

PLAY → BELONGING

mapping the story of youth in **Beaverton, Oregon**

MAP BOOK & FIELD GUIDE

SETTING GOALS



When you work with the Action Mapping Project, you're committing to taking action to make the world a more playful place for our kids. Whether you're overcoming play deserts or rethinking local parks' programming, AMP will ensure that you are doing as much as you possibly can to be responsive to the next generation in your decisions.

Our work is to listen to what youth have to say about their lives. Then, we share with you layers of insight that represent the lived experience of our youth. AMP insight is useful for discovering opportunities for action and investment down to resolutions as fine as a street intersection.

This Map Book and Field Guide supports ongoing efforts by our partners in Beaverton to improve play and increase belonging. To that end, we've included detailed guidance and recommendations that reflect thousands of stories shared by thousands of Beaverton's kids.

We invite you to join us as we work together to listen and respond to the stories that Beaverton youth have shared with us.



For AMP, PLAY is only the beginning. We're working to ensure that kids aren't just playing in the places they want to be, but that they're also feeling safe and at ease while doing the things they love. We call this **BELONGING**, and we measure it using stories that AMP kids draw on the Action Map. See below to learn more about stories of PLAY and BELONGING in Beaverton.



What is a Map Book & Field Guide? Learn more about Beaverton using the Map Book we've assembled. Maps, charts, stats and qualitative data reflect spatial stories shared by 4,471 Beaverton youth on the Action Map. Want to go further? Our job only begins with listening. Now that Beaverton youth have shared nearly 50,000 stories of everyday life, use our Field Guide to learn what is possible when we listen to what youth have to say.



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2. Summary of findings

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1. Mapping stories of everyday life in Beaverton
2. Success! What's thriving in Beaverton?
3. What are youth struggling with in Beaverton?

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1. Introducing the youth of Beaverton
2. Strategies to improve mobility, access, play and belonging in Beaverton.
3. AMP Deep Dive: GIRLS are PLAYING LESS in Beaverton.

GETTING STARTED ([back to top](#))

Reading this Map Book & Field Guide

There are a few things to know before digging into our Map Book & Field Guide.

Project Background

The Action Mapping Project (AMP), based in Tacoma WA, uses community-based approaches to foster change through storytelling. AMP uses sketch mapping to put youth into conversation with municipal decision-makers by transforming stories of lived experience into actionable insight.

These contours of everyday life (how we move, the places we feel uncomfortable, the bikeways we avoid, where we spend time, and the routes we take to get there) compose our shared understanding of the neighborhoods, towns, and cities we inhabit. If we aim to draw young people off their screens and more fully into our outdoor spaces, we must think expansively about how to plan for them.



Key Terms

The Beaverton Map Book & Field Guide references the following layers of AMP Youth Insight

PLAY & BELONGING

PLAY and BELONGING are two of AMP's core indicators. A higher play score indicates that youth are spending time at that location playing or recreating. A higher belonging score occurs in places where youth also report being at ease while at play.

MOBILITY & FRICTION

MOBILITY AND FRICTION are two of AMP's core indicators that we use to evaluate active transportation. Higher mobility scores indicate areas where youth are walking, biking, or otherwise moving around outside of a car. Higher friction scores indicate areas where youth encounter obstacles to walking, biking, or otherwise rolling around without a car.

MOBILITY & PLAY OPPORTUNITY

MOBILITY AND PLAY OPPORTUNITY are indices that we use to prioritize investments in play, walkability and the active transportation infrastructure. Higher opportunity scores indicate areas where play or walkability improvements will have maximum impact on the everyday lives of youth.

RECREATION patterns

Activity data reflect open-ended responses to two prompts: *"What outdoor recreational activities have you tried?"* and *"What outdoor recreational activities would you like to try?"*

TRIED ACTIVITIES

We've included the TOP 10 ACTIVITIES/ACTIVITY SITES for various groups and locations.

ASPIRATIONAL ACTIVITIES

We've included the TOP 10 ACTIVITIES/ACTIVITY SITES that, for various groups and locations, youth are *most enthusiastic to try*.





PLAY → BELONGING Beaverton

what did we learn?

4,471 Beaverton youth shared nearly

50,000 stories of everyday life in 2026.

→ Here's a bit about who shared their story on the Action Map. [Learn more about these young storytellers](#) starting on page 23.

Who shared their story?

GENDER (N=4,422)

44% Female
51% Male
3% Prefer not to answer
2% Nonbinary

AGE (N=4,449)

60% Middle-school (ages 11-13)
40% High-school (ages 14-18)

RACE/ETHNICITY (N=4,417)

49% White
30% Asian
19% Hispanic/Latino
8% Black/AfAm
5% Prefer not to answer
4% AM Indian/AK Native
4% Hawaiian or Pac Islander

HOW OFTEN ARE THEY GETTING OUTSIDE TO PLAY? (N=4,423)

14% Daily
31% Multiple times per week
18% Maybe once per week
21% A few times per month
16% Almost never

HOW OFTEN DO THEY FIND THEMSELVES EXCITED FOR THE DAY AHEAD? (N=4,406)

15% Daily
49% Weekly
16% Monthly
16% Rarely
5% Never





→ We used AMP Indicators to understand and compare **High School catchment areas**. [Learn more](#) starting on page 10.

How do BSD High School Catchment Areas Compare?

Play

↑ Highest: **Beaverton** .497

↓ Lowest: **Westview** .257

Mobility

↑ Highest: **Sunset** .608

↓ Lowest: **Beaverton** .538

Safety

↑ Highest: **Sunset** .388

↓ Lowest: **Beaverton** .322

Roaming

↑ Highest: **Sunset** .421

↓ Lowest: **Aloha** .349

Thirdspace

↑ Highest: **Sunset** .266

↓ Lowest: **Southridge** .129

Belonging

↑ Highest: **Beaverton** .344

↓ Lowest: **Westview** .255

Friction*

↑ Highest: **Westview** .468

↓ Lowest: **Mountainside** .387

Challenges*

↑ Highest: **Beaverton** .329

↓ Lowest: **Mountainside** .144

Play Opportunity

↑ Highest: **Beaverton** .197

↓ Lowest: **Westview** .111

Mobility Opportunity

↑ Highest: **Westview** .268

↓ Lowest: **Beaverton** .203



→ Beaverton youth shared stories of **what they love to play** alongside what they'd **love to be playing**. [Discover more](#) starting on page 23.

What are youth playing?

1. **Soccer** (20%)
2. **Walking** (20%)
3. **Riding Bikes** (15%)
4. **Basketball** (13%)
5. **Playing at the Park** (12%)

What do youth want to play?

1. **Soccer** (7%)
2. **Riding Bikes** (7%)
3. **Volleyball** (6%)
4. **Basketball** (5%)
5. **Swimming** (5%)



→ We used AMP's Aspire Gap score to identify activities with the **greatest potential to draw kids outside**. [Learn more](#) starting on page 24.

Activities youth are **MOST** enthusiastic to play.

1. **Skating (Ice & Roller)**
2. **Volleyball**
3. **Tennis**
4. **Hiking**
5. **Rock Climbing**



→ We used AMP's **MOBILITY OPPORTUNITY** Index to score Beaverton's active transportation routes. Here are the top 10 opportunities to make movement easier for youth. [Learn more](#) starting on page 25.

Designated Active Transportation Route Opportunities

Beaverton mean = .213 | significant scores $\geq$.343

- | | |
|------------------------------------|-------------------------------------|
| 1. Springville (North route) .691 | 6. Hazeldale (Central route) .531 |
| 2. Springville (South route) .620 | 7. Springville (unnamed route) .524 |
| 3. Jacob Wismer (South route) .599 | 8. Jacob Wismer (South route) .516 |
| 4. Terra Linda (West route) .568 | 9. Aloha Huber (SE route) .503 |
| 5. Cedar Mill (Central route) .564 | 10. Greenway (West route) .497 |

→ We used AMP's **PLAY OPPORTUNITY** Index to score BSD high school catchment areas. [Learn more](#) starting on page 28.

BSD High School Catchment Play Opportunities

Beaverton mean = .152 | significant scores $\geq$.181

- | | |
|-----------------------|-------------------------|
| 1. Beaverton HS .197 | 4. Sunset HS .136 |
| 2. Aloha HS .173 | 5. Mountainside HS .131 |
| 3. Southridge HS .163 | 6. Westview HS .111 |





→ We used AMP's **PLAY OPPORTUNITY** Index to score parks in the **Beaverton High School catchment**. Here are the top 10 opportunities to improve play for youth in that catchment. [Learn more](#) starting on page 28.

***Beaverton High School Catchment* Park Improvement Opportunities**

Beaverton mean = .059 | significant scores $\geq$.2

- | | |
|--|---|
| 1. Center Street Park: .605 | 6. Cedar Hills Recreation Center: .526 |
| 2. Commonwealth Lake Park: .581 | 7. Beaverton Swim Center: .504 |
| 3. Ridgewood View Park: .553 | 8. Foothills Park: .485 |
| 4. Cedar Hills Park: .549 | 9. McMillan Park: .446 |
| 5. Raleigh Swim Center/Park: .533 | 10. Mitchell Park: .419 |



→ We used AMP's **BELONGING** Index to score Beaverton parks. Here are the parks with the most significant *belonging deficit*. [Learn more](#) starting on page 35.

***Beaverton Parks* Belonging Deficit**

Beaverton mean = .023 | significant scores $\geq$.139

- | | |
|---|---|
| 1. H.M. Terpenning Rec Complex: .381 | 6. PCC Rock Creek Rec Facility: .190 |
| 2. Progress Lake Park: .248 | 7. A.M. Kennedy Park: .167 |
| 3. Barrows Powerline Trail: .246 | 8. Garden Home Recreation Center: .163 |
| 4. Barrows Park: .208 | 9. Lawndale Park: .161 |
| 5. Center Street Park: .194 | 10. Tualatin Hills Nature Park: .157 |



→ We used AMP's **BELONGING Index** to evaluate different demographic groups. Here are the groups with the highest and lowest belonging scores. [Learn more](#) starting on page 35.

Demographic Group Belonging Scores

1. Girls: **.160** (36% below average)
2. High School Aged Kids: **.195** (22% below average)
3. Middle School Aged Kids: **.259** (4% above average)
4. Boys: **.268** (7.6% above average)



→ We used AMP's **BELONGING Index** to evaluate GIRLS' belonging deficits in BSD high school catchments. [Learn more](#) starting on page 35.

Girls' Belonging Deficit

Beaverton mean = .110 | significant scores $\geq$.137

1. Westview HS: **.147**
2. Beaverton HS: **.139**
3. Sunset HS: **.118**
4. Southridge HS: **.096**
5. Mountainside HS: **.085**
6. Aloha HS: **.073**

PLAY → BELONGING: **MAP BOOK** [back to top](#)



*Reading AMP's maps of **PLAY** and **BELONGING***



The PLAY map of Beaverton is a map of exploration through play. You'll find this map below. And what you'll learn from the stories on the map is that kids from Beaverton *play* all over the region. From south into Tualatin, west into Hillsboro, and all the way east into downtown Portland; Beaverton's youth don't hesitate to explore.

Alongside the map of play, we've also identified the LARGE (greater than 25 acres) parks where kids have shared that they most frequently spend their leisure time. Looking at this set of parks, it's not surprising to see that they span the city.

But maps of BELONGING tell a different story. While kids are playing in most places we'd hope to see them play, their geography of belonging is smaller and more concentrated.

This is expected, as AMP's BELONGING score captures both the presence of play as well as young peoples' sense of safety and security – the ease that is characteristic of spaces where we feel we belong.

BELONGING, in other words, reveals something notable. By exploring the map of belonging alongside the map of play, we illuminate **gaps in the landscape of play**. And where play happens without belonging, we have work to do.

Said differently: *Opportunities are places where play is happening, but kids don't feel a sense of belonging. This is where we direct our focus.*

Map Book CONTENTS

MAPPING WHAT'S WORKING

1. PLAY
2. MOVEMENT
3. SAFETY
4. ROAMING
5. THIRDSPEACE
6. BELONGING

MAPPING WHAT'S NOT WORKING

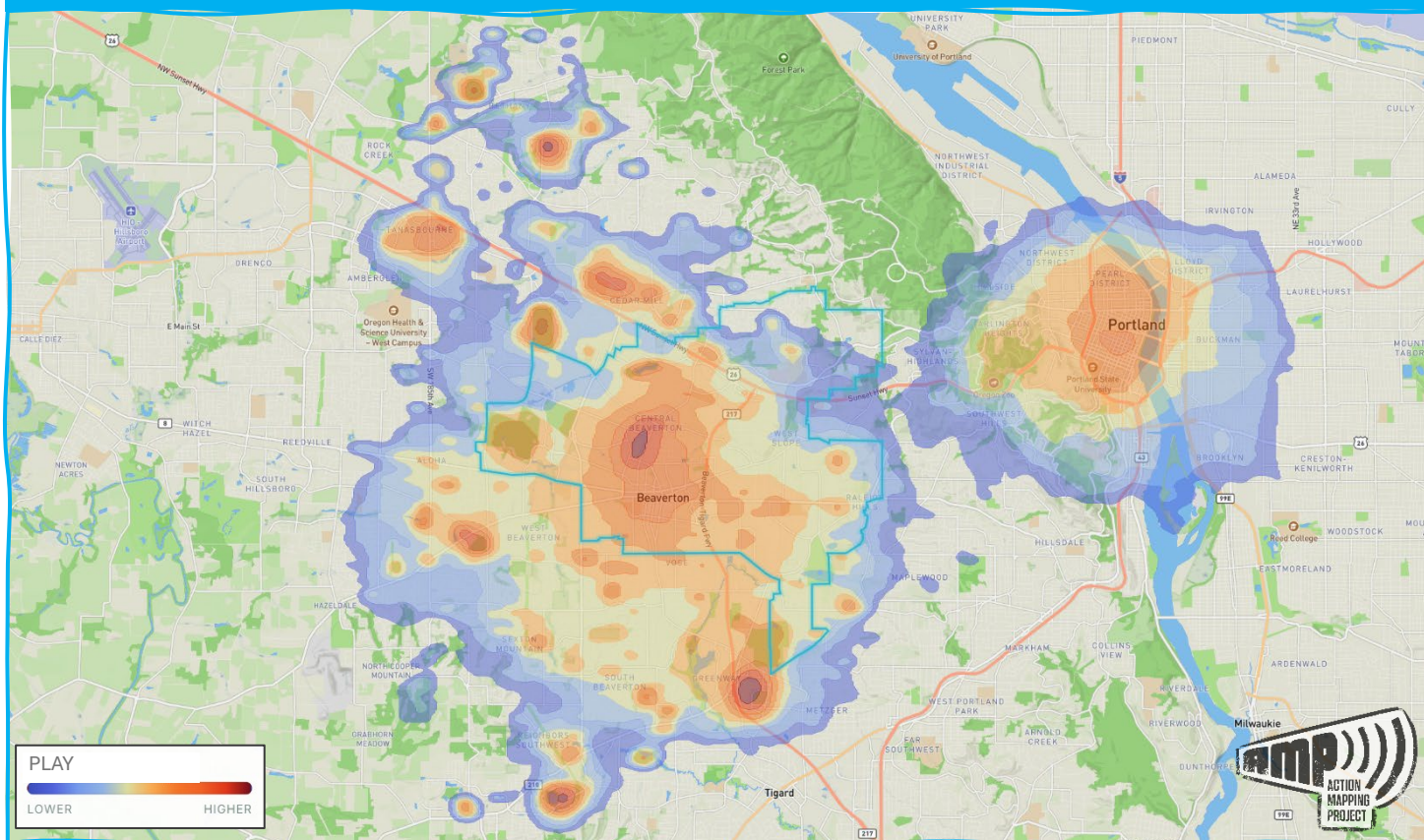
7. FRICTION
8. CHALLENGES

MAPPING WHERE TO IMPROVE ACCESS

9. PLAY OPPORTUNITY
10. MOBILITY OPPORTUNITY



WHAT'S WORKING

1 → **MAPPING PLAY** AMP BEAVERTON [back to top](#)

Where youth are choosing to spend their leisure time when away from home or school.

Darker AMBER = More youth present and at play. (n=9,072 stories of play shared by 3,220 youth)

WHERE ARE KIDS PLAYING in BEAVERTON? These are the six BSD High School catchments, ranked by order of where Beaverton youth most frequently choose to spend their leisure time.

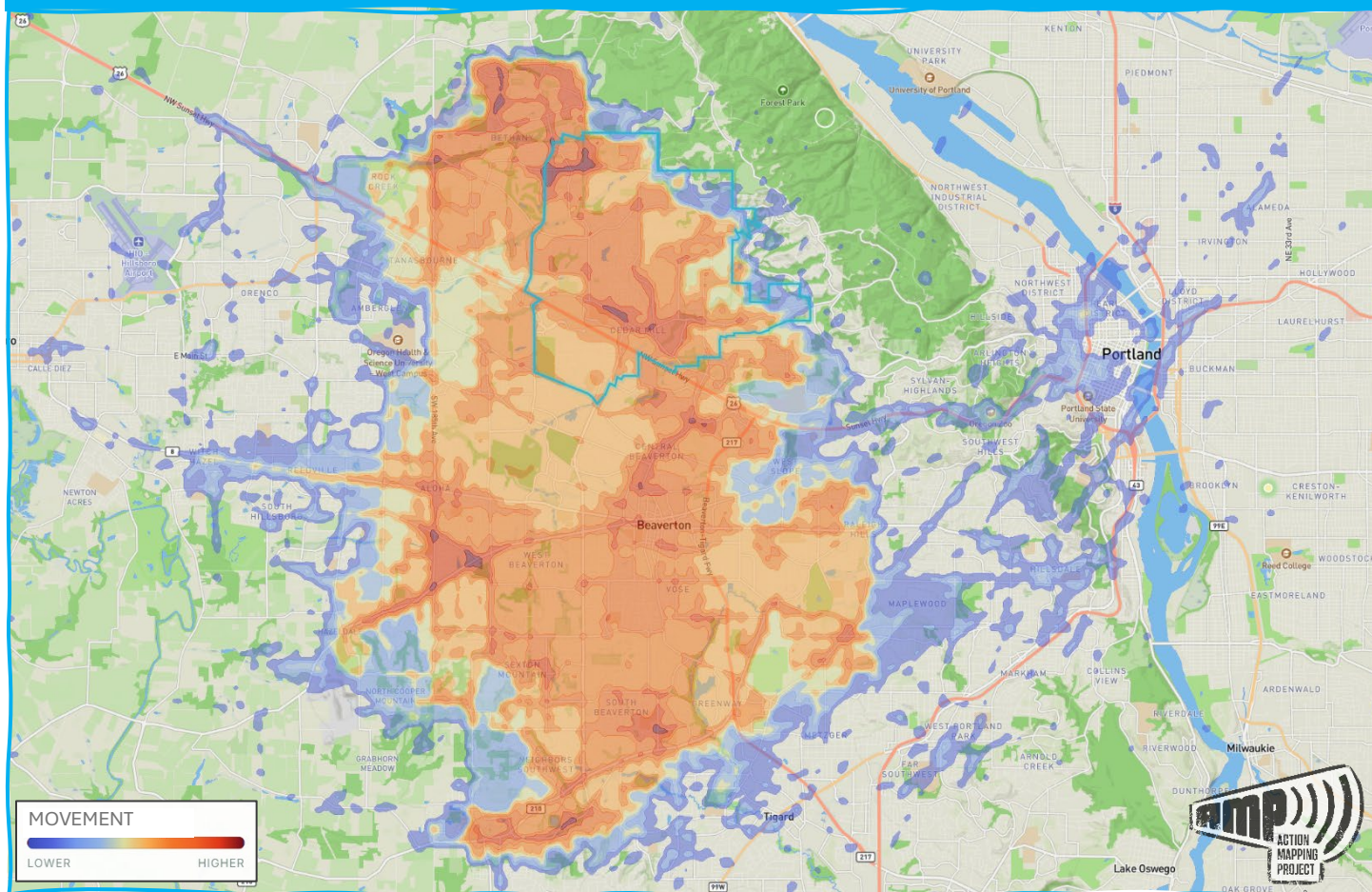
- | | |
|--|-------------------------------|
| 1. Beaverton HS: +34.7% (outlined in blue on map) | 4. Sunset HS: -7.9% |
| 2. Southridge HS: +22.8% | 5. Aloha HS: -11.7% |
| 3. Mountainside HS: -7.3% | 6. Westview HS: -30.4% |

Scored and ranked using AMP's PLAY indicator, Scores range from 0 – 1, average .369 with a standard deviation of .081



WHAT'S WORKING

2 → MAPPING MOVEMENT AMP BEAVERTON [back to top](#)



Where youth are walking, biking, scootering, or otherwise moving actively.

Darker AMBER = More youth present and in some form of movement. (n=9,078 stories of play shared by 3,220 youth)

WHERE ARE KIDS MOVING in BEAVERTON? These are the six BSD High School catchments, ranked by order of where Beaverton youth most frequently choose to move.

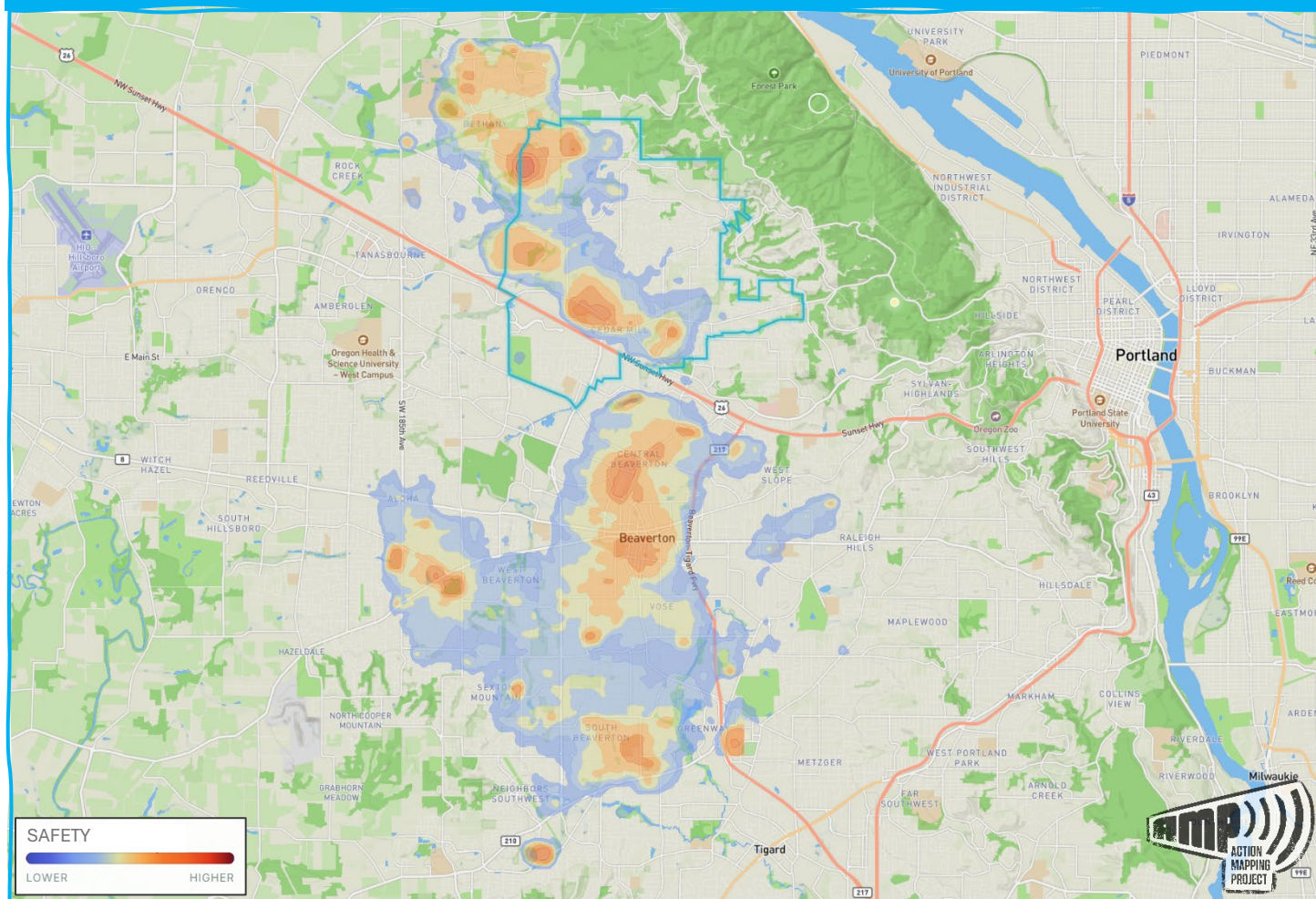
- | | |
|---|---------------------------------|
| 1. Sunset HS: .608 (outlined in blue on map) | 4. Mountainside HS: .550 |
| 2. Southridge HS: .580 | 5. Aloha HS: .543 |
| 3. Westview HS: .568 | 6. Beaverton HS: .538 |

Scored with AMP's *MOBILITY* indicator, Scores range from 0 – 1, average .565 with a standard deviation of .024



WHAT'S WORKING

3 → MAPPING SAFETY AMP BEAVERTON [back to top](#)



Where youth feel safe in Beaverton.

Darker AMBER = More youth report feeling safe here. (n=5,155 stories of play shared by 2,618 youth)

WHERE ARE KIDS FEELING SAFE in BEAVERTON? These are the six BSD High School catchments, ranked by order of where youth most frequently shared stories of feeling safe.

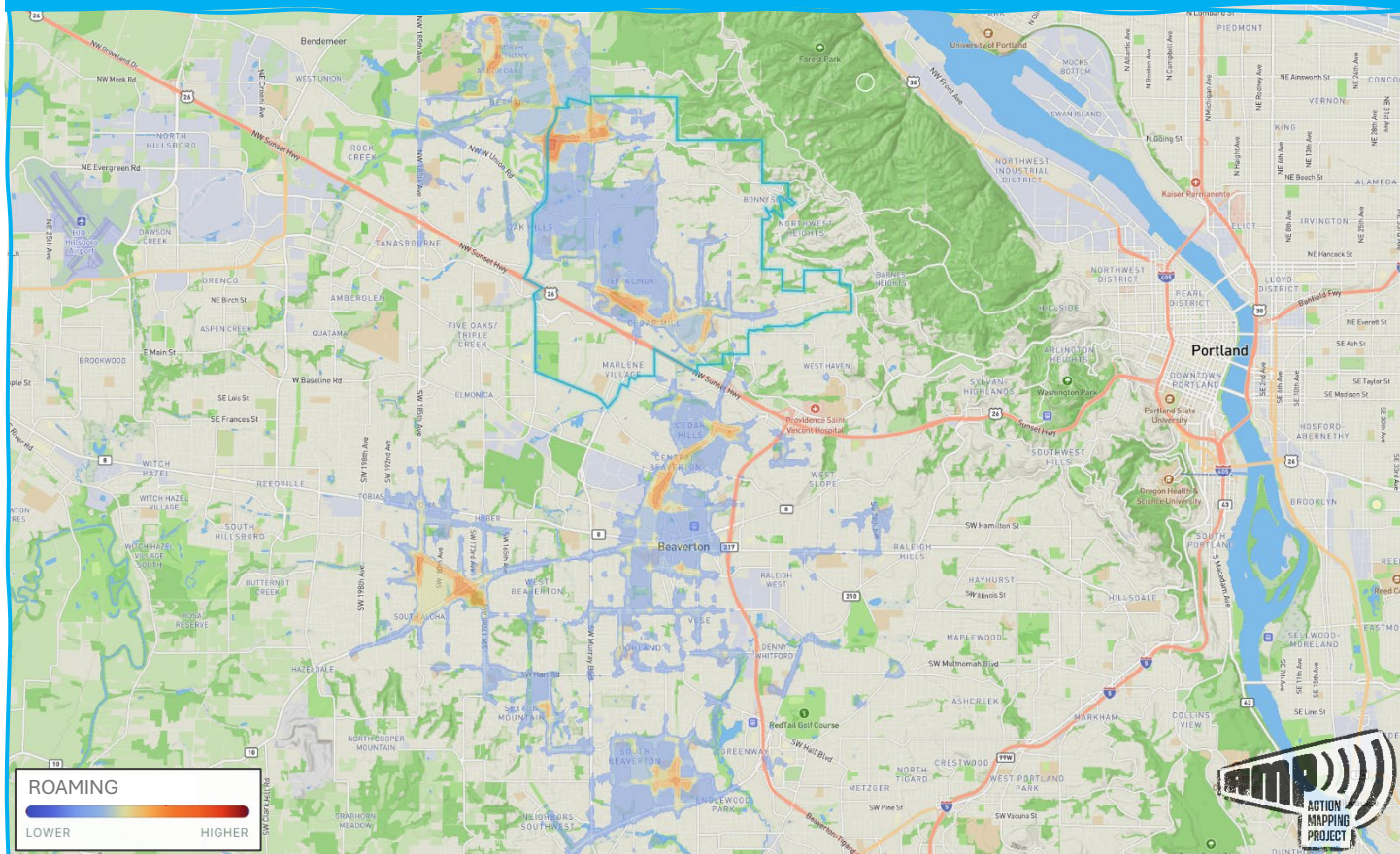
- | | |
|---|--------------------------|
| 1. Sunset HS: .388 (outlined in blue on map) | 4. Mountainside HS: .337 |
| 2. Westview HS: .387 | 5. Aloha HS: .332 |
| 3. Southridge HS: .386 | 6. Beaverton HS: .322 |

Scored with AMP's SAFETY indicator, Scores range from 0 – 1, average .359 with a standard deviation of .029



WHAT'S WORKING

4 → MAPPING ROAMING AMP BEAVERTON [back to top](#)



Where youth are most likely to **feel safe** while walking, biking, or otherwise actively moving.

Darker AMBER = Greater potential for youth to **ROAM**. (n=14,425 stories shared by 3,468 youth)

WHERE ARE KIDS ROAMING in BEAVERTON? These are the six BSD High School catchments, ranked by order of where youth most frequently report moving and feeling safe.

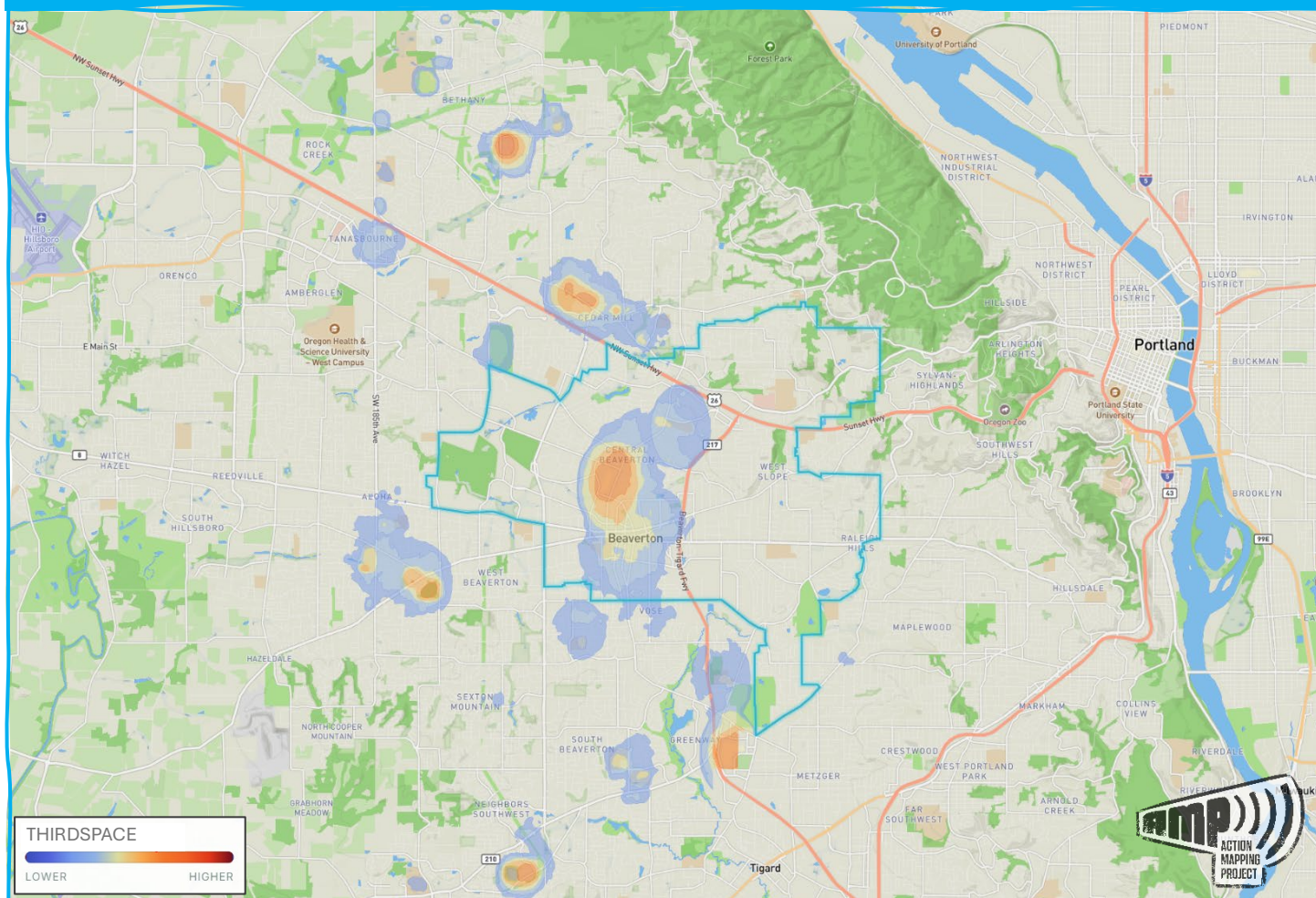
- | | |
|---|--------------------------|
| 1. Sunset HS: .241 (outlined in blue on map) | 4. Beaverton HS: .203 |
| 2. Westview HS: .235 | 5. Aloha HS: .201 |
| 3. Southridge HS: .218 | 6. Mountainside HS: .187 |

Scored with AMP's ROAMING index, Scores range from 0 – 1, average .241 with a standard deviation of .019



WHAT'S WORKING

5 → MAPPING THIRDSACE AMP BEAVERTON [back to top](#)



Leisure & Recreational spaces that are significant to the everyday lives of youth.

Darker AMBER = More youth sharing stories about the significance of this place to their everyday lives. (n=23,202 stories shared by 4,104 youth)

WHERE is THIRDSACE in BEAVERTON? These are the six BSD High School catchments, ranked by order of where youth most frequently shared stories of thirdspace.

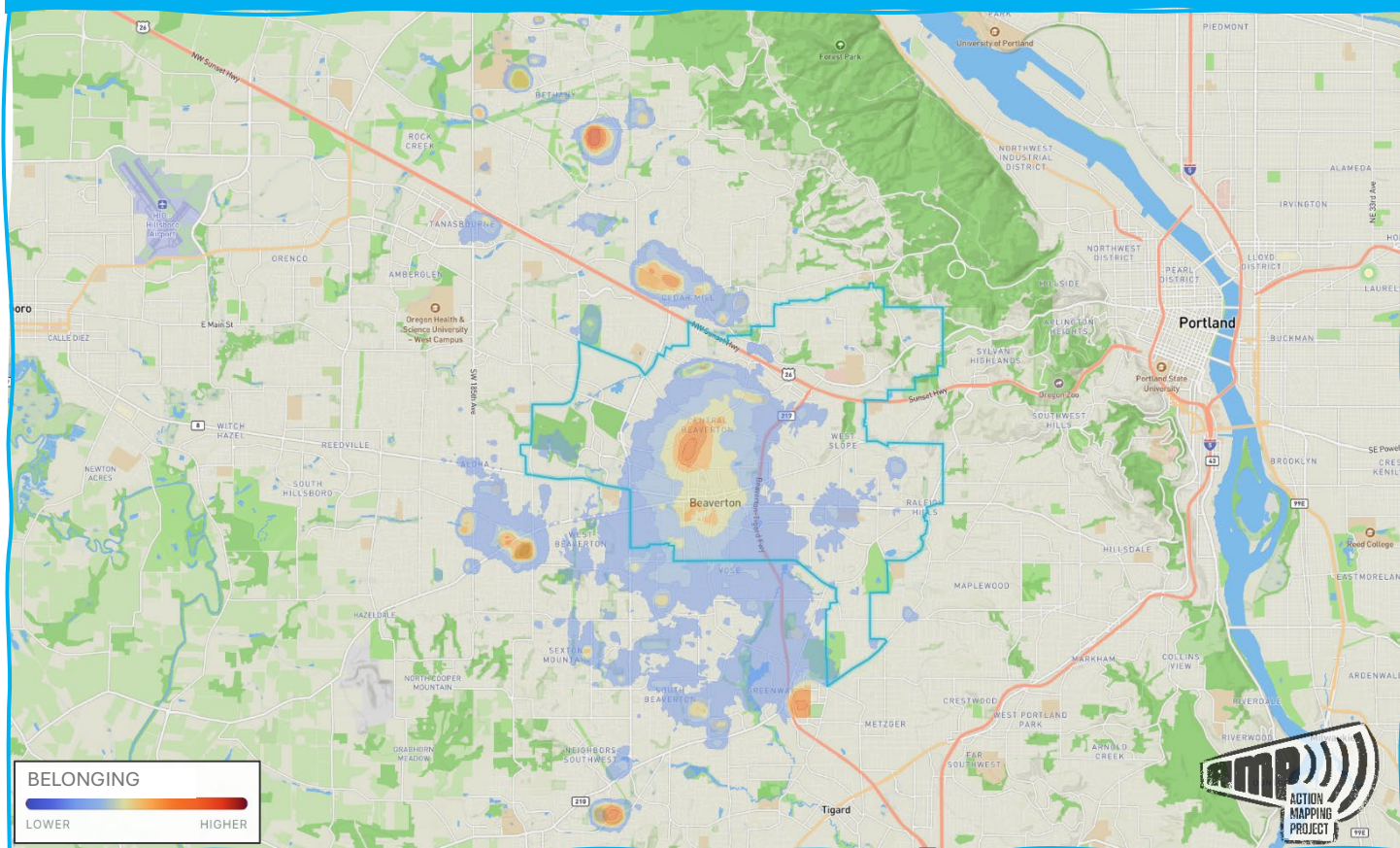
- | | |
|--|---------------------------------|
| 1. Beaverton HS: .215 (outlined in blue on map) | 4. Aloha HS: .167 |
| 2. Sunset HS: .204 | 5. Mountainside HS: .150 |
| 3. Southridge HS: .198 | 6. Westview HS: .137 |

Scored with AMP's THIRDSACE index, Scores range from 0 – 1, average .179 with a standard deviation of .029



WHAT'S WORKING

6 → MAPPING BELONGING AMP BEAVERTON [back to top](#)



Where youth are spending leisure time while feeling safe and at ease.

Darker AMBER = Greater sense of BELONGING among Beaverton youth. (n=14,227 stories shared by 3,549 youth)

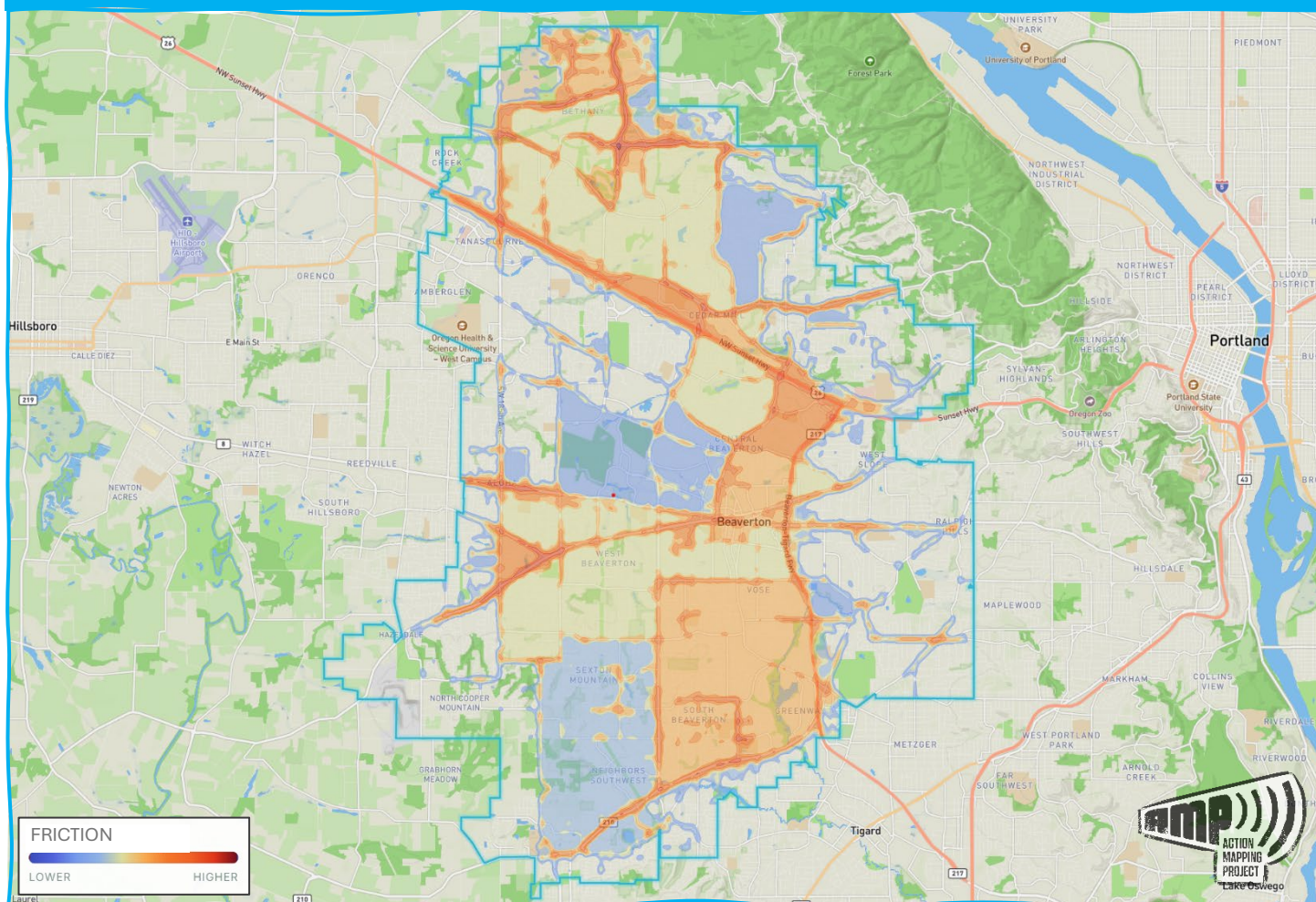
WHERE DO KIDS BELONG in BEAVERTON? These are the six BSD High School catchments, ranked by order of where youth most frequently report playing and feeling at ease.

- | | |
|--|---------------------------------|
| 1. Beaverton HS: .259 (outlined in blue on map) | 4. Aloha HS: .262 |
| 2. Sunset HS: .253 | 5. Mountainside HS: .259 |
| 3. Southridge HS: .182 | 6. Westview HS: .255 |

Scored with AMP's BELONGING index, Scores range from 0 – 1, average .191 with a standard deviation of .051



WHAT'S NOT WORKING

7 → **MAPPING FRICTION** AMP BEAVERTON [back to top](#)

Where youth are struggling to move.

Darker AMBER = Greater potential for youth to encounter challenges to movement. (n=4,116 stories shared by 2,091 youth).

Note: FRICTION stories have been filtered to highlight only those drawn within Beaverton School District

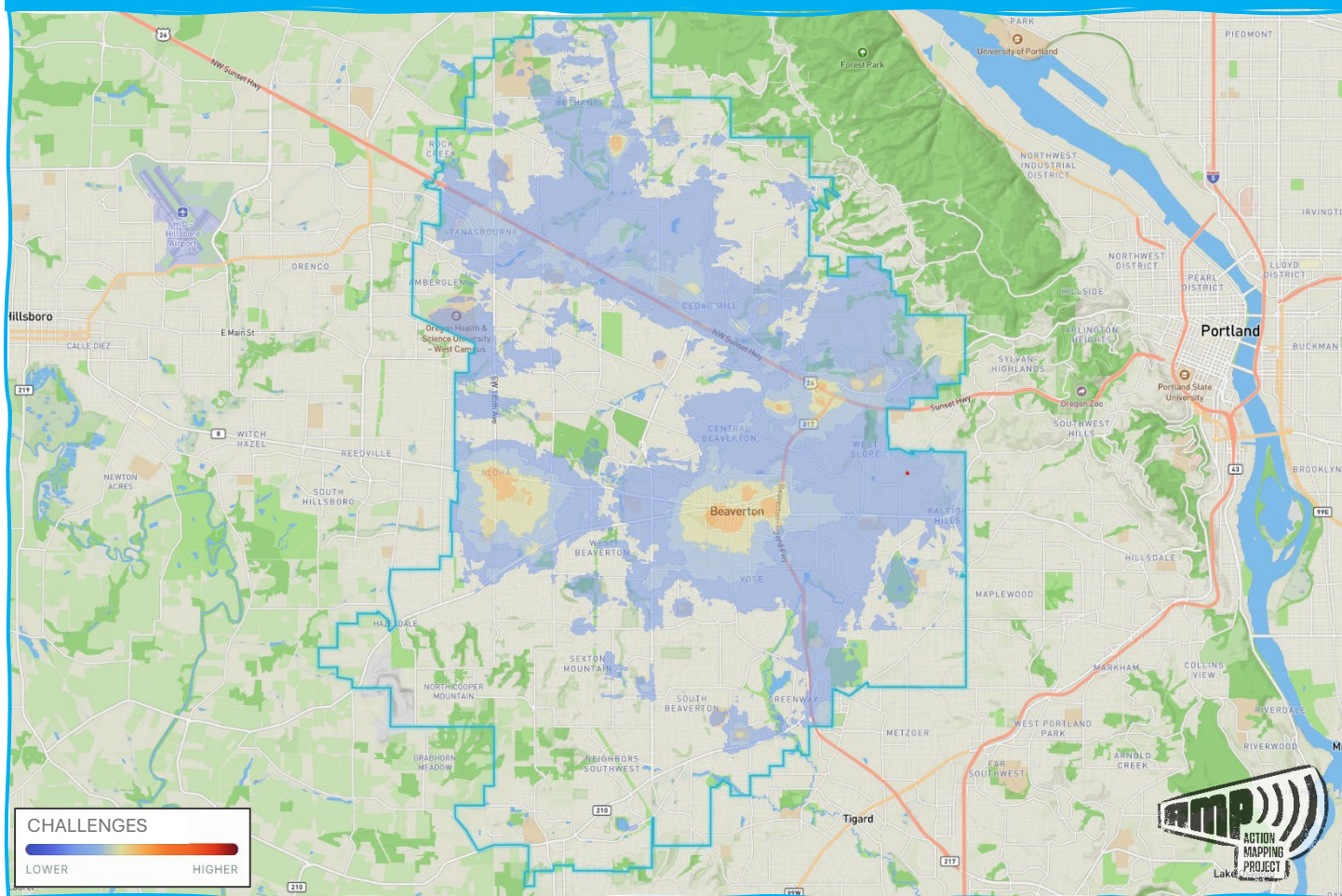
WHERE ARE KIDS REPORTING FRICTION in MOVEMENT in BEAVERTON? These are the six BSD High School catchments, ranked by order of where youth most frequently report encountering challenges to movement.

- | | |
|---|---------------------------------|
| 1. Westview HS: .468 (outlined in blue on map) | 4. Southridge HS: .431 |
| 2. Aloha HS: .443 | 5. Beaverton HS: .425 |
| 3. Sunset HS: .439 | 6. Mountainside HS: .387 |

Scored with AMP's FRICTION indicator, Scores range from 0 – 1, average .432 with a standard deviation of .024



WHAT'S NOT WORKING

8 → **MAPPING CHALLENGES** AMP BEAVERTON [back to top](#)

Where youth are more likely to feel uncomfortable or unsafe when at leisure.

Darker AMBER = Greater potential for youth to feel uncomfortable or unsafe when at leisure. (n=5,939 stories shared by 1,991 youth).

Note: CHALLENGES stories have been filtered to highlight only those drawn within Beaverton School District

WHERE ARE KIDS REPORTING CHALLENGES to PLAY in BEAVERTON? These are the six BSD High School catchments, ranked by order of where youth most frequently report feeling uncomfortable or unsafe.

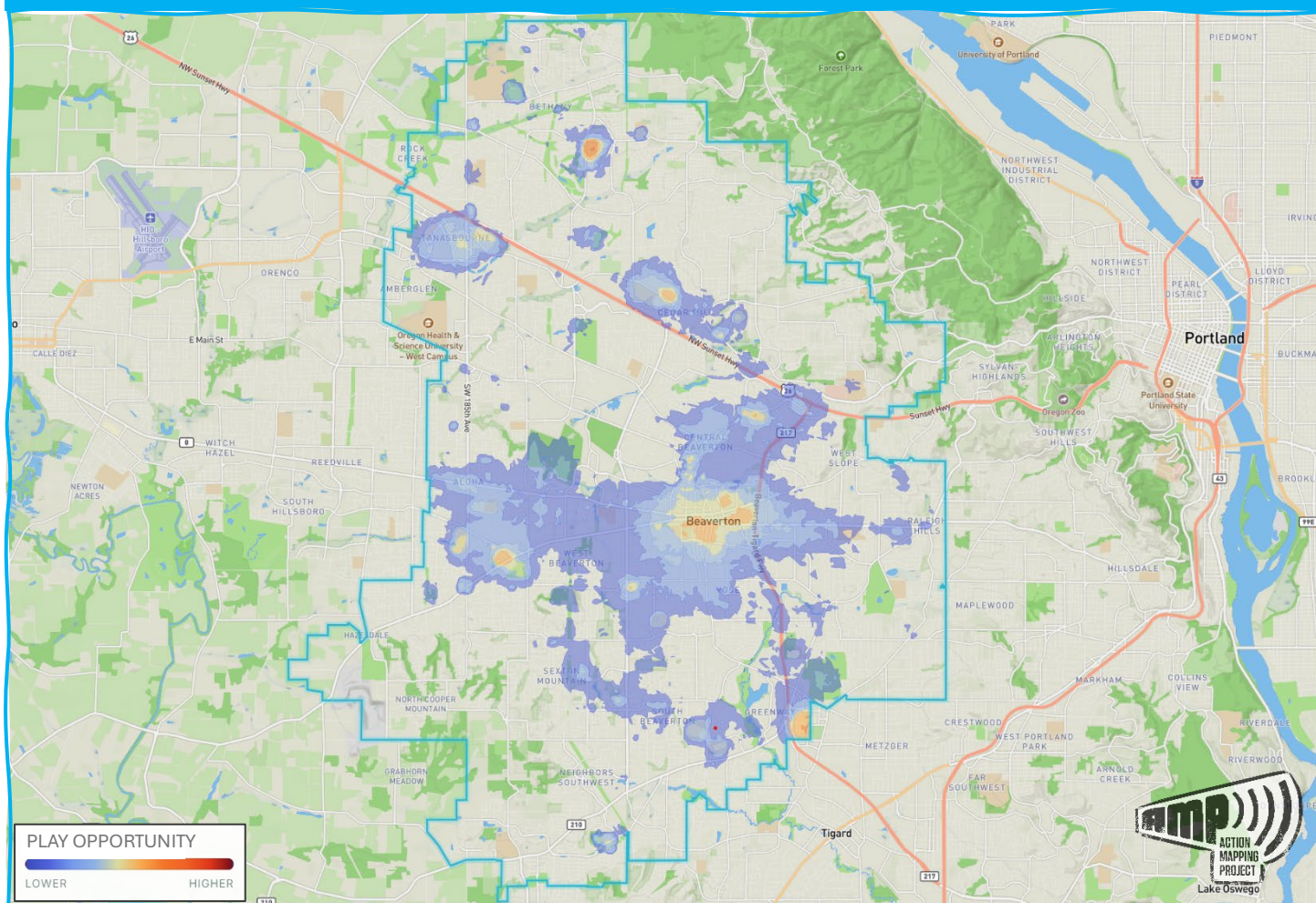
- | | |
|--|---------------------------------|
| 1. Beaverton HS: .329 (outlined in blue on map) | 4. Westview HS: .258 |
| 2. Sunset HS: .273 | 5. Southridge HS: .208 |
| 3. Aloha HS: .266 | 6. Mountainside HS: .144 |

Scored with AMP's CHALLENGES index, Scores range from 0 – 1, average .246 with a standard deviation of .058



WHERE TO IMPROVE ACCESS

9 → MAPPING PLAY OPPORTUNITY AMP BEAVERTON [back to top](#)



Where youth are already playing, but in challenging environments.

Darker AMBER = Greater potential to IMPROVE PLAY for youth. (n=11,682 stories shared by 3,317 youth)

Note: PLAY OPPORTUNITY stories have been filtered to highlight only those drawn within Beaverton School District

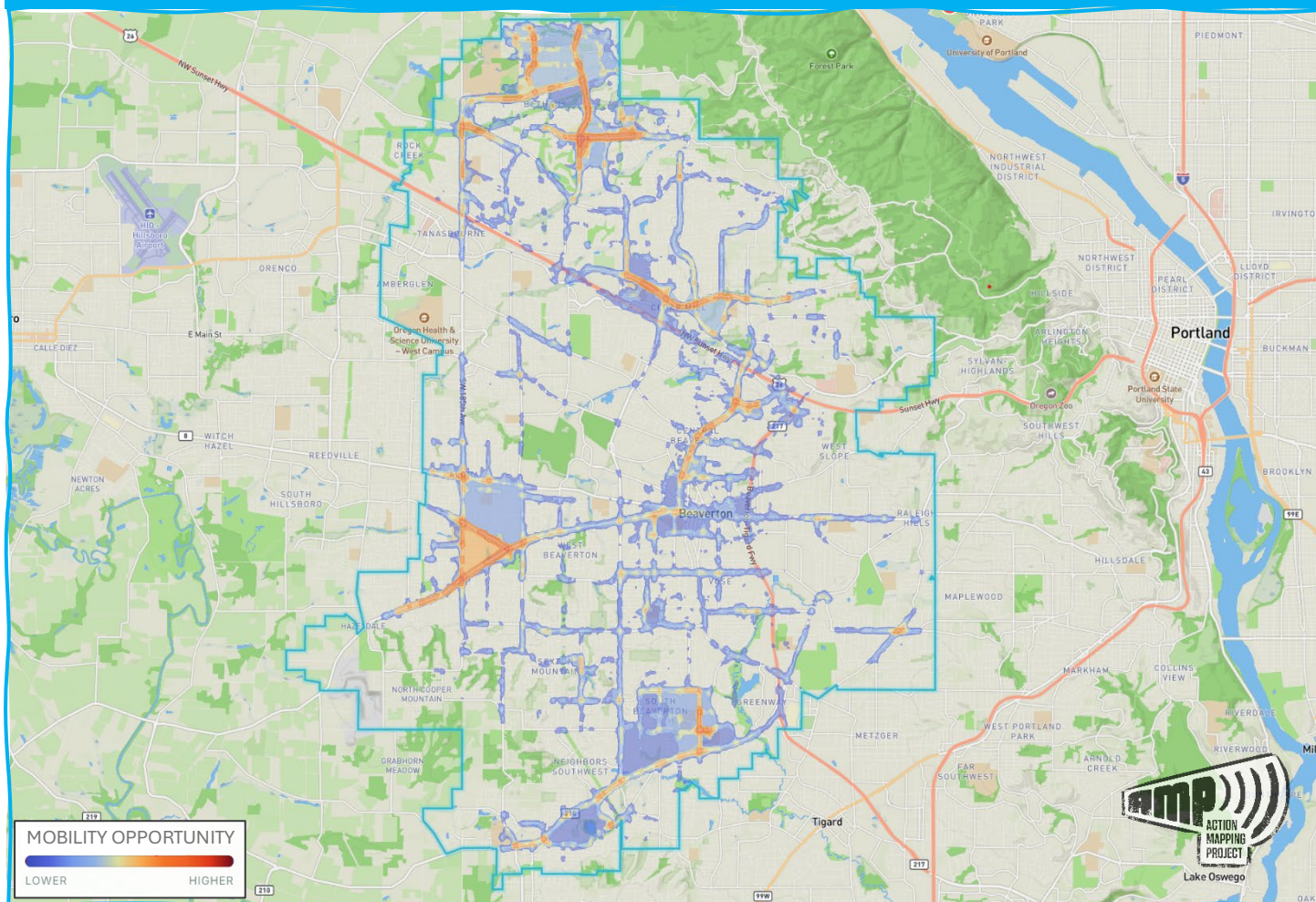
WHERE ARE OUR OPPORTUNITIES TO IMPROVE PLAY in BEAVERTON? These are the six BSD High School catchments, ranked by order of where youth most frequently report playing while also feeling uncomfortable or unsafe. Investments made in programming and infrastructure in areas of high opportunity will yield the greatest immediate impact on the everyday lives of Beaverton youth.

- | | |
|--|--------------------------|
| 1. Beaverton HS: .197 (outlined in blue on map) | 4. Sunset HS: .136 |
| 2. Aloha HS: .173 | 5. Mountainside HS: .131 |
| 3. Southridge HS: .163 | 6. Westview HS: .111 |

Scored with AMP's PLAY OPPORTUNITY index, Scores range from 0 – 1, average .152 with a standard deviation of .029



WHERE TO IMPROVE ACCESS

10 → **MAPPING MOBILITY OPPORTUNITY** AMP BEAVERTON

Where youth are already moving actively, but in challenging environments.

Darker AMBER = Greater potential to IMPROVE MOBILITY for youth. (n=13,386 stories shared by 3,353 youth)

Note: MOBILITY OPPORTUNITY stories have been filtered to highlight only those drawn within Beaverton School District

WHERE ARE OUR OPPORTUNITIES TO IMPROVE MOBILITY in BEAVERTON These are the six BSD High School catchments, ranked by order of where youth most frequently report moving while also feeling uncomfortable or unsafe. Investments made in infrastructure in areas of high opportunity will yield the greatest immediate impact on the everyday lives of Beaverton youth.

- | | |
|---|---------------------------------|
| 1. Westview HS: .268 (outlined in blue on map) | 4. Southridge HS: .219 |
| 2. Aloha HS: .265 | 5. Mountainside HS: .212 |
| 3. Sunset HS: .254 | 6. Beaverton HS: .203 |

Scored with AMP's MOBILITY OPPORTUNITY index, Scores range from 0 – 1, average .152 with a standard deviation of .029



Map Book **SCORE SUMMARY**

BSD High Schools were ranked using the following layers of AMP Insight. Each indicator on this list includes the high school catchments with the highest and lowest average score.

Green = positive dimensions of everyday life for Beaverton's youth.

Red = obstacles Beaverton youth encounter when playing, walking, riding bikes, etc.

Black = opportunities to support, improve, or increase activity and movement among youth in Beaverton.

Play

↑ Highest: **Beaverton .497**

↓ Lowest: **Westview .257**

Mobility

↑ Highest: **Sunset .608**

↓ Lowest: **Beaverton .538**

Safety

↑ Highest: **Sunset .388**

↓ Lowest: **Beaverton .322**

Roaming

↑ Highest: **Sunset .421**

↓ Lowest: **Aloha .349**

Thirdspace

↑ Highest: **Sunset .266**

↓ Lowest: **Southridge .129**

Belonging

↑ Highest: **Beaverton .344**

↓ Lowest: **Westview .255**

Friction*

↑ Highest: **Westview .468**

↓ Lowest: **Mountainside .387**

Challenges*

↑ Highest: **Beaverton .329**

↓ Lowest: **Mountainside .144**

Play Opportunity

↑ Highest: **Beaverton .197**

↓ Lowest: **Westview .111**

Mobility Opportunity

↑ Highest: **Westview .268**

↓ Lowest: **Beaverton .203**

*For **Challenges** and **Friction**, a higher score indicates more adverse conditions. For all other indicators, a higher score indicates stronger positive conditions.



PLAY → BELONGING: FIELD GUIDE [back to top](#)



Welcome to the Beaverton Field Guide.

Moving beyond the map, we've included some facts, figures, and recommendations that we hope will help our partners in Beaverton to provide youth with best possible outside and recreational experience possible.

First, the story of youth in Beaverton, by the numbers. Who are the 4,471 youth who shared nearly 50,000 stories on the Beaverton Action Map? What sports and leisure activities are gaining popularity, and which might be waning? Learn more in the Field Guide. (sections 1-3 below)

You've met Beaverton youth, explored the maps of their lived experience, and seen the opportunities to improve play. Are you ready to act? If so, in sections 4 and 5, we offer some practical guidance for folks interested to make impactful investments in play and mobility.

Finally, in section 6 we offer a deep dive into the complexities of PLAY and GENDER in the Beaverton recreational landscape. We conclude with some concrete guidance to improve access to play for girls in Beaverton.

Field Guide CONTENTS

1. **YOUTH** by the numbers

- Gender
- Age
- Race/Ethnicity
- Play Frequency
- Joie de vivre

2. **PLAY** by the numbers

- What are youth playing?
- What do youth want to be playing?

3. **ENTHUSIASM** for play

- What are youth most excited to play?
- What are youth less excited to play?

4. **Strategy** ↑ **MOVEMENT**

- Safe Routes to Schools

5. **Strategy** ↑ **PLAY**

- Recreation Site Prioritization
- Hyper-local Parks Programming
- Mobility improvements

6. **Deep Dive** **IMPROVING PLAY FOR GIRLS**



1. YOUTH by the numbers [\(back to top\)](#)

4,471 young people have shared stories of who they are on the Beaverton Action Map.

Here's what they said:

GENDER (N=4,422)

44% *Female*
51% *Male*
3% *Prefer not to answer*
2% *Nonbinary*

AGE (N=4,449)

60% *Middle-school (ages 11-13)*
40% *High-school (ages 14-18)*

RACE/ETHNICITY (N=4,417)

49% *White*
30% *Asian*
19% *Hispanic/Latino*
8% *Black/AfAm*
5% *Prefer not to answer*
4% *AM Indian/AK Native*
4% *Hawaiian or Pac Islander*

HOW OFTEN ARE THEY GETTING OUTSIDE TO PLAY? (N=4,423)

14% *Daily*
31% *Multiple times per week*
18% *Maybe once per week*
21% *A few times per month*
16% *Almost never*

HOW OFTEN DO THEY FIND THEMSELVES EXCITED FOR THE DAY AHEAD? (N=4,406)

15% *Daily*
49% *Weekly*
16% *Monthly*
16% *Rarely*
5% *Never*

2. PLAY by the numbers [\(back to top\)](#)

When we ask youth to share stories of PLAY, we ask them to use their own words to share 1) their favorite forms of play, and 2) what else they'd love to be doing when out playing.

WHAT ARE YOUTH PLAYING?

These are the 10 outdoor/recreational activities *most frequently tried* by youth in Beaverton. (N=4,083)

- | | |
|------------------------------|--------------------|
| 1. Soccer (20%) | 6. Football (7%) |
| 2. Walking (20%) | 7. Volleyball (7%) |
| 3. Biking (15%) | 8. Swimming (6%) |
| 4. Basketball (13%) | 9. Running (5%) |
| 5. Playing at the Park (12%) | 10. Tennis (4%) |



WHAT DO YOUTH WANT TO BE PLAYING?

These are the 10 outdoor/recreational activities that Beaverton youth are *most asking to play*. (N=3,823)

- | | |
|----------------------|---------------------------------|
| 6. Soccer (7%) | 11. Tennis (4%) |
| 7. Riding Bikes (7%) | 12. Playing at the Park (4%) |
| 8. Volleyball (6%) | 13. Walking (4%) |
| 9. Basketball (5%) | 14. Skating (ice & roller) (4%) |
| 10. Swimming (5%) | 15. Hiking (4%) |

3. ENTHUSIASM for play ([back to top](#))

We've explored their stories and used AMP's *Aspire GAP Score* to highlight activities that *kids aspire to try but have not yet had the opportunity to experience*. Activities with a positive gap (like volleyball) are gaining in popularity but are less accessible to youth in Beaverton. Activities with a negative gap (like walking or soccer) are popular, but enthusiasm is waning.

NOTES: 1) The average GAP score is zero. 2) We expect better outcomes from investing in activities that have a GAP score of at least 1.5. 3) Youth are significantly less enthusiastic for activities that have a GAP score below -1.5

WHAT ARE BEAVERTON YOUTH MOST EXCITED TO PLAY?

The following activities have captured the imagination of Beaverton's youth. Activities in this category are **more likely to draw youth outside** than activities with a lower gap score.

- | | |
|----------------------------------|--------------------------|
| 6. Skating (Ice & Roller) (2.49) | 9. Hiking (2.06) |
| 7. Volleyball (2.37) | 10. Rock Climbing (1.67) |
| 8. Tennis (2.10) | |

WHAT ACTIVITIES ARE YOUTH LESS EXCITED TO PLAY?

Though the following are activities with good participation in Beaverton, a smaller than average percentage of youth are asking to play them. For recreation planning these are not activities that are likely to draw youth outside.

- | | |
|--------------------------------|-------------------------|
| 1. Walking (-7.15) | 4. Basketball (-2.62) |
| 2. Soccer (-4.69) | 5. Riding Bikes (-2.14) |
| 3. Playing at the Park (-2.66) | |



4. Strategy ↑ MOVEMENT [\(back to top\)](#)

Mobility opportunities are the low-hanging fruit when improving access to play for our youth.

Free and easy movement, outside of a car, is necessary for youth to live active lives. But for this to be possible, our young people need safe pathways that match their everyday lives. In Beaverton, we're offering a relatively simple strategy to improve access to outside play.

Strategy: **IMPROVED MOBILITY** on Safe Routes to Schools

To improve mobility, we recommend acting where youth have shared stories of struggling to move. Our Mobility Opportunity index is designed to identify where we're seeing the greatest numbers of kids moving and also struggling to move. Smoothing these wrinkles in Beaverton's active transportation infrastructure will go far to improving access for youth to outdoor recreational spaces.

We began with the Beaverton School District's recommended safe routes to schools. These are the specific paths through each school's broader walk zone that the district identifies as preferred ways for students to travel to and from school on foot, bike, scooter, etc. Drawing from stories shared by Beaverton youth, we then used StoryTeller to score, prioritize, and recommend interventions.

Up next: a step-by-step guide for working with AMP and StoryTeller Spatial Intelligence to conduct locally responsive active transportation planning. *This guide has two learning outcomes:*

1. When kids share stories of struggling to move, they typically describe the challenges that they're encountering. We'll show you how stories shared by Beaverton youth can help you to identify and address challenges to movement at resolutions as fine as street intersections.
2. We'll also teach you how to evaluate paths (like safe routes to schools) using StoryTeller to prioritize investment in active transportation infrastructure.

Step 1) Score walking and biking routes. Each of Beaverton's recommended walking and biking routes were scored in StoryTeller using AMP's Mobility Opportunity index. This index helps us to understand the places where we're most likely to find youth walking and rolling around, but also trying to avoid the places where they're moving. These are paths that have tremendous potential for impact because 1) youth are already present, and 2) their experience is diminished for some reason.

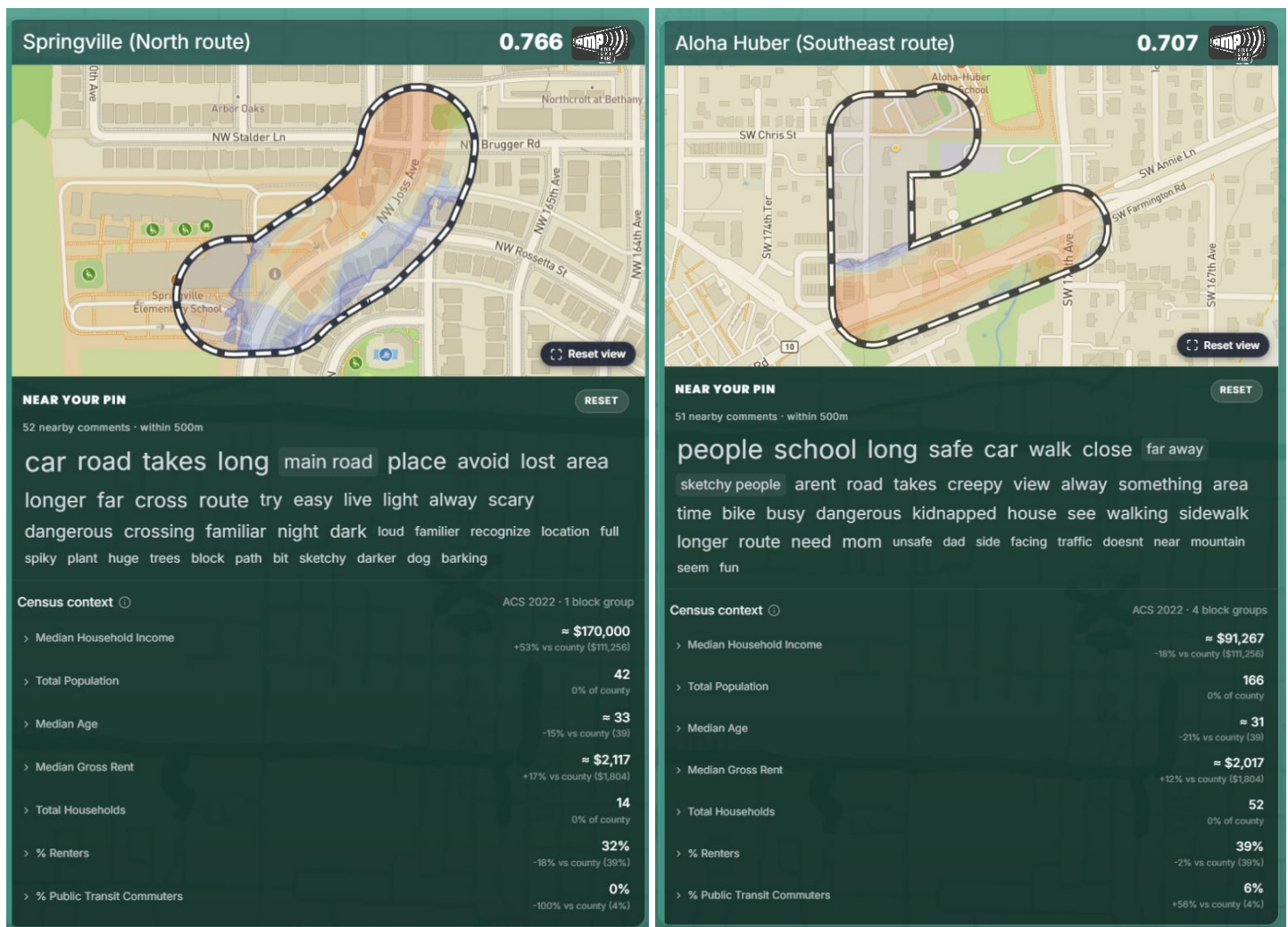
The following table includes the top 10 routes with the greatest potential to improve mobility for youth. The mean for Mobility Opportunity among all safe routes is .213 with a .130 standard deviation. See *the appendix for a list of the top 30 segments*.



1. Springville (North route): **.691**
2. Springville (South route): **.620**
3. Jacob Wismer (South route): **.599**
4. Terra Linda (West route): **.568**
5. Cedar Mill (Central route): **.564**
6. Hazeldale (Central route): **.531**
7. Springville (unnamed route): **.524**
8. Jacob Wismer (South route): **.516**
9. Aloha Huber (Southeast route): **.503**
10. Greenway (West route): **.497**

Step 2) Compare priority candidates. To identify a path for deeper study, we generated StoryTeller Place Cards for the top 10 opportunity candidates. After reviewing this additional context and data for each of the possible mobility opportunity paths, we arrived at two options (seen in the Place Cards below).

These Place Cards include the following details about our two sites: Route name, Friction Score (0-1, higher score = more stories of friction), Friction Map (obstacles youth encounter when moving around

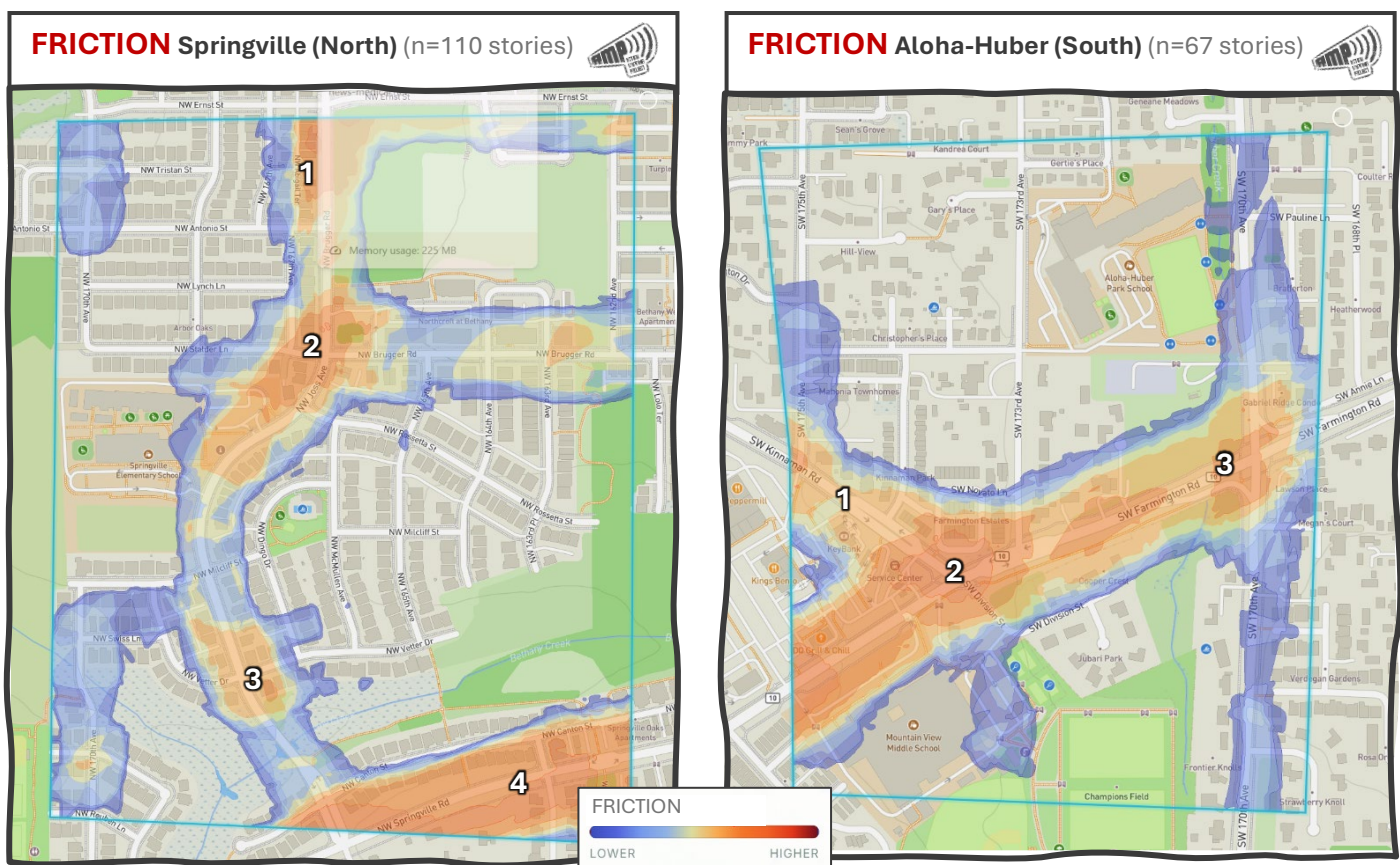


town), Friction Context (context (word) cloud based on stories of obstacles), and Census profiles for the route segments.

We chose two candidates from among the top 10. When we select our final impact candidate, we're looking for the site with the most potential to positively affect youth lives. In this case, the first candidate, Springville (North), was selected because it has very high opportunity and friction scores.

Demographically, it is significantly more affluent than Aloha-Huber (our other path). Aloha-Huber, like Springville, has a very high friction score. It was also selected for its unique combination of socio-economic need (as evidenced by Census data), and the high amount of friction youth report experiencing between the elementary school and Champions Field.

Step 3) Compare priority candidates and make intervention plans. After we identified these two sites, we offer you some strategies for intervening in each area. For added context, the friction maps below include a walkshed around each safe route segment to provide broader perspective into the impact that intervention will have.



Springville (North) is a safe walking route in the Springville Elementary School Catchment. It's situated at a nexus of several green and recreational spaces, making it an ideal lynch pin to open access for youth moving around on foot, bike, skateboard or scooter in the area.



The Springville map above includes the broader geographic context around the safe route segment. Sites 1, 2, 3, and 4 (marked on the map) are the most significant moments of friction in this area, and they are all characterized by concerns over traffic, road safety, and pedestrian access.

Aloha-Huber (South) is a safe walking route in the Aloha-Huber Park Elementary School Catchment. This route segment includes SW Farmington Road, which one of the most significant barriers to mobility in the entire region. In the Aloha-Huber area, SW Farmington serves both as a safe route recommendation (sites 2 and 3 are the endpoints of the Farmington stretch of the walking route).

Concerns noted by youth in the Aloha-Huber area are less monolithic than those of Springville. While traffic and speeding are well represented in the stories of SW Farmington, kids also shared that social conditions in this area make them feel unsafe/uncomfortable while moving around in the area.

Concluding) What have we learned? This guide explored **improving active transportation** by: 1) using StoryTeller to quickly prioritize a large set of safe walking routes using two different AMP indicators (mobility opportunity and friction), 2) Identifying the most impactful sites to invest in active transportation infrastructure, 3) make recommendations for the types of interventions required at each site.

The methods shared in this guide can be applied anywhere active transportation is a regional priority. If your region has not already mobilized AMP in schools, contact us today to see what might be possible.

5. Strategy ↑ **PLAY** ([back to top](#))

The first step toward improving the overall sense of belonging in Beaverton is increasing access to play.

Free and easy play is foundational to belonging, and it's also necessary for youth to live healthy, active lives. But for this to be possible, recreation and leisure spaces (formal and informal) need to function such that young people are eager to spend time in them.

We think that this means ensuring that programming, equipment, and facilities are aligned with the youth interests. It also means that spaces should feel safe and comfortable for young people. Given how much Beaverton youth shared about their experience with recreation in Beaverton, we recommend thinking local about how to improve access to outside play.

Strategy: LOCALLY RESPONSIVE RECREATION PLANNING in Beaverton Parks

To increase play, the most impactful interventions are as close as possible to where youth have shared stories of play and discomfort co-locating in the urban environment (e.g. poor lighting or high crime around a park, or traffic and speeding along a bikeway, etc.). And in these areas, one of the most challenging questions we are asked is: *what can possibly draw kids out of their homes, off their screens, and into already struggling outdoor play spaces?*



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AMP's Play Opportunity index was developed to answer this question. For our partners who are committed to increasing play and belonging in challenging areas, Play Opportunity pinpoints where investments in parks, crosswalks, trails, ball fields, etc. will be most impactful. And once you've identified where placemakers and playmakers can work together, coordination and outcomes abound.

Up next: a step-by-step guide for working with AMP and StoryTeller to engage Play Opportunities. This guide has two learning outcomes:

-
1. When kids share stories of struggling to play, they typically describe the challenges that they're encountering. We'll show you how stories shared by Beaverton youth can help to identify challenges to play.
 2. We'll teach you how to leverage existing enthusiasm for unique sports or activities to draw youth into leisure and recreation spaces they might otherwise pass on their way to the mall.
-

Step 1) Score high school catchment areas. Each catchment was scored using AMP's Play Opportunity index. There are significant opportunities to improve or support play in both the Beaverton and Aloha HS catchment areas. Average Play Opportunity is .152 (.029 std dev).

1. Beaverton HS: .197

4. Sunset HS: .136

2. Aloha HS: .173

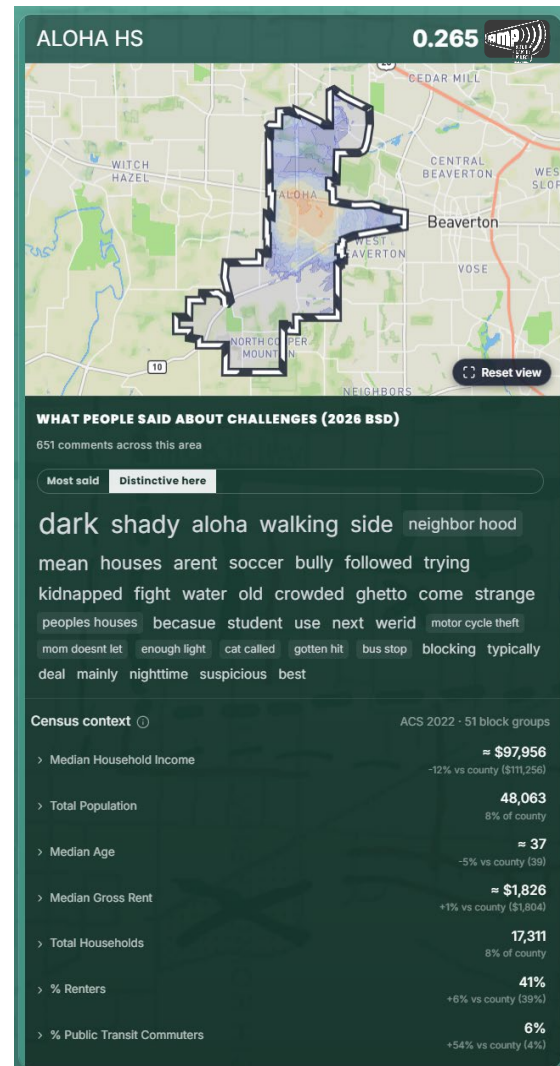
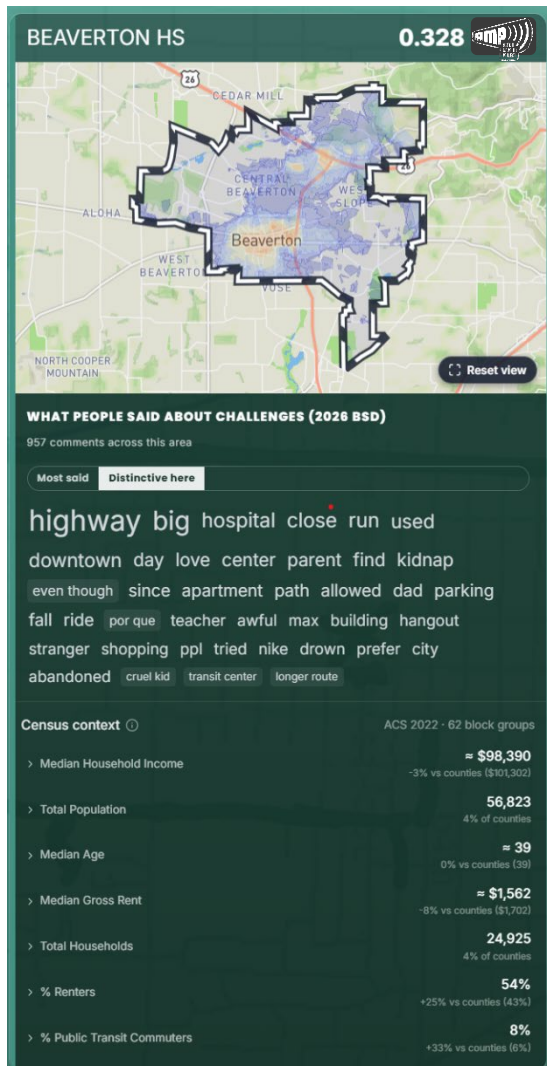
5. Mountainside HS: .131

3. Southridge HS: .163

6. Westview HS: .111



Step 2) Compare priority candidates. To identify a final priority catchment, we generated StoryTeller Place Cards for the two top opportunity candidates. To differentiate the top two candidates, we scored them using AMP's Challenge index (what, and where, are the obstacles youth encounter when spending time in leisure/recreation spaces) and generated Census profiles for each catchment.



In the Place Cards (see above), we opted to include the following details about each catchment area: 1) Challenge Score (.328 for Beaverton HS, and .265 for Aloha HS), 2) map of where youth encounter challenges in each catchment, 3) word cloud generated from stories of challenges in each catchment, 4) Census statistics for each catchment.

After reviewing the statistics, we determined that Beaverton and Aloha HS catchments are quite similar. They're both home to a majority of families who earn below the county-wide median income, with larger than expected proportions of residents who rent and who are reliant on public transportation.

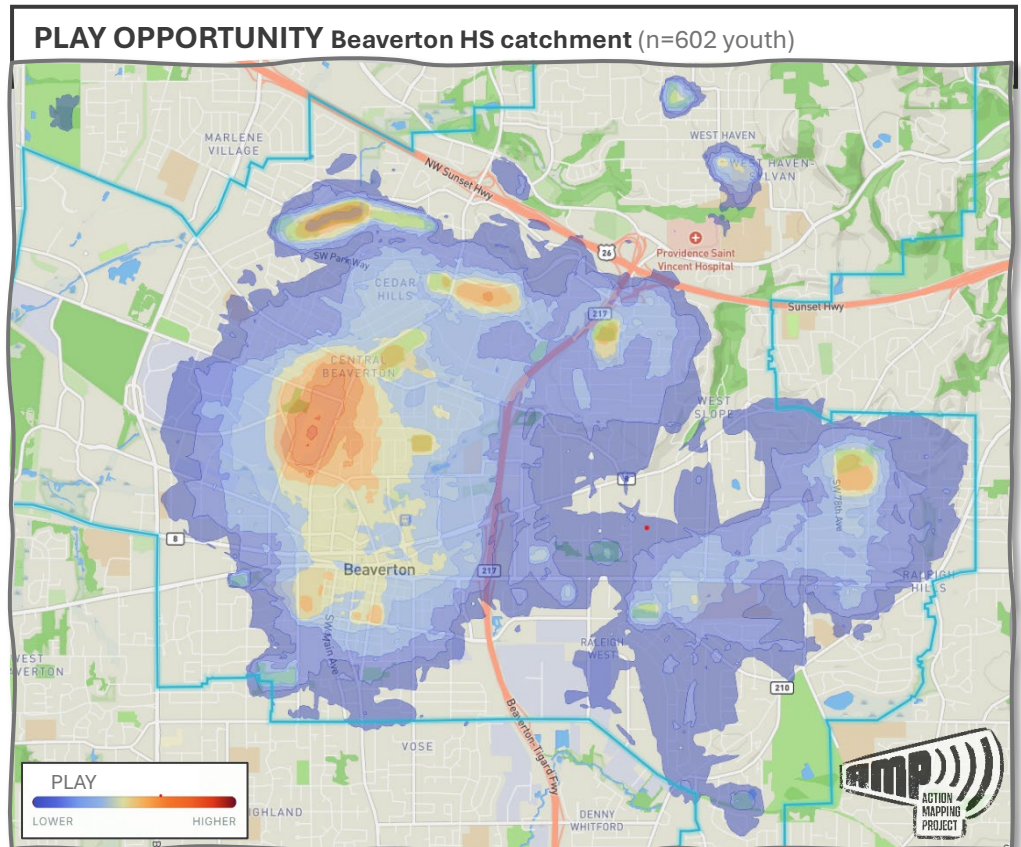


Step 3) Identify the priority catchment. Because these catchments are so similar, we relied on the AMP scores to select the Beaverton HS catchment for further analysis. With higher opportunity and challenge scores, several thousand more households, and slightly larger shares of renters and transit riders, we determined that there is greater potential for significant impact.

Step 4) Map Play Opportunity for Beaverton HS catchment youth. The Play Opportunity map represents opportunities to increase play for youth who live inside the Beaverton HS Catchment area.

These are sites where local youth are spending time but are encountering barriers to belonging. To generate this map, we used StoryTeller to identify the group of youth who drew the story of their neighborhood within the Beaverton HS catchment area. With this group active, we mapped Play Opportunity.

The map to the right became the baseline for surfacing opportunities to increase access to play in the Beaverton HS catchment.



Step 5) Analyze parks and natural areas to identify opportunities for investment. Within the Beaverton HS catchment, we scored all parks (2 acres or larger) using Beaverton HS Play Opportunity (see above). The following table includes names and scores for the top 10 parks with the highest score.

Higher scores represent greater potential for impact on the everyday lives of Beaverton HS catchment youth. The overall mean for Play Opportunity among parks in this category is .059 with a .141 standard deviation. *All parks in the top 10 are statistically significantly higher than average on Play Opportunity.*



- | | |
|--|---|
| 1. Center Street Park: .605 | 6. Cedar Hills Recreation Center: .526 |
| 2. Commonwealth Lake Park: .581 | 7. Beaverton Swim Center: .504 |
| 3. Ridgewood View Park: .553 | 8. Foothills Park: .485 |
| 4. Cedar Hills Park: .549 | 9. McMillan Park: .446 |
| 5. Raleigh Swim Center/Park: .533 | 10. Mitchell Park: .419 |

Step 6) Select one or more park candidates for recreation study. Within the Beaverton HS catchment, we identified 23 parks with significant opportunity for improvement (see the full list in the appendix). The top candidate, Center Street Park, is an ideal candidate for several reasons. It is embedded in an urban neighborhood only a couple of blocks from a transit center, majority renter occupied (55%), and is home to 161% more public transit users than average. It's also home to a majority of Hispanic/Latino households earning 10% below median county household income. These statistics are all found on the StoryTeller Place Card in Step 8, below.

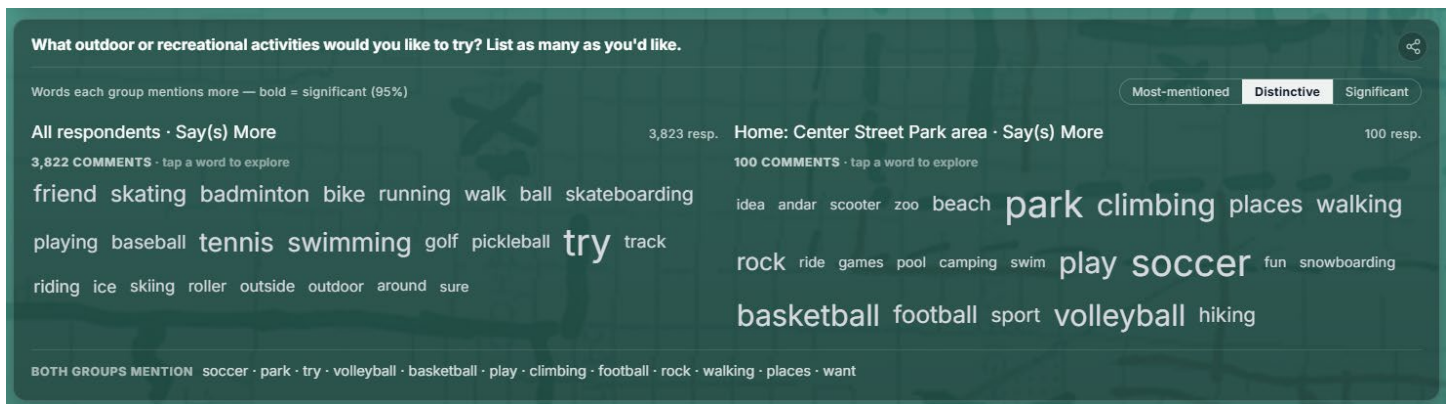
Once the site was identified, we moved into identifying opportunities and challenges specific to Center Street Park. For opportunities, our goal was to determine which activities would be most likely to provide neighborhood youth with recreation experiences that match their preferences. To do this, we used StoryTeller to identify a group of 118 youth who drew their neighborhood within approximately 1km of Center Street Park.

Step 7) Hyper-local recreation planning. With the Center Street Park neighborhood group active, we then used StoryTeller to analyze AMP's recreation data. Our goal? To determine which recreational activities have captured the imagination of neighborhood kids. We then make a recommendation for investing in play at Center Street Park.

The two StoryTeller tables below include comparative recreation data for the Center Street Park area. The left table includes recreational activities that youth have already tried, and the right table includes aspirational activities (those that youth want to try). The word clouds have been filtered to include activities that are unique to each group. So, on the left of each table below, you'll find 'All respondents' word clouds. On the right of each table, you'll find 'Home: Center Street Park area' word clouds (these are kids from the neighborhood).

We recommend exploring both tables and considering ways to incorporate the sports, rec, and leisure activities that youth inside the Center Street Park area are asking to play.





Step 8) Responsive mobility interventions. Using StoryTeller, we then mapped challenges around Center Street Park. Why? Because we know that this park has a high opportunity score, which means that it serves a lot of kids and that kids have shared stories of struggling to feel comfortable accessing or spending time in the park.

The Place Card we generated (below) includes a Friction map for the Center Street Park area along with the area's friction score (which is significantly higher compared to the region), a map of friction, context pulled from stories shared by youth about struggling to move in this area, and Census demographics for the area.

From these data, we recommend exploring **traffic calming and improvements** to the active transportation infrastructure in the vicinity of: **1)** Walker Road along the northern boundary, **2)** SW Fairfield St & SW 124th Ave, **3)** SW Center St & SW 124th Ave. And with Highway 217 on the eastern side of the park (visible in the Place Card), Center Street Park is bounded on all four sides with traffic conditions that prevent more kids from spending time at the park.



The methods shared in this guide can be applied anywhere play and belonging are a regional priorities. If your region has not already mobilized AMP in schools, contact us today to see what might be possible.

6. Deep Dive IMPROVING PLAY FOR GIRLS [\(back to top\)](#)

In Beaverton, like in most places, **PLAY** and **BELONGING DEFICITS** are a normal part of the map. These are places where youth are not playing or are not feeling safe when they play there. Where there are deficits, we see opportunities to increase the quality of play.

We know that girls are struggling to find ways to connect to play. There are countless campaigns, initiatives, and working groups attached to the task of overcoming the gender divide in play. We suggest that, given what we know of the belonging deficit for girls, we must turn our attention to the conditions girls encounter when they decide to abandon play as a way of being.

For this deep dive, we've focused on the gender dimension of Beaverton's *belonging* deficit. Because, as we've found in other regions, there is a strong association between gender identity and belonging -- girls typically have much greater belonging deficits than boys. The reasons for this are varied, but knowing that there are patterns like this in our collective playscape means that we can work together to find solutions.

1. WHERE IS THE BELONGING DEFICIT MOST SIGNIFICANT?

These are the top 10 larger (+ 2 acre) parks and recreation sites scored for BELONGING DEFICIT.

- | | |
|---|---|
| 1. H.M. Terpenning Rec Complex: .381 | 6. PCC Rock Creek Rec Facility: .190 |
| 2. Progress Lake Park: .248 | 7. A.M. Kennedy Park: .167 |
| 3. Barrows Powerline Trail: .246 | 8. Garden Home Recreation Center: .163 |
| 4. Barrows Park: .208 | 9. Lawndale Park: .161 |
| 5. Center Street Park: .194 | 10. Tualatin Hills Nature Park: .157 |

NOTES:

1) AMP BELONGING DEFICIT/PLAY SCALE: **1** = No Belonging; **0** = balanced, **-1** = No Play

2) Parks were scored using BELONGING DEFICIT (a normalized score representing the gap between play and belonging).

2) Scores range from 0-1

3) Beaverton >2 acre Parks average .023 with a standard deviation of .116 (N=168)



3. WHO IS EXPERIENCING THE BELONGING DEFICIT?

Belonging is experienced differently by different demographic segments of the population. The scores below reflect each group's **AVERAGE BELONGING across all Beaverton area parks.**

- | | |
|---|--|
| 1. Girls: .160 (36% below average) | 3. Middle School Aged Kids: .259 (4% above average) |
| 2. High School Aged Kids: .195 (22% below average) | 4. Boys: .268 (7.6% above average) |

NOTES:

- 1) **Average Belonging for all respondents is .249**
- 2) A **HIGHER** average indicates that the group is feeling **MORE** at ease while spending time at area parks.
- 3) A **LOWER** average indicates that the group is feeling **LESS** at ease while spending time at area parks.

4. WHAT IS OUR NEXT MOVE?

Girls, in Beaverton, experience belonging at significantly lower rates than average, and at even lower rates than boys in the same areas. The knock-on impacts of not feeling a sense of belonging in public outdoor recreational spaces are considerable. Girls, by virtue of feeling less at ease in public space, are precluded from participation in ways that boys do not encounter.

We'll explore this briefly in the next section by uncovering opportunities to move from PLAY to BELONGING in the Westview High School catchment. Why the Westview catchment? Because in Beaverton it is home to the largest Belonging Deficit for girls. This means that girls are playing (a lot) in the catchment, but not feeling safe, comfortable, or at ease. The table below includes **Girls' Belonging Deficit scores for all Beaverton high school catchments.**

- | | |
|------------------------------|---------------------------------|
| 1. Westview HS: .147 | 4. Southridge HS: .096 |
| 2. Beaverton HS: .139 | 5. Mountainside HS: .085 |
| 3. Sunset HS: .118 | 6. Aloha HS: .073 |

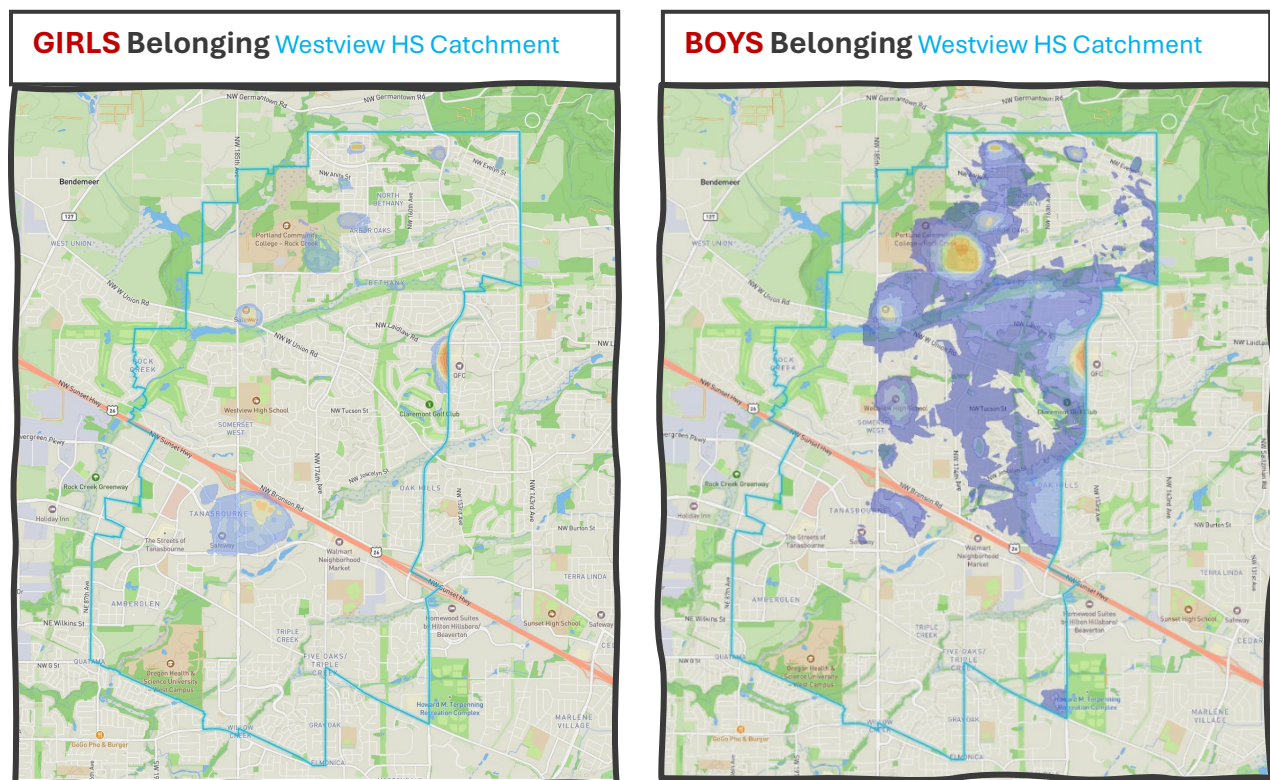


CASE STUDY: WESTVIEW HS CATCHMENT [\(back to top\)](#)

The Westview High School area is popular among kids from the city, with an array of commercial, recreational, and residential zones. But notably, the experience of this catchment is gendered among the area youth. Girls, as evidenced below, inhabit many of the same places as boys, but for one significant exception. The spaces in-between the shopping center and the park, or the school and the rec center are experienced differently by girls than they are by boys. And those are the pathways that 1) make recreation and physical activity possible, and 2) ensure that recreation and physical activity are a source of joy in our kids' lives. Notice in the belonging example below that boys' experience belonging at a much higher rate than girls. Our goal in this case study is to share some of the ways that we think it's possible to improve girls' sense of belonging and, by doing so, increase their sport and recreation possibilities.

1. MAPPING GIRLS' experiences of BELONGING

While girls in the Westview catchment are playing at similar rates as boys, there are two significant differences in their recreation and leisure patterns. First, girls and boys choose to spend their time in different types of recreational spaces. While boys are choosing structured play and gravitating to field & courts, girls' experiences of play are more broadly inclusive of both structured and unstructured activity (like swimming, volleyball, walking and spending time with friends). The second difference is that the sheer size of the areas where boys feel a sense of belonging compared to where girls feel like they belong.



In the maps above, we've mapped belonging in Westview from both girls and boys perspectives. On the left, you'll notice that for girls, belonging is precise. It is not absent from the map, it is just quietly present in small amounts. And on the right, boys' sense of belonging consumes an almost impossibly large portion of the catchment.

If you've read to this point in the field guide, then you're likely a playmaker. As such, a big part of your job is to cultivate in this generation of girls the belief that play is possible for them. How? By responding to what they have shared with us. In the final section below, we've identified the sites in the Westview catchment where investment in belonging will be most impactful for girls.

2. WHERE IS THE GIRLS' BELONGING DEFICIT IN THE WESTVIEW HS CATCHMENT?

These are the large parks and recreation sites in the Westview catchment where GIRLS' BELONGING DEFICIT is highest.

- | | |
|---|---|
| 1. PCC Rock Creek Rec Facility: .306 | 6. Parivar Park: .133 |
| 2. Abbey Creek Park: .241 | 7. Kaiser Woods Park: .124 |
| 3. Bronson Creek Park: .200 | 8. Waterhouse Linear Park: .078 |
| 4. Bethany Lake Park: .187 | 9. Schlottman Creek Greenway: .071 |
| 5. Pirate Park: .149 | 10. Ben Graf Greenway: .067 |

3. WHAT DO WE DO NOW?

Flip back to Section 4 of this field guide.

In that section, we explored how to engage mobility opportunities that prevent youth from accessing leisure and recreational spaces. One of the top two sites that we settled on in our example was the Springville (North) recommended safe route to school. The map, in smaller format, is to the right (full map above).

Along with the full map in section 4, you'll also find guidance for smoothing the challenges to mobility that youth have shared with us in their stories of everyday life.



3. WRAP UP

AMP is working with our partners to get kids back outside. And we do that by asking kids to share their stories of play (as we have in Beaverton) so that we can pass along insight from those stories to the agencies responsible for walkability, parks, recreation, safety, etc. We've designed our indicators to promote strategically aligned efforts to: calm traffic \ improve parks and recreation spaces \ build crosswalks \ do more responsive parks & rec programming \ etc. And in the Beaverton Field Guide, we've advanced the conversation from PLAY to BELONGING.

We do this by recognizing that PLAY is a lynchpin in the lives of our youth. In PLAY, our kids meet each other, learn to move, become healthy, expand their minds... and discover the edges of their own horizons only to learn to push beyond them. But we also recognize that PLAY is not a universal concept. For some, PLAY = sports while for others PLAY = friends, or PLAY = reading.

The constant, for AMP, is that playful spaces must also be spaces where youth feel that they BELONG. For many kids, they feel safe and at ease while they're playing at the elementary school they attended. For some, it's their neighborhood park or the basketball court. For others, BELONGING is strongest in more commercial places (like outdoor malls) where the conditions feel familiar and there are lot of people present.

We have, then, two challenges. 1) improve BELONGING in meaningful and measurable ways, and 2) increase PARTICIPATION among Beaverton's youth in recreation that is both physically active and happening outside. To illustrate how this can be done, we've offered several strategies in this Field Guide.

How do we know that our efforts are having an impact? We keep asking kids to share their stories on the Action Map. By providing youth in Beaverton classrooms with the opportunity to participate in AMP's annual storytelling curriculum, we can continue to generate key indicator data for Beaverton. After this first year of work in Beaverton schools, we now have baseline PLAY, BELONGING, MOBILITY, FRICTION, OPPORTUNITY and recreational insight. And this insight is not restricted to one location or attached to zip codes. AMP insight is continuous in Beaverton, meaning that every park, crosswalk, shopping mall, lake, basketball court is (or can be) scored using AMP indicators.

As we invest in Beaverton with the intention of increasing play and belonging, AMP scores track year over year. We can now evaluate whether our investments (in recreational infrastructure, in active transportation networks, in more responsive parks programming, etc.) are having the intended impact on youth. We'd expect that when improvements and investments are made, indicator scores improve. And if they're not, then we're confident that solutions are already in the stories shared by Beaverton youth on the Action Map.

At AMP, we believe that stories can change the world. By listening when youth share their stories of everyday life, we can work collectively to make data-driven decisions about how to make our places more playful. And we can move beyond play to create a landscape where our kids feel like they truly belong.



APPENDIX

Mobility Opportunity: BSD Preferred Walking Segments (top 30 opportunities, scored 0-1, all routes mean: .213, all segments SD: .130).

Higher scores = greater potential for impact on the everyday lives of Beaverton HS Catchment youth.

- | | |
|---|--|
| 1. Springville (North route): .691 | 16. Jacob Wismer (East route): .432 |
| 2. Springville (South route): .620 | 17. Jacob Wismer (Northwest route): .417 |
| 3. Jacob Wismer (South route): .599 | 18. Springville (Northwest route): .416 |
| 4. Terra Linda (West route): .568 | 19. Findley (North route): .415 |
| 5. Cedar Mill (Central route): .564 | 20. Fir Grove (Northcentral route): .404 |
| 6. Hazeldale (Central route): .531 | 21. Sexton Mountain (Southeast route): .401 |
| 7. Springville (unnamed route): .524 | 22. Hiteon (East route): .382 |
| 8. Jacob Wismer (South route): .516 | 23. Sexton Mountain (Southwest route): .374 |
| 9. Aloha Huber (Southeast route): .503 | 24. Vose (North route): .369 |
| 10. Greenway (West route): .497 | 25. Errol Hassell (Northwest route): .353 |
| 11. Fir Grove (unnamed route): .455 | 26. Bonny Slope (South route): .353 |
| 12. Bonny Slope (South route): .453 | 27. Springville (Northeast route): .349 |
| 13. Findley (Central route): .450 | 28. Hazeldale (Central route): .347 |
| 14. Jacob Wismer (Southwest route): .448 | 29. Scholls Heights (Northeast route): .346 |
| 15. Greenway (South route): .439 | 30. Greenway (Southeast route): .344 |

Play Opportunity: BSD Parks (top 30 opportunities, scored 0-1, all parks mean: .059, all parks SD: .141).

Higher scores = greater potential for impact on the everyday lives of Beaverton HS Catchment youth.

- | | |
|--|---|
| 1. <i>Center Street Park</i> : .605 | 6. <i>Cedar Hills Recreation Center</i> : .526 |
| 2. <i>Commonwealth Lake Park</i> : .581 | 7. <i>Beaverton Swim Center</i> : .504 |
| 3. <i>Ridgewood View Park</i> : .553 | 8. <i>Foothills Park</i> : .485 |
| 4. <i>Cedar Hills Park</i> : .549 | 9. <i>McMillan Park</i> : .446 |
| 5. <i>Raleigh Swim Center/Park</i> : .533 | 10. <i>Mitchell Park</i> : .419 |



11. Ridgewood Park: **.361**
12. Center Street Wetlands: **.356**
13. Evelyn M. Schiffler Memorial Park: **.336**
14. Reservoir Park: **.334**
15. Eichler Park: **.327**
16. 114th Ave Wetlands Natural Area: **.308**
17. Veterans Memorial Park: **.307**
18. C.E. Mason Wetlands Natural Area: **.307**
19. Roxbury Park: **.302**
20. Fifth Street Park: **.275**
21. Vista Brook Park: **.242**
22. A.M. Kennedy Park: **.240**
23. Griffith Park: **.222**
24. Elsie Stuhr Center: **.196**
25. Raleighwood Wetlands Natural Area: **.157**
26. Willow Park: **.119**
27. Garden Home Park: **.105**
28. Raleigh Scholls Park: **.096**
29. H.M. Terpenning Rec Complex: **.062**
30. Forest Hills Park: **.053**

