

Growing Up Boulder

ANNUAL REPORT

2018-2019

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About Growing Up Boulder

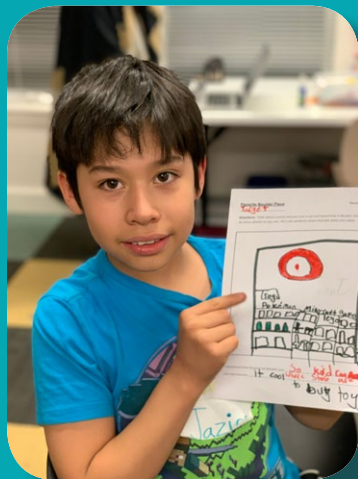
Growing Up Boulder (GUB) is a “child- and youth-friendly city initiative” that began in the spring of 2009 as a collaboration between the University of Colorado (CU), the City of Boulder, and the Boulder Valley School District (BVSD), working in partnership with local nonprofits, businesses, and many 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.

Our vision is to make Boulder an exemplary child and youth-friendly city. Our mission is to empower Boulder’s young people with opportunities for inclusion, influence, and deliberation on local issues that affect their lives. We accomplish this through many diverse partnerships and supporters. Because children and youth from marginalized groups are even less likely to be heard than majority groups, we aim for 50% or more of Growing Up Boulder participants to include young people who are immigrants, English Language Learners, low-income, ethnic minorities, first generation college-bound students and/or young people with disabilities.

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).

The following report provides an overview of projects and achievements by GUB during the 2018-2019 school year. Please visit our website at www.growingboulder.org or contact growingupboulder@gmail.com for complete project details and reports.



Summary of 2018-19: Happy Birthday GUB!

In 2019, Growing Up Boulder celebrated its 10th year anniversary! To date, we have facilitated 90 projects, worked with over 5,500 young people and their parents/caregivers, and taught or mentored more than 1,100 university students. This past year, we have been busy working directly with children, youth, and parents and also performing capacity-building work with our partners. We shared our work with audiences far and wide through social media, academic writing, news media, presentations, and a new GUB newsletter. We accomplished this through a team of people--GUB staff, university students, faculty, volunteers, partners, and former GUB interns. Highlights of our 10th anniversary year include publishing the nation's first-ever bilingual, printed child-friendly city map and publishing the book Placemaking with Children and Youth: Participatory Practices for Planning Sustainable Communities, by Victoria Derr, Louise Chawla, and Mara Mintzer.

Total Numbers

From July 2018 through June 2019, Growing Up Boulder's programs involved more people than ever before:

Number of children and youth involved in participatory planning: **1,384**

- Child-Friendly City Map: **437**
- Teen-Friendly City Map¹: **391**
- Open Space and Mountain Parks: **526**
- Transportation/GO Boulder: **32**

Number of parents or caregivers involved in participatory planning: **467**

- Child-Friendly City Map: **351**
- Teen-Friendly City Map²: **116**

Number of university students mentored or taught through GUB: **149**

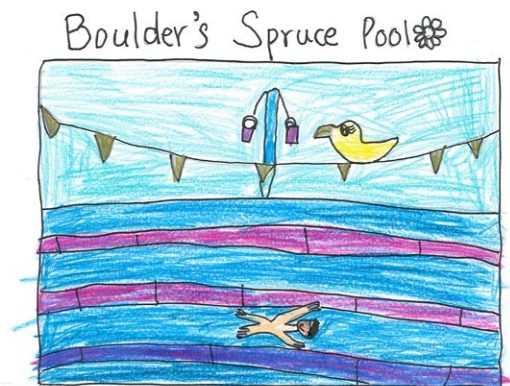
- Interns, volunteers, or capstone students: **15**
- Class participants during lectures: **135**

Number of community partners (*city departments, non-profits, preschools, schools, after school programs & university departments*): **43**

Total number of hours worked by GUB team (staff and CU students): **4,530**



Two University Hill Elementary 2nd grade students provide feedback on the first draft of the map during their Museum of Boulder "Humans of Boulder--Big and Small" Bilingual Showcase event. Photo by Jade Cody.



This is a great pool for kids! ♥

Whittier Elementary 3rd grade student's drawing of her favorite place in Boulder

¹ Because the Teen-Friendly City map data collection is occurring over a calendar year and not an academic fiscal year, these numbers also include participation through July 31, 2019. It was not possible to remove July from the calculations.

² *ibid.*

Community-Wide Collaborative Project

CHILD-FRIENDLY CITY MAP PROJECT

Dates and Groups Involved:

August 2018 - May 2019

- Boulder Community Health
- Boulder Convention and Visitors Bureau
- Boulder County Head Start
- Boulder Housing Partners
- Boulder Jewish Community Center (general)
- Boulder Jewish Community Center--Jay and Rose Phillips Early Childhood Center
- Boulder Journey School
- Boulder Library Foundation
- Boulder Public Library
- Boulder Valley School District (Education Center, Career & Technical Center, Crestview, Horizons K-8, University Hill, Whittier)
- City of Boulder (City Manager's Office, GO Boulder, Open Space and Mountain Parks, Parks and Recreation)
- Dairy Arts Center
- Donors (Alfalfa's, Lucky's Market, Natural Grocers, Snarf's Sandwiches, Sprouts Farmers Market)
- El Centro Amistad
- Growing Up Boulder Staff and Interns
- I Have a Dream Foundation
- Imagine!
- Moxie Moms
- Museum of Boulder
- University of Colorado (Department of Geography, Earth Sciences & Map Library, Environmental Design/Community Engagement Research and Design (CEDaR) Center, Fiske Planetarium, Museum of Natural History)
- Walk2Connect Collaborative

Project Description:

GUB worked with nearly 1,000 children, parents and caregivers to co-create the nation's first, printed child-friendly city map. GUB partnered with 42 stakeholder groups from Boulder, including city departments, nonprofits, and schools, to design a bilingual map anchored in the values of diversity, inclusion, community engagement, collaboration, and celebration. It featured low-cost cultural, education, and recreational activities and locations. Extensive outreach through in-person engagements and online surveys involved many young people and families, 52% of whom were from marginalized communities. An iterative process integrated feedback to inform 27 drafts of the map before 10,000 maps were printed in April 2019.

The map was sponsored by the Boulder Library Foundation and Boulder Community Health, and the Boulder Jewish Community Center donated their space for the GUB celebration. The free, bilingual map was sent home with all elementary and preschool children in Boulder-located Boulder Valley School District (BVSD) public elementary schools and preschools before summer vacation, distributed to non-profit map partners, and made available in public spaces throughout the city. Catering to both families who live in Boulder and families visiting from out of town, the map is a social, environmental, and educational tool that supports GUB's goal of Boulder being a child-friendly city.

The map tapped an unmet need, as evidenced by the overwhelmingly positive response to the map from children, parents, city staff, community organizations, and academia. Our map project has received acclaim both nationally and internationally. Because of GUB's work, Bay Area Rapid Transit (BART) is considering creating a child-friendly transit map and the City of Denver is hoping to create a child-friendly bike map. The undergraduate students who designed the map, Alex Haefling and Abe Proffitt, won the "People's Choice Award" from the University of Colorado's Environmental Design Program. Finally, the Transportation Department in Boulder's own school district, will use the map to enrich the work they already do on active transport.

CHILD-FRIENDLY CITY MAP PROJECT (CONTINUED)

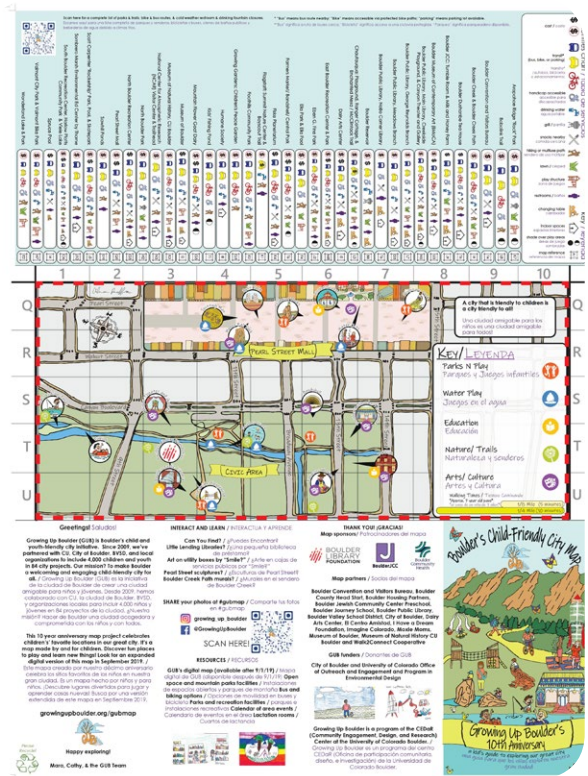
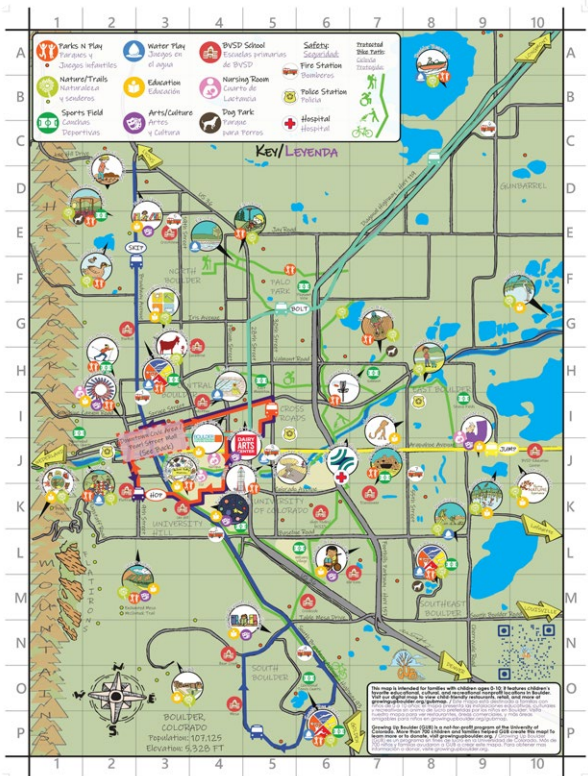
Main Findings:

As we began to use drafts of the map with children and parents and analyzed the online survey information related to barriers, the city map's initial function of being a resource tool for the public expanded to become a:

1. Launching pad for community discussions, including aspirations about child-friendliness,
2. Way to identify areas of celebration of what's working well in Boulder, and
3. Way to bring visibility to child and family needs in supporting Boulder to be more child-friendly, welcoming, and inclusive.

Through this project, we learned that children and parents believe Boulder has many qualities of a child-friendly city, and thus, has many reasons to celebrate. Nearly 800 children and parents generated more than 125 favorite locations across 6 categories, and 55 of the most frequently requested locations were drawn as landmarks and placed on the map. Children and adults alike were enthusiastic about the project and are invested in their city. A more comprehensive, digital child-friendly city map for children 0-10 is now underway, which will include all requested locations, including retail and those requiring a fee.

Children and parents' top three favorite categories included: 1) Parks and Play, 2) Nature/Trails, and 3) Education. Eighty-three percent of all requested locations fell into these three categories. Overall, children were more interested in Play and Community, while parents were more interested in Nature and Non-Play. We found that children repeatedly preferred a place that allowed them to learn new things and explore, and play. Children also preferred to engage in open spaces where they could run freely, and they wished to feel safe and have interactive experiences. Parents valued practical features such as food, parking, accessibility, bathrooms, safety, and cleanliness. The definition of play from an adult perspective was geared more towards letting out energy and exercising, whereas children viewed play as exploring, learning, and fun.



Front and back of the Child-Friendly City Map

CHILD-FRIENDLY CITY MAP PROJECT (CONTINUED)

Barriers to Child-Friendliness:

The child-friendly city map engagements and survey analysis also identified potential areas of growth for Boulder. Children and parents consistently expressed their desire for Boulder to be more inclusive, affordable, and fun--all of which make it more enjoyable to be a child and easier to parent a young child.

The largest barriers to enjoying Boulder reported by parents were safety, transportation, and affordability. The most commonly mentioned safety barrier was Boulder’s transient population, specifically in areas such as Boulder Creek and Boulder Public Library. Families were concerned about their safety and about the use of alcohol and drugs in areas frequented by the transient population. It is also notable that areas like University Hill were avoided due to the perception of alcohol/drug use.

Among transportation concerns, the lack of parking, bike lanes and public transit were reported as the largest issues. Respondents noted that parking is either too expensive or difficult to find, and that walking/ biking is not a realistic substitute due to the inconvenience it represents for families with young children. Public transportation was also seen as inconvenient, as well as too expensive to replace driving.

Affordability was the third major barrier listed by parents. This was related to the cost of parking, as well as to the high costs of food, shopping, housing, and general services.

Common Phrases about Enjoyable Space: Child & Parent Responses
from All Surveys Combined



Children's Responses



Parent's Responses

Conclusion:

Members of the GUB team agree that the child-friendly city map was one of GUB’s most rewarding and successful projects. It was an asset-based project that succeeded due to authentic community engagement and community partner collaboration. It demonstrates that, given sufficient time, resources, and vision, a community can design a beautiful and user-friendly product by children, for children. For communities wishing to conduct a similar project, we suggest reviewing the “conclusions” section of the Child-Friendly City Map Report, which offers recommendations based upon our reflections of the project. We also plan to host a “child-friendly city map-making” webinar for the public during the next year.

“Being new to the (BVSD) district and to the (University Hill) school, I found being a part of this project very useful because it connected me to the community, the organizations that are involved with our schools, and ways that kids can make a difference! I also learned a lot about different places that are special to kids!”
--Teacher, University Hill Elementary School, 2nd Grade

TEEN-FRIENDLY CITY MAP PROJECT

Dates and groups involved:

January 2019 - Present

- Boulder Farmers Market
- Boulder Public Library
- Boulder Valley School District (Boulder High School, Casey Middle School, New Vista High School)
- City of Boulder (Family Services: Youth Opportunities Advisory Board; GO Boulder, Open Space and Mountain Parks, Parks and Recreation Expand program: Camp Amico; Planning)
- EcoArts Connections
- I Have a Dream Foundation (Casey Middle School, Boulder High School)
- Imagine!
- San Lazaro Mobile Home Community
- University of Colorado (Master of the Environment (MENV) program, Fiske Planetarium, Education USA Academy; CU Museum of Natural History, CU Science Discovery)

“I think that working on a map that people can use to find awesome places around town is pretty fun. I also think that other people will find this useful, so I think it’s cool that a lot of people will see this. Trying to think of places to go with friends is sometimes hard, so I hope that this map will help with that.”

–Wendell age 12

Project Description:

As part of a year-long capstone project and under the supervision of GUB staff, 3 Masters of the Environment (MENV) students collaborated with teens to create a digital teen-friendly city map of Boulder. Using GUB’s process for the recently completed child-friendly city map, students worked with a variety of groups, including those with large numbers of young people from marginalized communities. The team used Google Maps to create an interactive, digital city map that focuses on pre-teen/teen interests. An online survey was sent to all BVSD families with children and youth ages 10-18. The teen-friendly city map project represents an effort to leverage resources at the university to further GUB’s mission to be a welcoming and inclusive child- and youth-friendly city. With the publishing of the digital map for teens by December 2019, GUB will now be able to offer maps for Boulder’s young people across the age spectrum.



Teens make edits to the teen-friendly city map.

By the Numbers:

- Number of teens who created the map: **391**
- Number of participating groups: **17**
- Number of direct engagements with the community: **32**
- Number of MENV students: **3**

TEEN-FRIENDLY CITY MAP PROJECT (CONTINUED)

Main Findings:

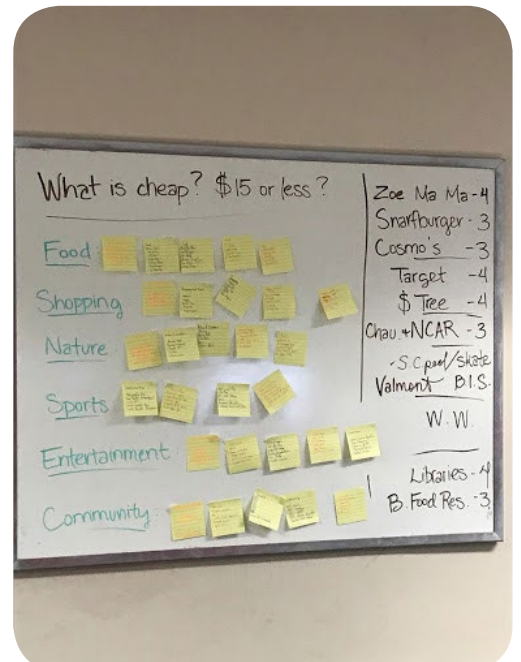
Teen responses regarding favorite locations for the teen-friendly city map, thus far, have been diverse. Most often requested locations include: Valmont Bike Park, skate parks, dog parks, hiking trails, and activities in and around Boulder Creek.

In regards to dining choices, some teens note the importance of restaurants that are local to Boulder instead of restaurant chains. Others enjoy fast food or chain restaurants due to their inexpensive nature and the permissibility to “hang out.” Parents responding to outreach also hold mixed of views on this topic. This has led to interesting dialogue and debate; for example, some teens enjoy Whole Foods while some adults think Whole Foods is too corporate. Teen have been consistent, however, in reporting that restaurants in Boulder are too expensive for them.

The most prominent barrier reported by nearly every teen at all outreach locations is how expensive Boulder is. Many teens are frustrated by how cost prohibitive certain activities and locations are throughout the city. Independent mobility is another significant barrier for Boulder teens. Many do not have access to personal vehicles, and if walking and biking trails do not exist between their homes and the places they’re trying to go, they find themselves without options and cannot connect with the city as they would like.

Other teens point out that they do not feel safe at certain locations in Boulder. Poorly lit areas, proximity to drugs and alcohol, and adults acting suspicious of their behavior limit where teens feel comfortable going. Most of the parents, and some of the teens, also refer to the transient population as a barrier to safety and participation within Boulder.

When asked what is missing in Boulder, a majority of teens expressed the need for a teen space that doesn’t cost money, and where other teens are hanging out.



Teens work on creating the digital Teen-Friendly City Map; teen perspectives on what “affordable” means to them.

Open Space and Mountain Parks

The City of Boulder's Open Space and Mountain Parks (OSMP) staff has worked with the Boulder community over multiple years to create an inclusive, community-based Master Plan. The following GUB engagements helped OSMP understand what high school students envision for the future of Boulder's Open Space and Mountain Parks system.

OSMP MASTER PLAN: ALL STAFF SUMMIT

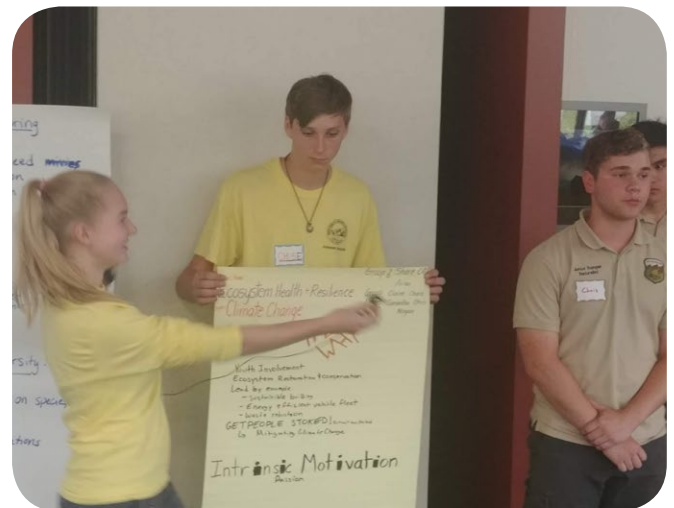
Dates and groups involved:

August 2018

- OSMP Jr. Rangers and Jr. Ranger Naturalists
- OSMP Jr. Ranger and Jr. Ranger Naturalists staff
- GUB staff

Project Description:

As part of an OSMP all-staff summit, GUB facilitated a workshop for high school students working with OSMP during the summer: Jr. Rangers and Jr. Ranger Naturalists. The workshop elicited young people's views on two master plan focus areas: "Ecosystem Health and Resilience" and "Community Connection, Education, and Inclusion." In advance of the workshop, participants identified two subtopics within these focus areas that were especially relevant to them: "social equity and inclusion" and "climate change." Then, during the workshop, small groups discussed strategies and programs related to these subtopics, as well as several other topics. At the end of the session, the young people shared their recommendations with the rest of the OSMP staff. Jr. Rangers and Jr. Ranger Naturalists also shared suggestions for new recreational activities and programs for youth.



Junior Rangers and Jr. Ranger Naturalists share group recommendations during OSMP's All-Staff Summit, summer 2018. Photos by Mara Mintzer and Elese Huspeni.

By the Numbers:

- Number of Jr Rangers and Jr. Ranger Naturalists: 22
- Number of OSMP Staff: 6
- Number of GUB Staff: 3

OSMP MASTER PLAN: ALL STAFF SUMMIT (CONTINUED)

Main Findings:

The Jr. Rangers and Jr. Ranger Naturalists were an invested and articulate group of young people who saw themselves as important contributors to the All Staff Summit. For future workshops, they expressed wanting to be included in the larger adult working group and not being separated by age.

The young people’s Master Plan recommendations included:

Social Equity & Inclusion (Community Connection, Education & Inclusion)	Climate Change (Environmental Health & Resilience)
<ul style="list-style-type: none"> • Prioritize outreach & education in the budget <ul style="list-style-type: none"> • Early programming with BVSD students and Latinx community • Summer programs • Volunteer & paid intern opportunities • Improve access to information <ul style="list-style-type: none"> • Create a trail rating system • Bi-lingual signage throughout • More relatable, inclusive OSMP advertising at buses, grocery stores, Pearl Street, etc. • Increase awareness of “specialty hikes” & trails for the differently abled • Resources for everyone <ul style="list-style-type: none"> • Transportation to trails • Gear (donations, create a rental system) • Education • Needs-based scholarships 	<ul style="list-style-type: none"> • Youth involvement • Ecosystem Restoration and Conservation • Lead by example <ul style="list-style-type: none"> • Sustainable building • Energy efficient vehicle fleet • Waste reduction • Get people stoked! Mitigating climate change • Intrinsic motivation/passion • Social media outreach • Incentives <ul style="list-style-type: none"> • Trip trackers • Assemblies • Lower grade schools • Trailhead/accessible info

OSMP MASTER PLAN: YOAB ACTION TEAMS

Dates and Groups Involved:

August 2018 - December 2018

- Youth Opportunity Advisory Board (YOAB), a program of City of Boulder’s Housing and Human Services department
- OSMP staff
- GUB staff

By the Numbers:

- Number of youth engaged in process: **500+**
- YOAB members in action team: **4**
- Number of OSMP Staff: **2**
- Number of GUB Staff: **2**

OSMP MASTER PLAN: YOAB ACTION TEAMS (CONTINUED)

Project Description:

GUB supported OSMP by helping one of YOAB's action teams reach out to other young people regarding strategies and outcomes related to OSMP's defined Master Planning focus areas. GUB worked with YOAB students to develop survey questions, an engagement approach, and materials to use with their peers. Survey questions asked youth what current OSMP programs, strategies, and outcomes students liked and recommended be continued, and what could be improved, including requesting ideas for new recreational programs. Teens conducted outreach engagements in their respective high schools, and then created a digital presentation that highlighted common themes from the data. YOAB students attended OSMP's "Community Connection, Education and Inclusion + Agriculture Today and Tomorrow (CCEI/ATT) Community Workshop" to share findings from their engagement efforts with the broader community. The students also presented their findings to the Open Space Board of Trustees (OSBT) at a study session focused on CCEI/ATT in January 2019. Through this train-the-trainer model, GUB and the city were able to hear more from young people while empowering teens to be leaders in their own community.

Main Findings:

Youth survey responses indicated that urban sprawl, trail degradation, and mistreatment of land are young people's biggest concerns regarding OSMP land use. Many respondents thought OSMP should be adapting the land with resiliency and climate change in mind while focusing on restoration. Also, youth believed that all underrepresented groups needed more support to recreate on OSMP land and did not single out any specific demographic. They also thought there was a need for more signage and education in different languages. Youth felt that passive recreation could be supported by improving facilities and expanding educational opportunities.



YOAB action team members share their findings at an OSMP Master Planning community event entitled, "Community Connection, Education and Inclusion" and "Agriculture – Today and Tomorrow" in December 2018.



Junior Rangers and Junior Ranger Naturalists prepare their presentations at the OSMP's All-Staff Summit, summer 2018.

GUB TRAININGS YOUTH PARTICIPATORY PLANNING

For the first time since GUB's inception, we designed and delivered a train-the-trainer model on youth participatory engagement to OSMP staff. GUB hosted two sessions for staff, and several members of other City departments participated as well. The workshops focused on basic principles of youth participatory planning, then offered a class lesson that participants could adapt for their own engagements. Several participants from the training used this class outline and materials and reported that it worked well. Evaluations from the sessions showed that the trainings were positively received, while simultaneously offering suggestions for improvement. We have incorporated evaluation feedback into our latest training, which we will deliver multiple times during the next fiscal year.

Transportation/Go Boulder

GUB partnered with Go Boulder to offer input on how young children travel around town for the Transportation Master Plan. GUB reached out to the Boulder Journey School (BJS), the Jay and Rose Phillips Early Childhood Center at the Boulder JCC, and Boulder County Head Start to design opportunities for young children and their teachers to share feedback about transit with the city. Both BJS and the JCC were able to conduct outreach for this project, which city staff and Transportation Advisory Board/Pedestrian Advisory Committee members then incorporated into their work.

A direct result of sharing these experiences has been a greater emphasis in the Transportation Master Plan on safe access and mobility for youth in our community. In fact, Go Boulder staff is working with BVSD to start tracking the number of students who walk or bike to school, as an indicator of how well the city is doing in providing a safe and comfortable walking and biking environment.

TRANSPORTATION MASTER PLAN

Dates and groups involved:

Fall 2018

- Boulder Journey school students: 18
- Go Boulder staff: 1
- Growing Up Boulder staff & students: 2

Project Description:

Boulder Journey School preschool teachers and students worked in collaboration with GO Boulder to gather information about what is it like to cross the street from a child's perspective. Select children wore Go-Pro cameras as they crossed the street with their classmates, and teachers led a discussion, asking questions like, "How do you feel when crossing this street?" and "What makes you feel safe when crossing the street?" This technique could be used in other contexts as well: for example, it could be used to examine how specific transportation interventions make kids feel (flags at crosswalks, blinking lights at crosswalks, bulb outs), or it could be used as children explore the pedestrian environment in general.



BJS teachers and students cross the street in their neighborhood to discover what makes them feel safe. Photos by Boulder Journey School.

TRANSPORTATION MASTER PLAN (CONTINUED)

Main Findings:

The children understood that when the sidewalk sloped toward the street and there was texture (bumps, indented squares) on the slope, it indicated that this was a designated crossing area. However, children felt safer when there was a printed crosswalk for them as well. They also noticed that drivers stopped for them more often when there was a crosswalk. While the children felt safer when there was a printed crosswalk, signs helped them feel like the drivers would be watching for them even more.

However, when we asked the children when they felt the safest, they explained that flashing lights helped the most. These could be flashing lights for a stand alone crosswalk, or the flashing lights attached to a traffic light. The children felt strongly that because drivers don't always "see" them, it is important for the children to also play a role in staying safe. They believed they should only cross with an adult and they should only cross when there are no cars, or the cars are completely stopped.

"She looked at us, but she didn't 'saw' us."

--BJS student

These exercises led educators to think of several follow up questions for the future:

- Why are some spaces red, while others were just textured? Why did the city choose the color red? Were the children drawn to the color or the texture first? Is this something we can think about for the toddlers?
- Why did the children feel safe crossing the street without holding hands? Were there enough adults surrounding them? Did we cross so many streets, they felt like it was now safe?
- Reflecting on when Theo said, "She looked at us, but she didn't saw us." Do the children feel like this regularly? People look at children, but they aren't really seeing the children.
- When we crossed the first time, we noticed the sign and the crosswalk. Every other time we crossed, there wasn't a sign or a crosswalk. Was this why people didn't stop?



BJS teachers and students cross the street in their neighborhood to discover what makes them feel safe. Photo by Boulder Journey School.

TRANSPORTATION MASTER PLAN (CONTINUED)

Dates and groups involved:

Spring 2019

- Jay and Rose Phillips Early Childhood Center at the Boulder JCC, BlueWave Butterfly class students (ages 3-4): 14

Project Description:

The BlueWave Butterfly class of 3 and 4 year old students at the Jay and Rose Phillips Early Childhood Center at the Boulder JCC decided to explore the world outside of their classroom walls. Recognizing that taking a large group of children on a field trip could potentially lead to some challenges, they first focused on the process of travel and not the destination. Using the resources around them, they practiced walking neighborhood sidewalks, crossing the street, and formulating shared expectations between the children and the adults. Eventually, they felt ready to take their first bus trip to the Pearl Street Mall.

After taking the bus downtown, teachers recorded the children's recommendations for riding a bus:

- You should always wait away from the street when waiting for the bus.
- You need to find the red "bus stop" signs to know where the bus will stop.
- You should also ride with an adult who can help you if you need it.
- When you are on the bus you should always sit on your bottom, but you can use your legs to stop you from moving forward (pressed against the seat in front of you).
- You can look out the window and talk about the things you are seeing.
- Other people ride the bus too, so you can't be really loud when you are on the bus.
- You can hold onto the silver bars if you need to.
- The bus talks to you and tells you where the bus is.
- The bus has words that also tell you where the bus is.
- If you have any trash, there is a bag by the driver.
- You shouldn't press any buttons, or pull any cords because that tells the driver that you want to get off, and only adults should do that.
- You can say hi to people, but you should not go anywhere with anyone you don't know.
- When you get off the bus, you should be really careful and jump if you need to.
- You should always say "hi," "bye," and "thank you" to the driver.



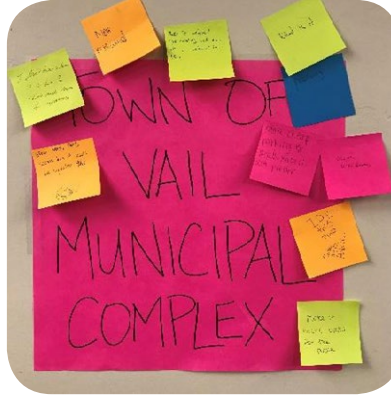
Vail Civic Area Consultation

EAGLE RIVER YOUTH COALITION

Dates and groups involved:

January 2019

- Eagle River Youth Coalition
- GUB team
- Trestle Strategy Group



Project Description:

Under GUB staff supervision, University of Colorado Denver, Masters of Urban and Regional Planning student, Ranae Rutherford, worked with Trestle Strategy Group to engage young people in Vail's Civic Area Planning.

Ten acres in size, the Vail Civic Area Plan includes the following civic spaces: the Lionshead Parking and Transportation Center, Dobson Ice Arena, Vail Library, Charter Bus Area, and the Vail Municipal Building. The Civic Area Plan will report potential impacts of redevelopment on adjacent properties, potential options to reduce or mitigate negative impacts, and the opportunity to improve the area by identifying how nearby properties may contribute positively to the plan.

The GUB-Trestle team worked with youth leaders from the Eagle River Youth Coalition. They began their engagement by discussing what civic areas need to thrive. Using an online polling application, students analyzed the five civic area spaces to determine what they liked and didn't like. Following this exercise, youth leaders provided recommendations about improving each space, as well as overall recommendations for the Civic Area.

Facilitators and youth leaders also discussed youth focus areas for the 2018-2019 year (substance abuse, mental health, diversity/acceptance, and the environment), and ways that the Vail Civic Area Plan could potentially be a partner in addressing them.

By the Numbers:

- Number of Eagle River Youth Coalition leaders: **20**
- Number of Trestle staff: **1**
- Number of GUB Team: **2**

EAGLE RIVER YOUTH COALITION (CONTINUED)

Main Findings:

The primary themes that emerged from the youth engagement were: affordability, access, increased types of use for Dobson Ice Arena, varied methods of transportation, and pride in local culture (skiing, outdoors, nature, nightlife, and physical activity). Youth discussed shared values of those who love Vail, and how those common values can be used to design and create spaces representative of a variety of people and visitors and locals alike.

“I am so glad that you all came to talk to us tonight. It feels really good to know that someone wants to hear what we think enough to do this with us.”

--Eagle River Youth Coalition participant

Funding

The following organizations funded Growing Up Boulder during the 2018-19 fiscal year through direct contributions or in-kind donations:

- The City of Boulder
 - City Manager’s Office
 - Open Space and Mountain Parks
 - Parks and Recreation
 - Planning
 - Transportation/GO Boulder
- Child-Friendly City Map Project (sponsorships, donations, and fees)
 - Boulder Library Foundation
 - Boulder Community Health
 - Boulder Jewish Community Center
 - Child-Friendly City Map: merchandise, logo donations, event donations and ticket sales
 - Snarf’s Sandwiches
 - Lucky’s Market
 - Alfalfa’s Market
 - Sprouts Farmers Market
 - Natural Grocers
- University of Colorado
 - Community Engagement Design and Research (CEDaR) Center
 - Environmental Design Program
 - Office of Outreach and Engagement
 - Impact Funding
 - Micro Grant
- Anonymous Donations
- BVSD Trip Tracker

Staffing

In spring 2019, Growing Up Boulder hired Merlyn Holmes for several hours per week to be a Growing Up Boulder “Communications and Development Lead” to help manage the Child-Friendly City Map sponsorships, public relations, and the celebration event. Merlyn also created GUB’s new newsletter, which builds upon the increased visibility gained through the CFC map project. Because of GUB’s limited funding, we are only able to hire this position for several hours a week for one year. GUB’s fundraising goals, however, are to raise enough revenue to turn the “Communications and Development Lead” into a half-time position.

Awards & Presentations

Awards:

- Environmental Design Research Association (EDRA) 2019 Achievement Award for the book, “Placemaking With Children and Youth: Participatory Practices for Planning Sustainable Communities.” by Victoria Derr, Louise Chawla, and Mara Mintzer.

Presentations:

- Chawla, L., poster presenter, “Greening Communities through Place-based Education: Sustaining Partnerships, Taking Action,” 47th Annual Conference, NAAEE (North American Association for Environmental Education), Spokane, WA, 11 October, 2018.
- Chawla, L., guest lecturer, “Partnerships to Prepare Children and Youth for Civic Ecology,” Civic Ecology MOOC (Massive Open Online Course) – Department of Natural Resources, Cornell University, 25 October 2018.
- Chawla, L., presenter Workshop on “Children, Youth and Their Environments: The Past, Present and Future of CYE Research,” EDRA 50 (Annual Conference of the Environmental Design Research Association), Brooklyn, NY, 23 May, 2019.
- Chawla, L., presenter Workshop on “Designing Public Spaces for Young People: Processes, Practices and Policies for Youth Inclusion,” EDRA 50 (Annual Conference of the Environmental Design Research Association), Brooklyn, NY, 24 May, 2019.
- Chawla, L., webinar presenter with Meg Kelly (Space to Grow, Chicago) and Sonya Sankaran (City of Madison), “Making the Case for Community Engagement for Equitable Access to Nature,” Children and Nature Network, 24 June, 2019. Available at <https://www.childrenandnature.org/webinar>
- Mintzer, M., presenter with Chawla, L., “Placemaking With Children and Youth: Participatory Practices for Planning Sustainable Communities,” Boulder Bookstore, Boulder, CO, 4 October 2018.
- Mintzer, M., keynote speaker, “Planting Seeds, Growing STEM,” Early Childhood Science, Technology, Engineering, and Mathematics (ECSTEM) Conference by the Children’s Center at Caltech, Boulder, CO, 12 October 2018.
- Mintzer, M., keynote speaker, “Teaming Up through True Engagement,” Partners in Prevention Conference by the Texas Department of Family and Protective Services, Arlington, TX, 26 September 2018.
- Mintzer, M., workshop presenter, “Applied Engagement: Draft Your Own Plan for Authentic Family Engagement,” Partners in Prevention Conference by the Texas Department of Family and Protective Services, Arlington, TX, 26 September 2018.
- Mintzer, M., presenter, “How kids can help design cities,” TED.com, 7 November 2018.
- Mintzer, M., presenter, “Growing Up Boulder: Placemaking with children and youth,” CEDaR’s Community Building Conference Colorado Style, Boulder, CO, 19 October 2018.

Awards & Presentations (continued)

Presentations (continued):

- Mintzer, M., presenter, “Designing Public Spaces for Young People: Processes, Practices and Policies for Youth Inclusion,” EDRA 50 (Annual Conference of the Environmental Design Research Association), Brooklyn, NY, 24 May, 2019.
- Mintzer, M., presenter, “How Designing a child-friendly map can lead to a more sustainable city,” EDRA 50 (Annual Conference of the Environmental Design Research Association), Brooklyn, NY, 24 May, 2019.
- Mintzer, M., presenter, “Youth Participation in Urban Planning,” Unicef USA Child-Friendly Cities Initiative Expert Working Group, Jacksonville, FL, 6 May 2019.

Presentations at University of Colorado Boulder:

- Hill, C., class lecturer with M. Mintzer, “Placemaking by Children and Youth: Growing Up Boulder as a Case Study,” Professor Mirna Mattjik’s First Year Honors Program Passion Project, Colorado School of Mines, 4 April 2019.
- Hill, C., presenter with M. Mintzer, “Participatory Planning with Children and Youth: Growing Up Boulder as a Case Study,” Elementary Education Retreat, University of Colorado, School of Education, 8 January 2019.
- Mintzer, M., class lecturer, “Participatory Planning with Children and Youth: Growing Up Boulder as a Case Study,” Instructor Stacey Schulte’s Introduction to Environmental Design Theory class, University of Colorado, Environmental Design Program, 3 April 2018.
- Mintzer, M., class lecturer, “Developing Ideas with a Community Partner: Growing Up Boulder as a Case Study,” Ricarose Roque’s Community Based Design Class, University of Colorado, College of Media, Communication and Information, 20 February 2019.

Publications

Academic:

- Chawla, L., T. Derr, and M. Mintzer. “Placemaking With Children and Youth: Participatory Practices for Planning Sustainable Communities.” New York: New Village Press, 2018.
- Chawla, L., and Hughes, R. E. (2018). Returning orange waters to blue: Creating a culture of civic engagement through learning experiences. In M. E. Krasny (Ed.), *Grassroots to Global: Broader Impacts of Civic Ecology* (pp. 85-102). Ithaca, NY: Cornell University Press.
- Chawla, L., and White, A. B. (2018). Place-based education and citizen science: Resources for learning beyond the classroom. *The NAMTA Journal*, 43(3): 4-22. (Journal of the North American Montessori Teachers Association).
- Chawla, L., and Van Vliet--, W. (in press). Welcoming young people in urban placemaking: Learning from challenges. In J. Loebach, S. Little, A. Cox & P. Eubanks Owens (Eds.), *Routledge Handbook of Designing Public Spaces for Young People*. Abingdon-on-Thames, UK: Routledge.
- Hill, C, and Chawla, L. (2019). “Fun, novel, safe and inclusive”: Children’s design recommendations for playgrounds for all abilities. *Children, Youth and Environments*, 29(1), 105-115.
- Kreutz, A., Derr, V., and Chawla, L. (2018). Fluid or fixed? Design processes that facilitate or constrain a sense of inclusion in participatory schoolyard and park design. *Landscape Journal*, 37(1): 39-54.
- Mintzer, M., and Chawla, L. (in press). Turning young people’s ideas into action: Learning from long-term partnerships for child and youth participation. In J. Loebach, S. Little, A. Cox & P. Eubanks Owens (Eds.), *Routledge Handbook of Designing Public Spaces for Young People*. Abingdon-on-Thames, UK: Routledge.

Publications

News Media:

- “Boulder’s First Child-Friendly Map.” Inside Boulder News, 29 April 2019, <https://vimeo.com/333136404>.
- Bounds, A. (2019, April 30). Growing Up Boulder collaborates with 700 elementary students on city map: free publication highlights child-friendly spots, activities. Daily Camera. Retrieved from <https://www.dailycamera.com/2019/04/29/growing-up-boulder-collaborates-with-700-elementary-students-on-city-map/>
- Crawford, A. (2018, July 28). Bringing Up Baby...Downtown [Blog post]. Retrieved from <https://www.sidewalklabs.com/blog/bringing-up-baby-downtown/>
- Gombas, L. (2018, July 17). From Blueprint to Solved: Growing Up Boulder [Audio podcast]. Retrieved from <https://overcast.fm/+LM3Dn8Wwo>
- Holmes, M. (2019, April 29). ENVD students help create Boulder’s first-ever child-friendly city map. University of Colorado Environmental Design Program newsletter. Retrieved from <https://www.colorado.edu/envd/2019/04/29/envd-students-help-create-boulders-first-ever-child-friendly-city-map>
- Mintzer, M. (2019, February 10). These were the reasons behind the Wonderland Lake plans. Daily Camera. Retrieved from <https://www.dailycamera.com/2019/02/08/mara-mintzer-these-were-the-reasons-behind-the-wonderland-lake-plans/>
- Mosenthal, B. (2019 March). Designing Child-Friendly Cities: An Interview with Growing Up Boulder Program Director Mara Mintzer. Colorado Real Estate Journal’s Building Dialogue, pp. 20-22.
- Myers, H. L. (Host). (2019, May 3). Morning Magazine, Friday, 5/3/2019 [Radio program]. Morning Magazine. Boulder, CO: KGNU.
- “New Child Friendly Map of Local Activities.” Inside Boulder, 17 May 2019, <https://vimeo.com/343251673>
- Smith, M. (2018, December 17). Constant Wonder: Kids in Urban Design and Earthrise [Audio podcast]. Retrieved from <https://www.byuradio.org/episode/f04cadf4-5c78-4138-b38f-cf93d6d4b069/constant-wonder-kids-in-urban-design-and-earthrise>
- Suttie, J. (2019, March 11). What Happens When Kids Help Design Our Cities. Greater Good Magazine. Retrieved from https://greatergood.berkeley.edu/article/item/what_happens_when_kids_help_design_our_cities

GUB reports and graphics:

- Child-Friendly City Map Project

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GUB TEAM:

- Mara Mintzer, GUB Program Director
- Cathy Hill, GUB Educational Coordinator
- Merlyn Holmes, Communications & Development Lead
- Oliver Brooks, GUB Undergraduate Intern
- Omar de la Mora, GUB Undergraduate Intern
- Max Jongewaard, GUB Undergraduate Intern
- Leandre Mills, GUB Undergraduate Intern and Volunteer
- Abe Proffitt, GUB Undergraduate Intern and Volunteer
- Alex Haefling, GUB Undergraduate Volunteer
- Grace Carlin, GUB M.ENV Capstone Student
- Jing Liu, GUB M.ENV Capstone Student
- Hunter Meldman, GUB M.ENV Capstone Student
- Ranae Rutherford, GUB M.URP student

GUB EXECUTIVE COMMITTEE

- Dan Burke, City of Boulder Open Space and Mountain Parks, Interim 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
- Sarah Huntley, City of Boulder City Manager's Office, Engagement Manager
- 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 STEERING COMMITTEE ORGANIZATIONS

- Boulder County Head Start
- Boulder Housing Partners
- Boulder Journey School
- Boulder Valley School District
- City of Boulder
 - City Manager's Office
 - Open Space and Mountain Parks
 - Parks and Recreation
 - Planning
 - Transportation/GO Boulder
 - Youth Opportunities Advisory Board
- EcoArts Connections
- I Have a Dream Foundation
- Trestle Strategy Group
- University of Colorado
 - Community Engagement Design and Research Center (CEDaR)
 - CU Engage
 - CU Law School
 - ENVD professors
 - ENVD student advisors
 - Office of Outreach and Engagement
 - School of Education
- Walk2Connect Collaborative