed puzzles, and links to child-friendly walking and biking routes.

## Communities that Care (Consulting)

### DATES, NUMBERS, AND GROUPS (AUGUST - SEPTEMBER 2019)

- 30 Lafayette Communities That Care community board members
- 1 Communities That Care facilitator
- 3 GUB staff members and volunteer
- 4 engagement hours

### DESCRIPTION

The City of Lafayette is one of several communities across the US using a “Communities that Care (CTC)” model to promote healthy teen behavior. Using prevention science as its base, CTC promotes healthy youth development, improves youth outcomes, and reduces problem behaviors. Cities across the nation using the CTC model have seen dramatic reductions in levels of youth alcohol and tobacco use, crime, and violence. Participating communities have also seen more of their youth graduate from high school on time, do better economically, have better mental health in their 20s, have fewer sexually transmitted diseases, and have fewer teen pregnancies.

Over the course of several months, Lafayette, Colorado’s CTC community board engaged GUB to teach the board participatory planning methods, and then integrated those methods into their five CTC strategic areas.

## East Boulder Subcommunity Planning

### DATES, NUMBERS, AND GROUPS (SEPTEMBER - NOVEMBER 2019 GROUPS)

- Eisenhower Elementary 2nd grade students and teachers
- San Lázaro Manufactured Home Community teens and parents
- Thorne Nature Experience Bird Banding Club
- 4 engagement hours

## EAST BOULDER SUBCOMMUNITY PLANNING (CONTINUED)

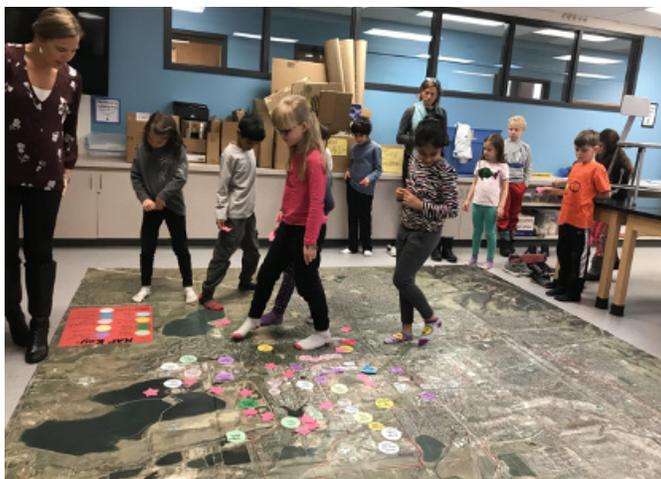
### NUMBERS (CONTINUED)

- 98 children and youth
- 40% children/youth from underrepresented backgrounds
- 60 parents
- 3 Eisenhower Elementary 2nd grade teachers
- 2 Thorne Nature Experience staff
- 2 GUB staff
- 2 GUB-CU undergraduate interns
- 5 CU undergraduate volunteers
- 12 adults/experts
- 3 City of Boulder staff
- 1 Boulder High School student/Youth Advisory Opportunity Board member
- 1 Project Assistant/EcoArts Promotora
- 23 engagement hours

### DESCRIPTION

In early 2019, City Council directed city staff to begin a process of “subcommunity planning;” that is, each large neighborhood section of Boulder would spend 18 months describing describe a future vision based on community goals and values and aligned with the tenets of the Boulder Valley Comprehensive Plan (BVCP). The East Boulder subcommunity was selected first due to the high rate of change taking place there. The area is marked by Foothills Parkway to the west, Boulder Municipal Airport to the north, 63rd Street to the east, and Arapahoe Avenue to the south. East Boulder is one of the city’s top employment centers, and is home to many businesses, urban parks, recycling centers, and arts and cultural organizations.

In Fall 2019, GUB conducted Phase Two participatory planning engagements with three groups within the East Boulder Subcommunity catchment area: second grade students who attend Eisenhower Elementary School; child, teen and parent residents in the San Lazaro Manufactured Home Community; and adolescent members of a bird-banding club at Thorne Nature Experience. Phase Two visioning engagements asked the question, “Who do we want to be?” Students from all three groups, ages 4-18, participated in individualized, GUB-led engagements ranging from a single, 2-hour session to four, 1-hour sessions over the span of 4 weeks.



Map of the East Boulder Subcommunity. Photo by Jean Sanson.



Using GUB's maps to orient students. Photo by Donna Patterson.

## EAST BOULDER SUBCOMMUNITY PLANNING (CONTINUED)

Below is a summary of answers across all groups. To complete the project, GUB created an e-toolkit of subcommunity activities for City of Boulder staff to use as a template when engaging with other subcommunities in the future.

All engagement groups completed the same worksheet, then held verbal discussions, to answer the question, “What should we keep, improve, and add in East Boulder?”

Keep	Improve	Add
<ul style="list-style-type: none"> <li>● Valmont Bike Park</li> <li>● Open Space (trails, open fields in nature)</li> <li>● Arapahoe Ridge “Rock” Park</li> <li>● Parks in general</li> <li>● East Boulder Recreation Center</li> <li>● Thorne Nature Experience &amp; Sombrero Marsh</li> <li>● Eisenhower Elementary</li> <li>● Boulder Humane Society</li> <li>● Boulder Creek &amp; Paths</li> <li>● <u>Snarf's Sandwiches</u></li> </ul>	<ul style="list-style-type: none"> <li>● Safety and greater amount of bike paths</li> <li>● Cleaner, updated parks and playgrounds with more choices</li> <li>● More restaurants</li> <li>● Transportation; more buses &amp; reliable schedules</li> </ul>	<ul style="list-style-type: none"> <li>● Water parks and water play areas</li> <li>● Indoor &amp; outdoor pools</li> <li>● More playgrounds; indoor and outdoor</li> <li>● Museums for children; history and science</li> <li>● Amusement parks</li> <li>● More parks</li> <li>● Restaurants; more and better ones</li> </ul>

## Heatherwood Elementary School’s Community Unit (Consulting)

### DATES, NUMBERS, AND GROUPS

January - March 2020

- 50 3rd grade students from Heatherwood Elementary
- 2 teachers

## HEATHERWOOD ELEMENTARY SCHOOL'S COMMUNITY UNIT (CONSULTING) (CONTINUED)

### DESCRIPTION

Blending GUB and Project-Based Learning (PBL) methodologies, two 3rd grade classrooms at Heatherwood Elementary School designed and implemented a Gunbarrel community inquiry for their all-school PBL Night on March 18th, 2020. Similar to GUB's East Boulder Subcommunity work, students asked themselves questions about their community, such as "What do you like about your community that you want to keep?", "What needs improving?", and "What would you like to add to make your community even better?" Unfortunately, in mid-March, the 3rd grade studies were interrupted by COVID-19. We look forward to reporting out on their findings when school is back in session!

## Home Wanted (Consulting)

### DATES, NUMBERS, AND GROUPS

January-May 2020

- Youth councils from: Boulder, Lafayette, and Longmont
- 38 youth

- 15 engagement hours
- 70% underrepresented groups
- Similar projects in Superior and Louisville were cancelled due to COVID-19

### DESCRIPTION

The Home Wanted initiative is a collaboration of nine jurisdictions in Boulder County, organized by the Boulder County Regional Housing Partnership (BCRHP). Home Wanted takes a regional approach to housing affordability in order to boost the overall health and well-being of the entire community, with the plan to triple the number of affordable homes in Boulder County in 15 years.

In spring 2020, Growing Up Boulder was hired to gather young people's input for the Home Wanted initiative. The goal was to work with youth councils to document what home means to young people and also to learn how the affordable housing crisis was affecting them. While the COVID-19 pandemic disrupted plans to work with two youth councils, two other youth councils were able to continue working virtually with GUB. A third council worked with GUB before the pandemic. The teens expressed many important thoughts about the meaning of "home" to them, including:

- Home could feel comforting when cooking together as a family or having a warm bed to snuggle in
- Home could feel stressful when living in cramped conditions with many family members
- Young people were disturbed by the rising cost of housing, which affected their neighbors, grandparents, and their own families; sometimes, this resulted in loved ones moving away, in neighborhood cohesion being disrupted, and in stress at home as families struggled to pay rent.

## HOME WANTED (CONSULTING) (CONTINUED)

The young people's poignant stories are a reminder that the affordable housing crisis affects all ages in our community and therefore needs a full community response (photos by Darcy Kitching).



“My family has lived in Boulder for about 6 years now, and in that time, our neighborhood has changed dramatically to new, large houses. I want to live in Colorado, but I do not think I will stay in Boulder, especially at first, because there is no way I will be able to afford it. Eventually, I might come back, but I also want to get away from the entitlement of Boulder communities. That said, I love the proximity of everything and the easy access to everything (at least, if you already live in Boulder).”



“I value privacy, I value my sleep, I value my health. Having a home of my own when I grow up would make me feel more secure, as well as at peace for any family of my own.”

## Nobel Laureate Plaza (Consulting)

### DATES, NUMBERS, AND GROUPS

February - March 2020

BOULDER PUBLIC LIBRARY - TEEN SPACE ENGAGEMENT

- 6 youth (1 elementary, 2 middle, 2 high school, and 1 college student)
- 1 science expert - Dr. Bill Collins (Lead Author on Al Gore's Intergovernmental Panel for Climate Change (IPCC))
- 1 Nobel Circle team member
- 2 GUB staff
- 3 GUB undergraduate interns
- 50% students from underrepresented groups
- 1.5 in-class engagement hours

## NOBEL LAUREATE PLAZA (CONSULTING) (CONTINUED)

### NUMBERS (CONTINUED)

#### UNIVERSITY OF COLORADO CULTURAL MENTORING PROGRAM ENGAGEMENT - SESSIONS 1 & 2

- 20 Fifth grade students from University Hill Elementary School
- 7 Cultural Mentoring Program mentors/program director
- 2 GUB staff
- 4 Nobel Circle team members
- 2 science experts - Dr. Claudia Franchiolla (a physics education researcher at University College Dublin) and Mr. Vidal Salazar (a NASA scientist)
- 100% students from underrepresented groups
- 2.5 in-class engagement hour

### DESCRIPTION

A group of interested citizens and philanthropists have proposed a “Nobel Laureate Plaza” in front of the main branch of the Boulder Public Library. The group, called the Nobel Circle, seeks to create a permanent public art installation to honor the scientific accomplishments of five Nobel Laureates from CU Boulder and Boulder members of the Intergovernmental Panel on Climate Change that led to a Peace Prize. The group’s mission is to raise the public’s awareness about the accomplishments of these scientists, and to inspire scientific curiosity broadly within our community.

Growing Up Boulder was asked to work with Boulder children and youth to gather feedback on 1) the concept of a Nobel plaza proposed for the front of the Boulder Public Library and 2) the design renderings of the art installations proposed for the project. Two GUB partners, CU’s Cultural Mentoring Program and the Boulder Public Library - Teen Space, provided space and students for three engagements. Three scientists, all with Boulder connections, were interviewed by students during the first part of each group’s engagement. A poster outlining Project for Public Spaces’ (PPS) “What Makes a Great Space?” was used as a tool to teach students about designing public spaces and to assess the Nobel Plaza design according to four key attributes: Sociability, Uses and Activities, Comfort and Image, and Access and Linkages.



Studying “What Makes a Great Space” Poster.  
Photo by Oliver Brooks.



Interviewing Dr. Collins, Member of a Nobel Prize Team. Photo by Oliver Brooks.

## NOBEL LAUREATE PLAZA (CONSULTING) (CONTINUED)

Students' assessment of the current design included listed strengths and barriers. The chart below holds students' recommendations for the site:

What to keep in the current design (Strengths)	What to change in current design (Barriers)	Recommendations
<ul style="list-style-type: none"> <li>● Walkability</li> <li>● Convenience</li> <li>● Safety</li> <li>● Cleanliness</li> <li>● Friendliness</li> </ul>	<ul style="list-style-type: none"> <li>● Uncomfortable seating</li> <li>● Nothing keeps inviting you back to the space (lack of interactivity, lack of engagement to inspire). One student mentioned that as it stands, "the exhibit doesn't look touchable"</li> <li>● Less words, more powerful graphics to attract people of all ages into the space</li> <li>● Language that can be understood by people of all ages and would be written in English and Spanish</li> <li>● Concern for potential vandalism to the glass artwork</li> </ul>	<ul style="list-style-type: none"> <li>● Interactivity</li> <li>● Educational Access/ Equity</li> <li>● Technology</li> <li>● Seating</li> <li>● Social Gathering Space</li> <li>● Light Feature</li> <li>● Nature</li> <li>● Water Feature</li> <li>● Accessibility</li> </ul>

Recommendations were submitted to the Nobel Circle group and will be incorporated into plans for the project.

## North Boulder (NoBo) Branch Library

### DATES, NUMBERS, AND GROUPS

Project length: January 2020 - May 2020

- Crest View Elementary School, 5th grade team
- Foothill Elementary School, 3rd, 4th, and 5th grade teams and 1 English Language Development Class
- Boulder Journey School

262 students, ages 3-11

- 90 Foothill Elementary School, 3rd grade
- 92 Foothill Elementary School, 5th grade
- 75 Crest View Elementary School, 5th grade
- 5 Boulder Journey School, Preschool
- 97 engagement hours by young people

## NORTH BOULDER (NOBO) BRANCH LIBRARY (CONTINUED)

### NUMBERS (CONTINUED)

15 teachers

- 12 Boulder Valley School District (BVSD) teachers
- 3 Boulder Journey School (BJS) staff
- 3 BVSD administrators

Other adults

- 2 GUB staff
- 3 GUB University of Colorado Undergraduate Interns
- 3 City of Boulder staff, Community Engagement and Boulder Public Library
- 3 Library Commission members
- 3 Boulder city council members
- 4 architects connected with the project
- 1 CU Professor Emeritus

### DESCRIPTION

In 2017, voters in Boulder passed a ballot initiative that included funding for a new branch library in North Boulder; therefore, in February 2020, GUB began to engage children within the North Boulder Library catchment area to determine how best to program and design 5 spaces within the future library. School groups included Crest View Elementary School fifth grade students, Foothill Elementary School third and fifth grade students, and Boulder Journey School (BJS) preschool students. GUB also co-designed activities to solicit parent input for the library, especially from the Latinx parent community; however, most of those activities were cancelled following the outbreak of COVID-19.



*Crest View students discuss library elements. Photo by Stephanie Anderson.*



*Boulder Journey School students explore the built environment. Photo by Boulder Journey School.*

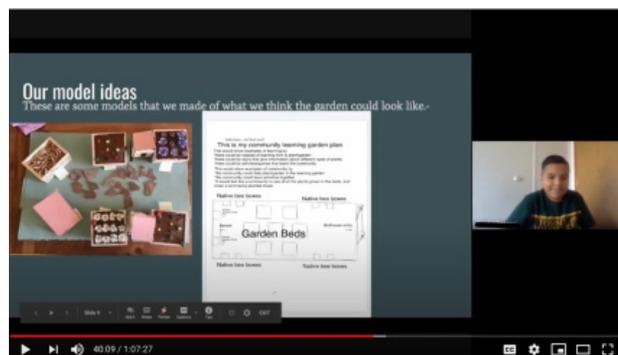
## NORTH BOULDER (NOBO) BRANCH LIBRARY (CONTINUED)

### DESCRIPTION (CONTINUED)

Library staff requested students focus on five spaces within the library's campus: an outdoor plaza, an outdoor playground, an outdoor community learning garden, and indoor and outdoor culinary makerspaces.

Due to high levels of project interest, GUB staff tested a new engagement model to reach more classrooms. GUB created extensive resources that students used to guide their inquiry into global precedents, to apply their knowledge to the NoBo library setting, and to design and recommend materials, equipment and programming for each space. While COVID-19 interrupted GUB's work with children, we adapted our curriculum to the needs of educators and young people alike.

In the end, children shared their recommendations with community decision-makers via video conference calls, in GUB's complete report of the project, and through physical documentation, such as 3D models, letters to council and boards, and written/drawn documents.



*Crest View students give a library presentation via video conference.*

## GUB Student Experiences



My favorite part was right after we decided to work on the garden group...all the wheels were turning in my head! We had so many ideas! It was really fun to experience that.

When you're young like me you think, "What do I want to do when I grow up?" With Growing Up Boulder, I'm young and I'm not waiting. My work is going to count for the city right now, and that's so cool.

This was my second time working with GUB. Whenever I visit the (downtown) Boulder Public Library, I tell my friends that when I was tiny, I helped design the library's new playground.

In ten years, I'm gonna look at the North Boulder library and say, "Wow!, I got to help design that." So, it's not just about now, but it's also about the future. GUB helped me develop a sense of pride (in my community).

—Student  
Crest View Elementary

## GUB STUDENT EXPERIENCES (CONTINUED)

My favorite part of this library project was definitely designing a kitchen space using Sketch Up. It didn't come easy to me, but I was determined and motivated to try to create a model because I love cooking and I wanted it to be a nice, bright, airy space to cook in. The size of the room was really limiting. I had to get creative--shrink everything down. I just had to "umm" (insert noise for conviction) keep on going!



The GUB experience was amazing. It felt really good to give input on something that could really help (the community). The library will help many people, it's a safe, walkable distance. When it opens, I'm going to do everything I possibly can there--use the indoor maker space, the garden, the outdoor maker space...everything!

This GUB project gave us a way to connect and stay together during home learning. I was so excited to do the library work--working in groups, collaborating; we'd stay after (online) school to work on our slides. I'm never going to forget it (this experience).

–Student  
Crest View Elementary

## Teen-Friendly City Map

### DATES, NUMBERS, AND GROUPS

January 2019 - December 2019

- 3 Masters of the Environment Capstone students
- 14 youth-serving organizations
- 33 outreach sessions

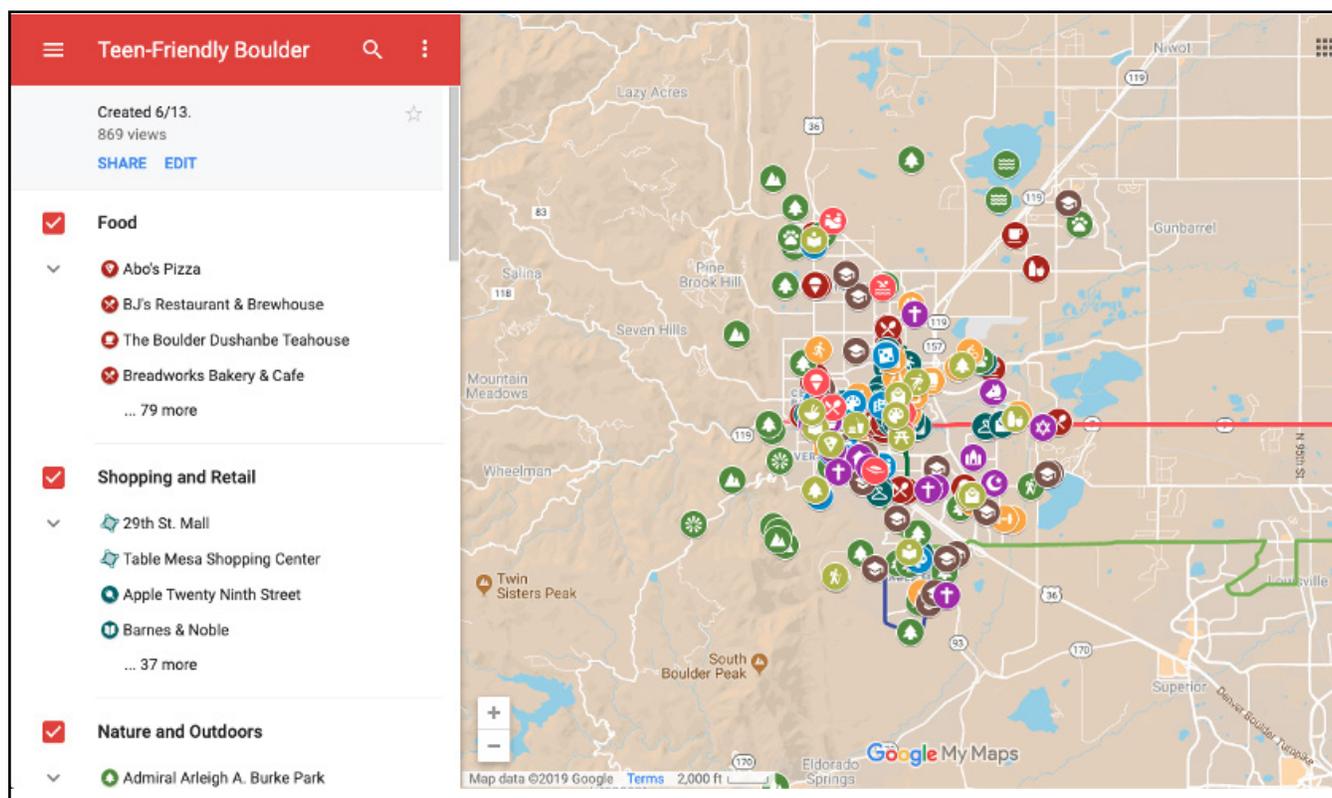
- 398 young people
- 40% teen co-creators from underrepresented groups
- 80 engagement hours

## TEEN-FRIENDLY CITY MAP (CONTINUED)

### DESCRIPTION

Over twelve months, three Masters of the Environment (MENV) students worked under GUB's supervision to create the city's first Teen-Friendly City (TFC) map. The co-creation of this digital map with young people served as the MENV students' capstone project for their masters degree, and it completed GUB's vision of offering child-friendly city maps for all ages of young people in Boulder.

The MENV students conducted 33 outreach sessions with 398 young people in 14 youth-serving organizations, which ranged from city programs and nonprofits to schools classrooms and extracurricular programs. GUB staff mentored the students in youth participatory methodologies. The MENV team made deliberate efforts to include teens from different ethnic and socio-economic backgrounds, teens experiencing disabilities, and also to receive input from teens with distinct interests. The masters students encouraged youth to analyze three areas of life in Boulder: 1) what places they like visiting, 2) what aspects make a place teen-friendly, and 3) what changes they would make to Boulder if they could. The places teens enjoyed visiting became a part of the map, and teens' reflections on what makes a place teen-friendly and what changes they would make to Boulder were documented in the Teen-Friendly City map final report.



Screen shot of digital the Teen-Friendly City Map.

# Transportation/Go Boulder: Sumac Stories

## DATES, NUMBERS, AND GROUPS

October-November 2019

- 11 children and youth who attend Crest View Elementary School
- 9 parents
- 1 GUB consultant
- 54% students/families from underrepresented groups
- 7 engagement hours

## DESCRIPTION

The City of Boulder is seeking to improve the travel experience on Sumac Avenue, between Broadway and 19th Street, with the goal of providing a high-quality travel experience by improving pavement conditions, fixing drainage issues, and installing sidewalks to increase user safety. As an important East-West connection in the North Boulder street network, the city considers this stretch of Sumac as a prioritized corridor. Additionally, the street provides access to CrestView Elementary School and other nearby schools for students, parents and teachers/staff, and notably, it currently lacks continuous sidewalks.

In the fall of 2019, Growing Up Boulder consultant, Darcy Kitching, worked with CrestView Elementary families to help the City of Boulder learn more about their use of Sumac Avenue. This project built upon previous engagements with CrestView Elementary and Centennial Middle School regarding 19th Street. Ms. Kitching interacted with families, gathered their experiences traveling on Sumac, and created Sumac Stories to share with the city (see below). Understanding the existing travel experience for students accessing area schools is crucial, and identifying the needs/issues as a pedestrian and cyclist will inform design objectives and alternatives. Photos below by Darcy Kitching.



Ishika (mom), Kira (3rd grade), Kaya (1st grade), Avarra (preschool)

We travel a little over a half mile (5 blocks) to get here. We would like to ideally walk all the way down Sumac, but there's just not a lot of space for walkers. Definitely a sidewalk would help. I'm not sure what can be done to ease the congestion in front of the school when people are driving.

Ishika: We travel a little over a half mile (5 blocks) to get here. We would like to ideally walk all the way down Sumac, but there's just not a lot of space for walkers. Definitely a sidewalk would help. I'm not sure what can be done to ease the congestion in front of the school when people are driving.

## TRANSPORTATION/GO BOULDER: SUMAC STORIES (CONTINUED)

Henry: We travel four-tenths of a mile, and this is the most dangerous street in the neighborhood. There are times I send my children alone, because we live so close, and its terrifying to me. Our neighbors go all the way to Upland and walk down through the park to avoid this street.

Bridger: There's not a sidewalk, and the cars go kind of fast.

Lucy: I think there should be a sidewalk all the way down so kids don't have to walk on the road.



Carlos: It's easy for me to drive down Sumac. I come from Broadway - it's easy, no problems. Sometimes, in the warm weather, we would like to bike.

## Media About GUB

### National and international media outlets covered Growing Up Boulder's work during 2019-20:

Caselli, I. (2019, October 23). Children are a quarter of the world's population. Imagine urban planning from their point of view. *The Correspondent*. <https://thecorrespondent.com/81/children-are-a-quarter-of-the-worlds-population-imagine-urban-planning-from-their-point-of-view/10722902553-6c5669e4>

Howlett, S. P. (2020, January 22). Young Minds Have Big Ideas for Local Cities. *Colorado Parent*. <https://www.coloradoparent.com/young-minds-have-big-ideas-for-local-cities/>.

Kirk, M. (2019, December 17). A City Map Made for (And by) Kids. *CityLab*. <https://www.citylab.com/solutions/2019/12/kid-friendly-cities-map-growing-up-boulder-families-parents/603733/>

Lill, A. (2020, January 23). Jan. 23, 2020: Solutions To Teen Stress; Building Child-Friendly Cities. In *Colorado Matters*. Colorado Public Radio. <https://www.cpr.org/show-episode/jan-23-2020-solutions-to-teen-stress-building-child-friendly-cities/>

Sugg, S. (2020, March 2). TED Talk Design Leader on How to Engage Youth. Citizens' Institute on Rural Design. Retrieved June 8, 2020, from <https://www.rural-design.org/blog/ted-talk-design-leader-how-engage-youth>.



*This 3D model for the Nobo Library was created by an elementary school student. It features a water fountain, vertical garden, flowers, and "twinkle lights."*

## Content Produced by GUB Team

### Publications

Chawla, L. (2020). Helping students cope with environmental change and take constructive civic action. *Green Schools Catalyst Quarterly*, 7(1), 44-57.

Chawla, L. and van Vliet, W. (2020). Welcoming young people in urban placemaking: Learning from challenges. In J. Loebach, S. Little, A. Cox and P. Eubanks Owens (Eds.), *Routledge Handbook of Designing Public Spaces for Young People*. Routledge.

Hill, C., Huntley, S., & Mintzer, M. (2019, August). Growing Up Boulder: Boulder's Child-Friendly City Initiative. *Colorado Municipalities*, 95(4), 22-25.

## CONTENT PRODUCED BY GUB TEAM (CONTINUED)

Mintzer, M. and Chawla, L. (2020). Turning young people's ideas into action: Learning from long-term partnerships for child and youth participation. In J. Loebach, S. Little, A. Cox and P. Eubanks Owens (Eds.), *Routledge Handbook of Designing Public Spaces for Young People*. Routledge.

### Webinars and Trainings

Chawla, L. (2019). Placemaking with children and youth. Webinar for Colorado Alliance for Environmental Education, 11 December.

Mintzer, M. (2019). How to use James Rojas' 'Place It!' method for inclusive (and creative) community engagement. Presenter at Creative Districts Leadership Convening, University of Colorado, 24 October.

Mintzer, M. (2020). How to Engage Young People in Building Strong Communities. Webinar for Colorado Chapter of the American Planning Association, 18 May.

Mintzer, M. (2020). Moving Forward Together: Engaging Your Community in Safe Routes to School Programs. Panelist for webinar by Colorado Safe Routes to School, 13 May.

Jordan, C. and Chawla, L. (2019). A coordinated research agenda for nature-based learning. Webinar for Blue Sky Funders Forum, 28 August.

Mintzer, M. and Hill, C. (2020). How to create a child-friendly city map. Webinar, 4 February.

Mintzer, M. and Hill, C. (2020). How to Engage Young People in Building Strong Communities. Online training for City of Boulder's Engagement Committee C group, 16 April.

Mintzer, M. (2019-20). Lunch and learn: risky outdoor play. Two-part, facilitated discussion group for the City of Boulder's Open Space and Mountain Parks department, 10 December and 10 March.



*Mara Mintzer delivers a keynote address at UNICEF's first-ever Child-Friendly Cities Summit in 2019. Photo by UNICEF.*

## CONTENT PRODUCED BY GUB TEAM (CONTINUED)

### Academic Lectures and Presentations

Chawla, L. (2019). Coping with climate change and building constructive hope. Symposium on “Intergenerational Approaches for Promoting Climate Awareness and Action.” Schreyer Honors College, Penn State, 24 September.

Chawla, L. (2019). Nature-based learning as a strategy to enhance education and create green communities. Invited lecture to Department of Agricultural Economics, Sociology and Education, Penn State, 24 September.

Hill, C. and Mintzer, M. (2020). Growing Up Boulder’s Projects in Lafayette. Poster at Lafayette Partnership Gathering, University of Colorado School of Education, 18 February.

Mintzer, M. (2019). Public Space for Children and Youth. Seminar for advanced level landscape architecture students, practitioners, and researchers, Department of Urban and Rural Development at Swedish University of Agricultural Sciences, 10 October.

Mintzer, M. (2020). How to Engage Young People in Building Strong Communities. Virtual lecture to Queen’s University Belfast students and faculty, 4 March.



*Mara Mintzer exchanges ideas on child-friendly cities with mayors from around the world at the UNICEF Child-Friendly Cities Summit in Cologne, Germany. Photo by UNICEF.*

## CONTENT PRODUCED BY GUB TEAM (CONTINUED)

### Conferences

Chawla, L. (2020). Connecting with nature, acknowledging environmental loss, and finding hope. Virtual conference paper presented at the Biannual Conference of the International Association for People-Environment Studies, 24 June.

Chawla, L. and Mintzer, M. (2020). Turning young people's ideas into action: Learning from long-term partnerships for child and youth participation. Virtual conference paper presented at the Biannual Conference of the International Association for People-Environment Studies, 24 June.

Mintzer, M. (2019). How to Design Child-Friendly Cities. Keynote speaker for Safe Routes to School National Conference, Tampa, FL, 12 November.

Mintzer, M. (2019). Building Cities with Children. Keynote speaker at UNICEF Child-Friendly Cities Summit 2019, Cologne, Germany, 16 October.

Mintzer, M. (2019). Public Places. Moderator at UNICEF Child-Friendly Cities Summit 2019, Cologne, Germany, 16 October.

### Networking and One-Time Consultation by GUB to:

- Sydney Belyayev, Big Green (Boulder)
- Andy Brown, Briometrix (Sydney, Australia)
- Ray Crowell, Savannah School of Art and Design (Savannah, GA)
- Josh Fullan, Maximum City (Toronto, Canada)
- Paula Gallo, Evergreen (Toronto, Canada)
- Tim Gill, Rethinking Childhood, (London, England)
- Undergraduate students in Public Policy and activist Doug Joiner, Georgia Institute of Technology (Atlanta, GA)
- Emiliano Lake-Herrera, Boulder Convention and Visitors Bureau (Boulder)
- Manuela Maunier, Director of the General Director for Participatory Communication of the Communication Undersecretary for the Government of Buenos Aires (Buenos Aires, Argentina)
- Federico Poitier, The Victor Pineda Foundation/World Enabled (Berlin, Germany)
- Kate Weiner, LOAM (Boulder)
- Michelle Welsby, Place Activation Officer at Nillumbik Shire Council (Nillumbik Shire, Australia)

# Acknowledgements

Thank you to Growing Up Boulder's funders, sponsors, community partners, and Boulder's children and youth. GUB could not happen without the hard work of GUB's interns and volunteers, nor without the many hours contributed by our master's degree capstone students. This report was prepared in July 2020 by Mara Mintzer, GUB Program Director, Cathy Hill, GUB Education Coordinator, and GUB intern Bryn McKillop.

## GUB 2019-20 Funding

The following organizations funded Growing Up Boulder during the 2019-20 fiscal year through direct contributions, sponsorship, and in-kind donations:

- Anonymous Donations
- Boulder Community Health
- Boulder Convention and Visitors Bureau
- Boulder Library Foundation
- City of Boulder
- University of Colorado
  - Community Engagement Design and Research (CEDaR) Center
  - Environmental Design Program
  - Office of Outreach and Engagement

## GUB Team 2019-20

- Stephanie Andersen, GUB Undergraduate Intern (Spring)
- Oliver Brooks, GUB Undergraduate Intern (Summer) & Teaching Intern (Spring)
- Grace Carlin, GUB MENV Capstone Student
- Tori Civatello, GUB Undergraduate Intern (Fall)
- Alex Haefling, GUB Volunteer
- Cathy Hill, GUB Educational Coordinator
- Merlyn Holmes, GUB Communications & Development
- Max Jongewaard, GUB Undergraduate Intern (Summer)
- Jing Liu, GUB MENV Capstone Student
- Hunter Meldman, GUB MENV Capstone Student
- Federica Merola, GUB Undergraduate Intern (Fall)
- Leandre Mills, GUB Volunteer
- Mara Mintzer, GUB Program Director
- Ayushi Patel, GUB Undergraduate Intern (Spring)
- Abe Proffitt, GUB Volunteer
- Vanessa Schatz, GUB Communications & Development

## GUB Executive Committee

- Dan Burke, City of Boulder Open Space and Mountain Parks, Director
- Louise Chawla, University of Colorado, Environmental Design Program and CEDaR Center, Professor Emerita
- Jeff Haley, City of Boulder Parks and Recreation, Planning, Design and Community Engagement Manager

## ACKNOWLEDGEMENTS (CONTINUED)

- Sarah Huntley, City of Boulder City Manager's Office, Director of Communications and Engagement
- Chris Meschuk, City of Boulder Department of Planning, Interim Planning Director and Assistant City Manager
- Sam Messier, Boulder Valley School District, Area Superintendent, Northwest Network
- Brian Muller, University of Colorado, Environmental Design Program and CEDaR Center, Professor and Faculty Director
- Jean Sanson, City of Boulder Public Works, GO Boulder, Senior Transportation Planner
- Willem Van Vliet--, Environmental Design Program and CEDaR Center, University of Colorado, Professor Emeritus

## GUB Partners and Steering Committee

- Boulder County Farmers Market
- Boulder County Head Start
- Boulder County Housing and Human Services
- Boulder County Public Health
- Boulder Housing Partners
- Boulder Jewish Community Center
- Boulder Journey School
- Boulder Mental Health Partners
- Boulder Valley School District
  - Administration
  - Boulder Community School of Integrated Studies
  - Casey Middle School
  - Crest View Elementary School
  - Fairview High School
  - Foothill Elementary School
  - Heatherwood Elementary School
  - New Vista High School
  - Whittier International Elementary School
- City of Boulder
  - Boulder Public Library
  - City Manager's Office
  - Planning Department
  - Human Services (Family Services and Youth Opportunities Advisory Board)
  - Open Space and Mountain Parks
  - Parks and Recreation
  - Imagine! and Camp Amico
  - Transportation/GO Boulder
- Classrooms 4 Climate Action (C4CA)
- Colorado Parent Magazine
- EcoArts Connections
- EducationUSA Academy
- I Have a Dream Foundation

## ACKNOWLEDGEMENTS (CONTINUED)

- Trestle Strategy Group
- UC Berkeley: Lawrence Berkeley National Labs
- University of Colorado
  - Community Engagement Design and Research Center (CEDaR)
  - CU Engage
  - CU Law School
  - CU Science Discovery
  - Environmental Design
  - Fiske Planetarium
  - Master of the Environment (MENV) program
  - Office of Outreach and Engagement
  - School of Education
- Walk2Connect Collaborative
- WorkAc Architectural Firm