

ABOUT US

Lawrence Parks and Recreation Department was established in 1946 to fulfill the mission of providing excellent city services that enhance the quality of life for the Lawrence community. Since that time, the department has grown to encompass services related to not only parks and recreational programming but also hike/bike trails, recreation facility operations, golf, forestry and landscaping throughout the community and Downtown Lawrence, cemetery and other quality of life programs and facilities.

QUICK FACTS ON PARKS AND RECREATION

- **688,161 people** visited a Parks and Recreation facility in 2010, which includes all recreation centers, nature center, aquatic centers, and rounds played at Eagle Bend, which was more than a **3 percent increase** over 2009.
- **21,927 enrollments** were processed for citizens to participate in Parks and Recreation activities and programs in 2010, which was more than a **2 percent increase** over 2009.
- Visitors to Prairie Park Nature Center increased **13 percent** (47,700) over 2009 (41,363).
- Received gifts and in-kind services totaling more than **\$63,500** through the Friends of the Park program in 2010, which is more than a **7 percent increase** over 2009 totals.
- Facilities Operation staff spent **22,095.75 hours** in 2010 supervising Parks and Recreation's indoor recreation facilities.
- Adult Sports had **12,185 adults** participate in softball, basketball, volleyball, kickball and dodgeball leagues in 2010, a **14 percent increase** in participation over 2009.

ATTENDANCE NUMBERS AT RECREATION CENTERS

(East Lawrence Recreation Center, Community Building and Holcom Park Recreation Center combined)

2008	349,574
2009	361,347 (+3.4%)
2010	384,395 (+6.4%)

PROGRAMS OFFERED

Doesn't take into consideration those classes added after an activities guide has been published or classes developed for USD 497

	2009	2010	2011
WINTER	327	317	301
SPRING	321	382	356
SUMMER	655	642	678
FALL	548	498	457
TOTAL	1851	1839	1803
NEW CLASSES	23	42	32

ENROLLMENT NUMBERS BY ZIP CODE IN LAWRENCE FOR 2010*

FITNESS CLASSES

66049	845 (31.24%)
66047	585 (21.63%)
66046	437 (16.16%)
66044	838 (30.98%)
TOTALS	2705

GYMNASTICS

66049	338 (28.77%)
66047	312 (26.55%)
66046	277 (23.57%)
66044	248 (21.11%)
TOTALS	1175

YOUTH SPORTS

66049	1314 (40.51%)
66047	742 (22.87%)
66046	592 (18.25%)
66044	596 (18.37%)
TOTALS	1046

ALL PROGRAM ENROLLMENTS (ALL classes – including: nature center, golf, aquatics, etc.)

66049	4664 (33.40%)
66047	3485 (24.95%)
66046	2929 (20.97%)
66044	2888 (20.68%)
TOTALS	13,966

**May include multiple enrollments by an individual, as there are several sessions within a season.*

YOUTH SPORTS ENROLLMENT BY PROGRAM

	2008	2009	2010
HOOPSTERS	**	340	340
RECREATION BASKETBALL	990	912	920
FUTSAL	366	349	330

***Wasn't run by LPRD*

PUBLIC SURVEY RESULTS

SATISFACTION WITH VARIOUS ASPECTS OF PARKS AND RECREATION

By percentage of respondents who rated the item as a 4 or 5 on a 5-point scale

	2007	2011
CONDITION OF EQUIPMENT/FACILITIES AT CITY PARKS	81%	81%
VAREITY OF RECREATION PROGRAMS	----	78%
COST OF PARKS AND RECREATION PROGRAMS/SERVICES	----	71%
AVAILABILITY OF YOUTH SPORTS FIELDS IN LAWRENCE	66%	68%
AVAILABILITY OF ADULT SPORTS FIELDS IN LAWRENCE	68%	66%
CITY'S INDOOR FACILITIES	-----	61%
AVAILABILITY OF GYMNASIUM SPACE	----	54%

OTHER FACTORS TO CONSIDER

In recent years, LPRD has faced many challenges in the delivery of its programming due to the lack of adequate facility space.

Lawrence, as a community, has lost 6 ½ gymnasiums for multi-purpose programming - loss of Sport2Sport, the use of Robinson Gym and the conversion of the little gym at East Lawrence Recreation Center for gymnastics.

Due to the increase in youth participating and the lack of facilities to accommodate practices and games, the number of games played in LPRD youth sports leagues has been reduced in recent years.

USD 497 has reduced the amount of hours outside organizations may use school facilities since 2009 due to budget constraints.

Open gym freeplay has been cut from approximately 20 hours a week to an average of 5-8 hours a week at LPRD recreation centers over the past five years.

Childhood Obesity

Source: U.S. Department of Health and Human Services

- The number of overweight adolescents has tripled since 1980, while the number who are obese has doubled.
- Hospital costs associated with childhood obesity have nearly quadrupled.
- Outside of school hours, only 39% of children ages 9-13 participate in an organized physical activity.
- In the 1990s, the percentage of schools that offered PE decreased from more than 40% to around 25%

Source: Centers for Disease Control & Prevention

- Medical care costs for childhood obesity in the U.S. in 2008 reached \$147 billion.

Source: Rand Health, Obesity and Disability Study, 2004

- Severely overweight people spend more on health care and medicine, often spending more on health care than current smokers.

Juvenile Crime

Source: Crompton & Witt, 1999. John Crompton and Peter Witt, professors at Texas A&M University

- The case for public funding of recreation services was established years ago. A statistic from a 1925 newspaper article states that it costs the state \$600 per year to care for one juvenile in a reformatory, while the parks and recreation department can provide recreation for 7 ½ cents per person per year.

Source: The Rationale for Recreation Services for Youth: An Evidence-Based Approach, 2010. Peter Witt, Texas A&M University, and Linda Caldwell, Pennsylvania State University

- A 2002 survey of California's mayors and chambers of commerce found that 80% of respondents believed that recreation areas and programs reduce crime and juvenile delinquency in their communities. (Department of Parks and Recreation, 2003) This perspective was supported by the drop in crimes by and against children reported in a California school district after it began an out-of-school time program for more than 1,300 students. Subsequently, lewd acts against children dropped by 46% within the district boundaries, compared to a drop of only 8% in the rest of the city (Fight Crime: Invest in Kids, 2001)
- About 57% of all violent crimes by juveniles occur on school days and 19% are between the hours of 3 p.m. and 7 p.m. On the other hand, students who participate in one to four hours per week of extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate. (Health and Human Services, 2002)

Economic Development

Source: Crompton & Witt, 1999. John Crompton and Peter Witt, professors at Texas A&M University

The following information is from actual data about College Station, Texas, a university town with a population of about 90,000.

- Expenditures at the Great American Basketball Shootout (112 teams): \$420,000
- Using the sales multiplier coefficient of 1.55, which was documented in the study, the tournament generated \$651,000 in sales for the College Station economy.

Exhibit 6-1
Expenditures at 14 Sports Tournaments

Event Name	Number of Teams	Number of Participants	Overnight Stay (mode)	Number of Non-Local Participants	Number of Non-Local Participants Surveyed	Per Day Per Non-Local Participant Expenditure		Per Night Per Non-Local Participant Expenditure		Total Expenditures Per Non-Local Participant		Total Expenditures of All Non-Local Participants in the Local Area	
						Mean	Median	Mean	Median	Mean	Median	Mean	Median
1. American Junior Golf Tournament	-	132	3	132	27	\$209.36	\$200.00	\$267.17	\$245.00	\$1,002.25	\$900.00	\$132,297.00	\$118,800.00
2. Brazos Valley Senior Games	-	410	1	313	51	\$59.56	\$40.00	\$171.89	\$144.50	\$110.86	\$85.00	\$34,699.18	\$26,605.00
3. Lone Star Softball Budweiser Adult Softball Tournament	275	4125	1	3741	397	\$85.46	\$67.50	\$173.53	\$135.63	\$181.31	\$136.25	\$678,280.71	\$509,711.25
4. Brazos Valley Tennis Association Junior Tournament	-	677	1	677	80	\$132.30	\$106.25	\$373.20	\$322.50	\$270.75	\$222.50	\$183,297.75	\$150,632.50
5. Great American Basketball Shootout	112	1344	2	1344	114	\$109.91	\$105.93	\$182.03	\$167.50	\$326.44	\$312.50	\$438,735.36	\$420,000.00
6. Texas Grand Slam Tennis	-	850	4	850	149	\$143.69	\$141.43	\$190.58	\$188.33	\$783.44	\$755.00	\$665,924.00	\$641,750.00
7. ASA Women's 18 and Under "B" State Softball Tournament	9	123	2	123	49	\$84.96	\$76.67	\$130.18	\$118.75	\$222.80	\$217.50	\$27,404.40	\$26,752.50
8. FSN 7on7 Football Championship	32	640	1	640	87	\$90.24	\$92.50	\$193.87	\$190.00	\$180.48	\$185.00	\$115,507.20	\$118,400.00
9. ASA Men's State Softball Tournament	38	570	2	534	128	\$108.42	\$106.34	\$189.74	\$187.23	\$271.01	\$264.89	\$144,719.34	\$141,451.26
10. 2009 AGS TAGS LC Championship	-	987	2	976	186	\$106.04	\$101.67	\$159.05	\$152.50	\$318.11	\$305.00	\$310,475.36	\$297,680.00
11. USA/ASA Girls 18 and Under Softball National Championship	133	1810	6	1810	689	\$160.85	N/A	\$187.66	N/A	\$1,125.97	N/A	\$2,038,005.70	N/A
12. NJCAA Women's Tennis National Championships	43	322	5	222	105	\$72.20	N/A	N/A	N/A	\$433.18	N/A	\$139,487.00	N/A
13. Regional High School Tennis Championships	30	171	2	171	97	\$47.71	N/A	N/A	N/A	\$245.57	N/A	\$41,993.00	N/A
14. Triathlon Dash	-	482	1	94	51	\$157.88	N/A	N/A	N/A	\$157.88	N/A	\$14,641.00	N/A
Total	672	12643	N/A	11627	2210	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Averages	N/A	N/A	2.36	N/A		\$112.04	\$103.83	\$201.72	\$185.19	\$402.15	\$338.36	\$354,676.21	\$245,178.25
Sum of 2009 events:												2,451,782.51	

Indirect Effects: Indirect effects are the ripple effects of additional rounds of recirculating the direct effects dollars by local businesses and local governments.

Induced Effects: Induced effects are the other ripple effects generated by the direct and indirect effects, caused by employees of impacted businesses spending some of their salaries and wages in other businesses in the city.

Sometimes critics in a community argue that the only beneficiaries of visitor spending in a community are businesses and their employees who are the direct recipients of that spending. Indirect expenditures expand this to other businesses that trade with the initial business recipients, while induced income effects are "the tide which raises all boats." These effects disseminate the "new money" widely throughout the community.

Exhibit 4-2

Average Multiplier Coefficients Across Six Visitor-Related Sectors in a Texas City of 90,000 population*

Sales			Personal Income			Jobs		
Direct	Direct + Indirect	Direct+ Indirect+ Induced	Direct	Direct + Indirect	Direct+ Indirect+ Induced	Direct	Direct+ Indirect	Direct+ Indirect+ Induced
.80	1.06	1.24	.29	.37	.58	18.71	22.36	31.07

*The direct effects were estimated to be 80% of total visitor spending.

The three different effects are illustrated in **Exhibit 4-2**. For example, the middle column of this exhibit shows that each dollar spent in this city generated 29 cents in direct personal income, another 8 cents in indirect personal income, and an additional 21 cents in induced income.

Operationalization of the Multiplier

The term "multiplier" should more accurately be termed a "multiplier coefficient." A sales multiplier coefficient is calculated by the following formula:

$$\frac{\text{Direct sales} + \text{Indirect sales} + \text{Induced sales}}{\text{Direct sales}}$$

Interpolating the numbers from Exhibit 4-2 to the formula indicates that the sales multiplier is 1.55.

$$\frac{1.24}{.80} = 1.55$$

Thus, every \$1 of visitor spending, or 80 cents of direct effects, would generate \$1.55 in sales in the economy.

Similarly, a personal income multiplier would use the following formula:

$$\frac{\text{Direct income} + \text{Indirect income} + \text{Induced income}}{\text{Direct sales}}$$

community if most of the attractions associated with it come from outside the community. Consider the following scenarios:

- A park and recreation department organizes an event for which the central attraction is a carnival and most visitors are locals. The carnival owners and workers may spend some of their revenues on local supplies and labor, but the leakage of money out of the local economy will likely be significant as the carnival moves on. Thus, the carnival draws money from community residents that would otherwise have been spent locally and spends it elsewhere. (Tyrrell and Johnston, 2001)
- Assume a major local event is held on a particular Sunday and as a result the individual chooses to purchase brunch from event vendors—money that subsequently leaves the region. The expenditure would have occurred regardless of the event. However, as a direct result of the event, an expenditure that would typically be directed to local firms is now directed to firms located out of the region. Accordingly, this represents sales revenues lost to the local region as a direct result of the event. (Power, 1988)

Exhibit 4-5

Personal Income Multiplier Coefficients in Three Cities of Different Sizes

	College Station (90,000)	Des Moines (200,000)	San Antonio (936,000)
Restaurants, Bars, Nightclubs	.55	.78	1.26
Admission Fees	.62	.81	1.07
Groceries	.52	.71	1.08
Retail Shopping	.63	.94	1.12
Lodging Expenses	.51	.71	1.05
Automobile Gas and Oil	.44	.62	.69
Airfares, Rental Cars, Taxis	.38	.49	.81

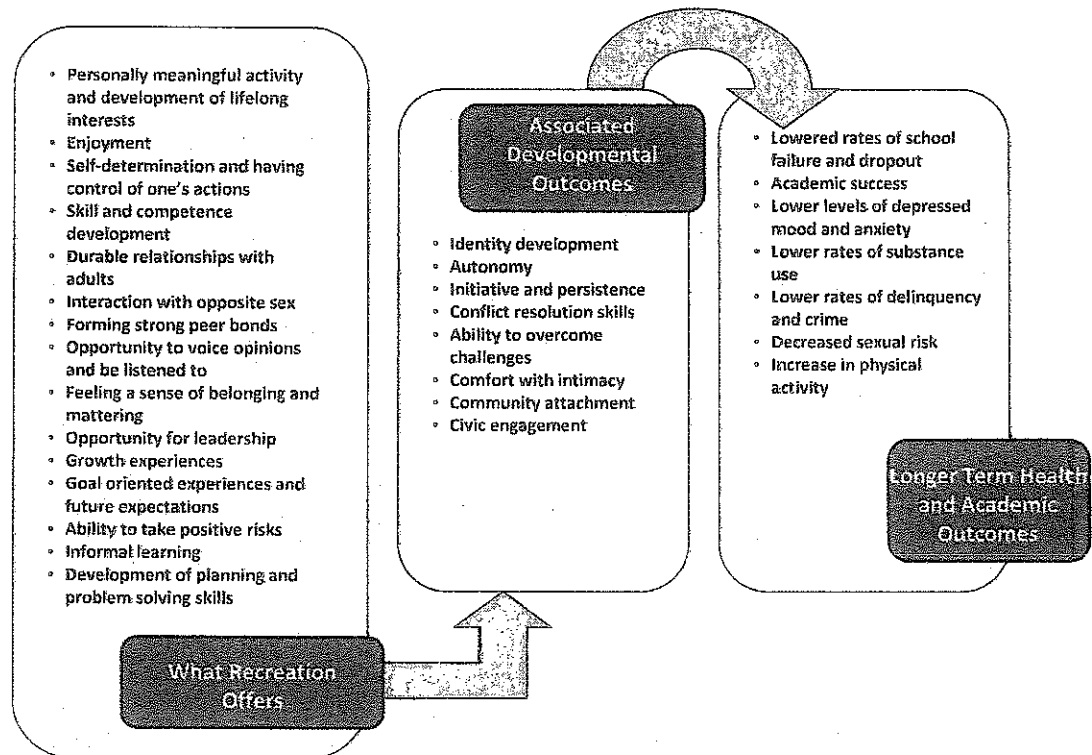
Exhibit 4-5 reports the income multiplier coefficients used to estimate the economic impact of special events held in three cities: College Station, Texas (population 90,000); Des Moines, Iowa (200,000); and San Antonio, Texas (936,000). This exhibit illustrates two points.

First, as the size of the cities increase, the multipliers become larger. Larger communities are more likely to have greater interdependencies among businesses so there is less leakage out of their economies.

Second, the coefficients are different for each category of expenditure that is listed. For example, in College Station, a \$1 expenditure by visitors in retail shopping yielded 63 cents in personal income to residents, while \$1 spent on commercial transportation yielded 38 cents in personal income. This is because most expenditures on commercial transportation (primarily airfares and to a lesser extent rental cars) are paid directly to companies based outside the community whose operating personnel and suppliers also are primarily from outside the community. In contrast, most personnel and service suppliers to retail stores come from inside the city, so they are more extensively linked to other elements of the local economy¹.

¹ N.B. It should not be assumed that the industry sectors with the highest multiplier coefficients contribute most to the local economy, because high volume of expenditures in a sector may compensate for a relatively low multiplier. Sectors with high multiplier values in which there are low levels of spending may not be as valuable as sectors with low multiplier values that have high levels of spending.

Figure 3-1: Recreation Influences on Developmental, Health, and Academic Outcomes



The 40 Developmental Assets Model Framework

One of the widely used research-based conceptualizations that guide approaches to youth development programming is the 40 Developmental Assets Model framework. Youth development must involve families, schools, and faith-based and other institutions, as well as youth-serving organizations. This has been demonstrated through research by the Search Institute that resulted in the 40 Developmental Assets Model (www.searchinstitute.org). This framework contains 20 internal and 20 external assets that need to be operative for youth to grow along the pathway to becoming a fully functioning adult (See Appendix 1). These assets are concrete, commonsense, positive experiences and qualities that have the power during the adolescent years to influence choices young people make and help them through the process of becoming caring, responsible adults. *The External Assets* focus on the positive experiences that young people receive from the people and institutions in their lives (e.g., Caring neighborhood: Young person experiences caring neighbors). *The Internal Assets* focus on helping young people develop the internal qualities that guide choices and create a sense of centeredness, purpose, and focus (e.g., Restraint: Young person believes it is important not to be sexually active or to use alcohol or drugs).

Sidebar 3A: The more exposure adolescents have to positive resources and experiences—and where synergy between multiple settings can be established—the more likely it is that they will develop positively.

Sidebar 4C: Some 57% of all violent crimes by juveniles occur on school days, and 19% are in the hours between 3 p.m. and 7 p.m. On the other hand, students who participate in one to four hours per week of extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate.

Source: Health and Human Services, 2002.

Sidebar 4D: In a 2000 survey, more than 80% of California mayors and chambers of commerce believed that recreation areas and programs reduce crime and delinquency, and 71% of respondents felt that recreation played a positive role in tough social problems such as juvenile court, 66% about underage drinking, and 64% about illegal drug use.

Source: California State Parks, 2005.

The literature on the link between delinquency and out-of-school time provides four interrelated perspectives for understanding that relationship (Caldwell and Smith, 2006), including the:

- *Filled-time perspective*—Time filled with prosocial activities cannot be filled with deviant activities. Youth with stronger attachment, commitment, involvement and belief in positive social norms, activities and institutions are less likely to be involved in association with deviant peers (Gottfredson and Hirschi, 1990; Hirschi, 1969).
- *Association with deviant peers perspective*—Certain activities are more likely to instigate deviant behavior or association with a deviant subculture. Youth are differentially motivated or tempted by situations and those who commit crimes do not necessarily reject conventional values, but rather seek excitement, conspicuous consumption, and toughness (Osgood, Wilson, O'Malley, Bachman, and Johnston, 1996).
- *Activity structure perspective*—Time spent in informal and/or unsupervised activities is likely to promote deviance, while time spent in supervised activities protects against it. Structured activities offer fewer opportunities to engage in deviant behavior because youth are engaged in doing something (as opposed to nothing like hanging out, for example) that is engaging and positive.
- *Person-environment interaction perspective*—How activities are structured, organized, and led is critical. Effective programming must take account of individual factors associated with participants when planning programs. It has been reported that structured activities are linked to low antisocial behavior, while involvement at an unstructured center has been found to be associated with high antisocial behavior (Mahoney and Stattin, 2000). The researchers noted that:

...the issue is not whether an individual is engaged in an activity—the issue appears to be what the individual is engaged in and with whom. In terms of antisocial behavior, it may be better to be uninvolved than to participate in unstructured activity, particularly if it features a high number of deviant youth (p. 123).

Appendix 1: 40 Developmental Assets Model

**40 Developmental Assets® for Adolescents (ages 12-18)**

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. Other adult relationships—Young person receives support from three or more nonparent adults.</p> <p>4. Caring neighborhood—Young person experiences caring neighbors.</p> <p>5. Caring school climate—School provides a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.</p>
	Empowerment	<p>7. Community values youth—Young person perceives that adults in the community value youth.</p> <p>8. Youth as resources—Young people are given useful roles in the community.</p> <p>9. Service to others—Young person serves in the community one hour or more per week.</p> <p>10. Safety—Young person feels safe at home, school, and in the neighborhood.</p>
	Boundaries & Expectations	<p>11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. School boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. Adult role models—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. Positive peer influence—Young person's best friends model responsible behavior.</p> <p>16. High expectations—Both parent(s) and teachers encourage the young person to do well.</p>
	Constructive Use of Time	<p>17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. Religious community—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>
Internal Assets	Commitment to Learning	<p>21. Achievement Motivation—Young person is motivated to do well in school.</p> <p>22. School Engagement—Young person is actively engaged in learning.</p> <p>23. Homework—Young person reports doing at least one hour of homework every school day.</p> <p>24. Bonding to school—Young person cares about her or his school.</p> <p>25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.</p>
	Positive Values	<p>26. Caring—Young person places high value on helping other people.</p> <p>27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. Integrity—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. Honesty—Young person "tells the truth even when it is not easy."</p> <p>30. Responsibility—Young person accepts and takes personal responsibility.</p> <p>31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
	Social Competencies	<p>32. Planning and decision making—Young person knows how to plan ahead and make choices.</p> <p>33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.</p>
	Positive Identity	<p>37. Personal power—Young person feels he or she has control over "things that happen to me."</p> <p>38. Self-esteem—Young person reports having a high self-esteem.</p> <p>39. Sense of purpose—Young person reports that "my life has a purpose."</p> <p>40. Positive view of personal future—Young person is optimistic about her or his personal future.</p>

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