



BOYS & GIRLS CLUBS
OF SALINA

YOUTH NEEDS ASSESSMENT

October 2024

Boys & Girls Clubs of America Mission

To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

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INTRODUCTION



In the fall of 2023, a group of people sensed a call to come together and begin discussing the possibility of a Boys & Girls Club in Salina, Kansas. This group coming together was anything but happenstance. As it turns out, all of us gathered were acquaintances with a woman named Millie. It was Millie's lifelong passion and dream that had summoned us here. That is also what inspires each of us to continue our work with Millie, and together, we forge ahead to fulfill this dream for the youth of our community.

TO ESTABLISH A BOYS & GIRLS CLUB IN SALINA, KANSAS

Ten people gathered in Salina, Kansas on August 3, 2023, to hear about this dream. Suffice it to say, we were excited about the possibility of having a Boys and Girls Club in Salina. However, we were also all overwhelmed at the thought of where and how to begin.

We met formally eleven times in our first year, August 2023-August 2024. This group has discussed, researched, consulted, and collaborated with our community as "to how best go about" addressing the needs of our youth in our community.

There is no doubt from the "pulse" of the community that the need for a Boys & Girls Club in our community is GREAT! This needs assessment will help guide us to focus on what and where our needs are, and how we shall best go about addressing those needs.

I. COMMUNITY PROFILE



Salina, Kansas is located less than 2 hours from the geographic center of the United States, which is at latitude 39-50 N and longitude 98-35W, near Lebanon, Kansas. Salina is a community located at the confluence of the Saline River, the Solomon River, the Mulberry and Dry Creeks, and the Smoky Hill River.

Being located near the center of Kansas, Salina is the largest city in Saline County and a regional center for north-central Kansas. According to the U.S. Census, the population of Salina in 2023 was 45,792, a slight decrease from 2022, at 46,601.

In 2023, the Salina median household income was \$56,945, equal to 2022 at \$56,945. When compared to the statewide average of \$69,747 in 2024, the median income in Salina was \$59,687, significantly less, by an average of 14+% less than the state median income.

Salina is a richly diverse community, of which 42.8% are African American, Hispanic, Asian, and/or Hawaiian-Pacific, and other multi-ethnic, while the remaining 57.3% are Caucasian.

A. Current Community Supports and Services

Following is a list representing some of the agencies which provide OOSA (Out of School Activities) in our community:

- Salina Public Schools: <https://www.usd305.com/>
- Salina YMCA: <https://www.salinaymca.org>
- Salina Public Library: <https://salinapubliclibrary.org>
- Salina Art Center: <https://www.salinaartcenter.org>
- Big Brothers Big Sisters: <https://www.bbbssalina.org>
- “The City”: <https://www.thecityteencentcenter.com/>
- City of Salina: Parks and Rec Department: <https://www.salina-ks.gov/media/Parks%20and%20Recreation%20Doc/Summer2023.pdf>
- Trinity Methodist “Backpack Program: <https://www.triumc.org/family/children/>
- The Best 10 Child Care & Day Care near Salina, KS: https://www.yelp.com/search?cflt=childcare&find_loc=Salina%2C+KS

II. YOUTH AND FAMILIES



Looking at our community in Salina reveals need for a program such as a Boys & Girls Club. In the state of Kansas in 2023, there were 722,726 youth, ages 0-18 years of age. From 2014 until 2023, youth under the age of eighteen in Kansas in the past 9 years, have decreased by 3.2%.

SALINA PUBLIC SCHOOLS

Of the 722,726 youth under eighteen in our state, the City of Salina has 6,793 of those, ages 5-18 enrolled in USD #305, the Salina Public School System. Youth under eighteen comprise 24.71% of our county's population.

Salina Public Schools serve almost 15% of our city's population. Other interesting data, significant to this discussion, is that Salina's graduation rate has ranged between 88.27%-93.7% the past few years in Salina Public Schools.

A. USD #305 Enrollment

- Total enrollment for grades 3, 4, and 5 for the 2024-25 school year is 1,439.
- Projected enrollment for grades 3, 4, and 5 for the 2025-26 school year is 1,506.

B. Academic Achievement

Standardized assessments demonstrate that most USD #305 students test at Level 1 or Level 2—indicating limited or basic subject matter understanding and skills needed for postsecondary readiness. The following table details assessment levels by year and subject matter for all grades.

2023-2024 USD #305 Local Standardized Assessments by Level				
	Dist. - 2023	Dist. - 2024	State 2023	State 2024
Mathematics				
% Level 1	33.83	34.45	33.13	33.24
% Level 2	36.69	37.05	35.55	35.14
% Level 3	21.36	20.66	21.28	21.27
% Level 4	8.11	7.82	10.01	10.33
English Language Arts (ELA)				
% Level 1	34.36	34.18	32.89	32.77
% Level 2	34.51	35.22	33.91	33.67
% Level 3	23.97	23.23	24.99	25.28
% Level 4	7.13	7.35	8.18	8.27
Science				
% Level 1	41.21	39.68	40.31	39.72
% Level 2	28.97	29.98	28.54	27.98
% Level 3	20.29	19.73	19.33	19.72
% Level 4	9.51	10.59	11.8	12.56
Kansas Report Card 2023-2024, https://datacentral.ksde.org/default.aspx				

C. English Language Learners (ELL)

The number of students who are not proficient English speakers, or English Language Learners (ELL), increased 1.82% (126 students) between the 2022-23 and 2023-24 school years.

- In the 2022-23 school year, 7.11% of students were ELL.
- In the 2023-24 school year, 8.93% of students were ELL.

D. USD #305's MTSS Academic Remediation Plan

Multi-Level Support Systems:

MTSS is a framework that helps schools provide academic, behavioral, and social-emotional support to all students. MTSS is designed to ensure that all students receive the support they need to succeed, and it is based upon the idea that all students need a bottom layer of support.

Key Features Of MTSS:

1. Data-driven decision making: (inform decision making about program improvement, instruction, and intervention).
2. Progress monitoring: (monitor student progress to ensure that students are growing).
3. Multi-level prevention system: (MLPS to address student needs).
4. Screening: (MTSS includes screening as a component).
5. Family engagement: (MTSS promotes family engagement through communication and involvement in intervention planning).

The basic model is as follows/best practices: learn, instruction, track, intervene, analyze. The tiered intervention plan Tools are: Intervention Plan Wizard, Progress monitoring, Analysis, Collaboration, Professional Development.

USD #305 SURVEYS

In July 2024, several volunteers gave their time to hang out at the “Back to School fair” and obtain survey responses for this needs assessment.

Three distinct audiences were targeted for survey participation: USD #305 students, parents and staff members. We were blessed that this fair came along when it did, as it was summertime and school was not in session. Although it limited our number of respondents, the fair facilitated our ability to survey students, staff and parents at this event. Thanks again to those individuals.

A. Summary of Student Surveys

Five students responded to the student survey.

Student Learning and School Bullying

- A vast majority (80%) of students surveyed responded that they work on homework after school. All agreed that they sometimes need help with their homework.
- 80% of students who replied report either having been bullied or report that they have witnessed bullying at school. They report that kids bully: 1) because they have lost someone special to them, 2) because they can be mean, and 3) they bully others because they are homophobic.

Afterschool Activities



100% of those surveyed shared that there are barriers to them attending afterschool activities, whether it be that there are no activities available or the ones available are not of interest to them. 60% of those surveyed do not participate in after school activities. When there are activities that interest them, they are either too expensive or do not have transportation to the activity. 60% of the kids surveyed plan to go to a 4 year college.

Students were asked to identify activities for an afterschool program that they feel are important to them. **All students identified homework help, reading enrichment, writing, math, science, arts and music, sports, assistance and information with drug and violence prevention, anger management skills, college and career readiness and doing community service.**

They report that the activities that their parents and families would most like available to them would be college financial aid assistance information and family activity nights (each 80%). Second most requested were parent training classes and adult education literacy assistance (each 60%).

B. Summary of Teacher Surveys

We received responses from 7 staff members, representing 4 of the 8 elementary schools.

Student Learning

- Most teachers (86%) said between 25 and 50% of their students complete their homework daily
- Most teachers (71%) said approximately 75% of students could benefit from assistance on homework
- Most teachers (86%) feel that half or more of their students regress during summer breaks. The most significant summer learning loss is in reading and math.

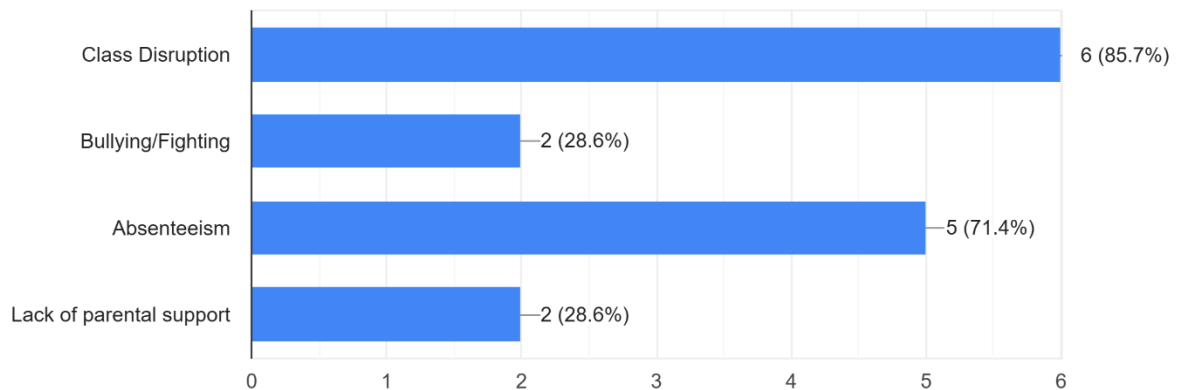
Higher Education

- A minority of teachers (29%) felt that most of their students currently plan to attend college.
- Teachers felt their students' barriers to higher education were low grades, cost, and lack of role models.

Behavioral Issues

Please indicate the most significant behavioral issue(s) present at your school:

7 responses



Afterschool Activities

Most important afterschool activities identified by teachers, by importance, are:



- homework help (100%)
- anger management (100%)
- tutoring (86%)
- sports and fitness (86%)
- community service projects (86%)
- reading enrichment (71%)
- drug and violence prevention (71%)
- college readiness (71%)

They identified activities most beneficial for parents as: family activity nights, parenting classes, help applying for college/scholarships, and adult education. Barriers to participating in activities are identified as: lack of child care and/or transportation and then as activities that are not interesting to them.

Recommendations

Teachers were asked to share any recommendations or comments they had regarding community partners or services that should be a part of the afterschool program. Three responses were received:

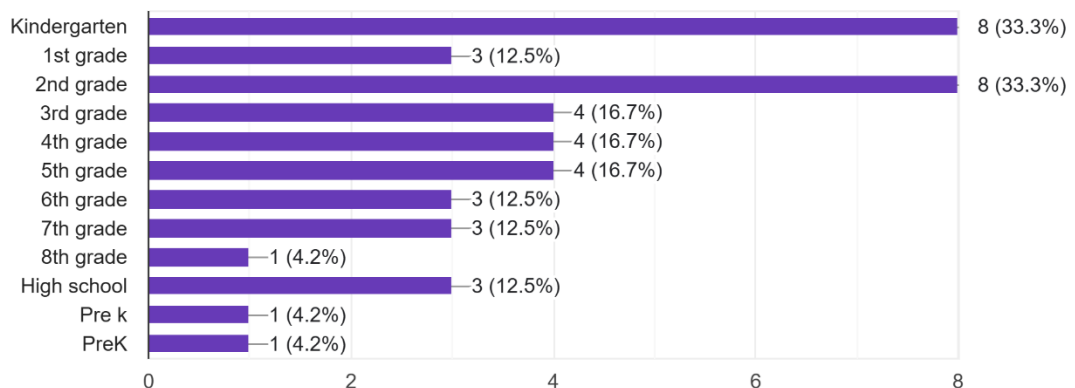
- Community partnerships
- YMCA. Churches. Salina Fieldhouse. City of Salina.
- Nothing at this time

C. Summary of Parent Surveys

Responses were received from 24 parents.

Please indicate which grades your child(ren) will attend for the 2024-2025 school year.

24 responses



Student Learning and School Bullying

- 67% of parents indicated their child needs help completing homework after school; 82% of parents whose kids need help provide it themselves or another parent does.
- 83% of parents said it would be beneficial to have more information about what their child is learning in school.
- In response to whether their child had ever witnessed or been subject to bullying at school, 41.7% replied yes, 33.3% did not know, and 25% said no.

Current Afterschool Activities and Barriers to Participation

- 58% of respondents say that their child does NOT participate in afterschool activities. The top reasons are stated as: no activities available, activities are too expensive and lack of transportation.
- 83% list after school as the ideal time for programming.
- Regarding transportation, parents split evenly on whether their child would need transportation provided home from an afterschool program.

Wanted Afterschool Activities



Most important afterschool activities identified by parents, by importance, are:

- homework help (96%)
- sports and fitness (83%)
- anger management (83%)
- reading enrichment (79%)
- writing enrichment (79%)
- community service (79%)
- arts & music (75%)
- nutrition education (75%)

Parents identified family nights as the parent activity they would be “most likely to attend” (71%).

Recommendations

Parents were asked to share any recommendations they had for services that should be a part of the afterschool program. Seven responses were received.

- FFA, sports camps for sports not otherwise applicable.
- Autism awareness
- Help that is equipped to handle special needs children. For example a child with Autism, ADHD, and behavioral issues.
- Partnerships with area churches would be a great idea



- When I worked at BGC Manhattan, I really wanted to start up and lead a music based service for teens, predominantly. I just graduated with a Bachelor's of Science in Music Production from The Los Angeles Film School and would still love to either do this myself or have someone start it here in Salina. Not only is it music, but music is very STEM oriented. There's a ton of youth wanting to make music, and I feel it would be beneficial for Salina youth.
- Food services such as providing food and sending food home with kids who don't get enough food at home. Also autism services. People trained to work with kids who have autism and know what to do to help calm them down in a melt down.
- Life/sport mentors, reading groups/book clubs, community service options, bible study, robotics.

III. WELL-BEING

A. Poverty

Growing up poor has wide-ranging and long-lasting potential repercussions. Poverty elevates a child’s risk of experiencing behavioral, social, emotional and health challenges. Child poverty also may reduce skill-building opportunities and academic outcomes. It may undercut a young student’s capacity to learn, graduate from high school and more.

For 2023, the poverty guideline in Kansas is \$14,580 for a one-person family/household and \$19,720 for a two-person family/household.

“The stress upon families in poverty and the challenges that come with that can also contribute to the impact upon behavior and outcomes for students. We all know that youth thrive best when they grow up in stable families, neighborhoods, classrooms and communities With high quality schools, abundant job opportunities, reliable transportation and places for recreation and have a positive sense of belonging. However, across our country, millions of kids are living in unsafe, unstable environments.”

Lisa Hamilton, President and CEO
The Annie E. Casey Foundation

2023 Poverty Levels				
	Salina	Saline Co.	Kansas	National
2023 % Persons in Poverty	13.1%	11.5%	11.2%	11.1%
2023 % Youth Under 18 in Poverty (5 year est.)	Unavail.	13.1%	13.7%	16.3%
2023 % Youth 5 to 17 Years in Poverty (5 year est.)	Unavail.	14.5%	13%	15.9%
Source: U.S. Census Bureau				

Data reflect an increase in poverty in Salina of approximately 4.3% or almost 2,000 more of our citizens.

B. Homelessness and Food Insecure

In USD #305 for the school year 2022-2023, 1.65% of USD #305 students qualified under the McKinney-Vento Act as homeless. In the school year 2023-2024 the rate had increased to 2.99%. That correlated in the 2023-2024 school year that approximately 203 students who attended Salina Public Schools were considered homeless. That represents a significant increase over the previous year. (Subtitle VII-B of the McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness.)

Beyond student and family households reported as qualifying for the McKinney-Vento Act, (poverty level/homelessness) in Salina Public Schools, data is unavailable to know the percentage of housing or food insecure/unstable in USD #305. However, it is estimated that 14% of youth under the age of eighteen in the state of Kansas are housing or food insecure/unstable.

Free and Reduced Lunches



Another concern that impacts learning is the fact that 60+% of the student body qualify for free and reduced food programs.

The current rate for the Free and Reduced Lunch program in USD 305 is approximately 67-68%. The school year began this year with 60%, marking yet another concerning element

of the needs of our youth. Knowing the impacts of poverty upon student learning, one can easily see the need is great in our school and our community. 60+% of our 6,793 K-12 students in Salina Public Schools/USD #305, qualify for Free and Reduced.

C. Impact Of Behavioral/Discipline/Violence

Behavioral issues (such as: discipline/bullying, ISS, OSS, criminal threats, arrests, and violence) impact learning and well-being.

The impact of violence upon students (data from 2022-2023):

- 4% of students have engaged in violent acts (FY 22-23)
- 370 discipline referrals
- Discipline referrals and suspensions: FY 22-23:
 - Total referrals: 3,226
 - Suspensions: 832
- Bullying rates or incidents: FY 22-23: a little over 1,000 incidents

Impact of Violence and Behavior: Salina Public Schools

In the 23-24 school year of the students who were surveyed: 80% report having either been bullied or having witnessed bullying. Research shows that not only is the impact upon those who have been bullied traumatic, but also, the impact upon a witness who has observed bullying can be just as great as those who were bullied. Research has shown that young people need safe adults who will listen to the students' concerns and provide them with some options/tools to respond to their concerns, hence increasing their safety or sense of well-being.

Impact of Offenses/Charges/Arrests

Salina Police Department Data

Juvenile Arrests (Individual Arrests)				
Year	Summoned	On view	Warrant/Previous Offense	Total
2023	281	128	15	424
2024 Partial (*1/1-7/31)	132	51	17	200
Total	413	179	32	624

Juvenile Arrest Charges (Violent/Non-Violent)			
Charge Type	2023	2024 (1/1-7/31)	Total
Violent Charges *Murder/nonnegligent manslaughter, forcible rape, robbery, and aggravated assault	30	6	36
Drug Charges	91	47	138
Non-Violent/All Other Charges	562	289	851
Total:	683	342	1025

Statistics by charges *A single arrest may include multiple charges.

Arrest Charges by Crime Code Description		
Offense	2023 Total	2024 Total (1/1-07/31)
(09A) Murder & Non-Negligent Manslaughter	2	0
(11A) Forcible Rape	1	1
(11B) Forcible Sodomy	0	2
(11D) Forcible Fondling	0	1
(120) Robbery	15	1
(13A) Aggravated Assault/Battery	12	4
(13B) Simple Assault/Battery	66	44
(13C) Intimidation	27	25
(100) Kidnap/Abduct/Restraint	0	1
(200) Arson	15	3
(220) Burglary/Breaking and Entering	3	4
(23) Larceny/Theft Offenses	91	19
(240) Motor Vehicle Theft	1	0
(250) Counterfeiting/Forgery	1	1
(26A) False Pretenses/Swindle/Confidence Game	1	0
(26B) Credit Card Automatic Teller Machine Fraud	10	7
(290) Damage/Vandalism/Destruction of Property	45	36
(35A) Drug/Narcotic Violations	46	26
(35B) Drug Equipment Violations	45	21

(370) Pornography/Obscene Material	0	6
(520) Weapon Law Violations	2	2
(90C) Disorderly Conduct	31	18
(90D) Driving Under the Influence	5	0
(90E) Drunkenness	0	1
(90F) Family Offenses/Nonviolent	1	0
(90G) Liquor Law Violations	15	9
(90J) Trespass of Real Property	42	10
(90Z) All Other Offenses	115	65
(O) No Crime Code Required/not reportable to KBI/FBI such as traffic and other city code violations	91	35
Total	683	342

Statistics by charges *A single arrest may include multiple charges.

D. Truancy



The impact of chronic absenteeism on students is not only missing out on instruction, but also, while not attending school, it can increase their sense of lack of well-being and increase their risk of safety. Absenteeism rate in USD #305 the past three years has hovered around 23%. Since the Covid-19 pandemic, the rate of absenteeism in Kansas public schools has increased and has spurred our state's discussion to the point of prompting a specific goal to address the "Chronic Absenteeism" in Kansas. Students are considered chronically

absent who miss 10% or more of school days per year, with or without a valid excuse.

Truancy Rate and Chronic Absenteeism Rates		
	USD #305	Kansas
Truancy		
2022-23	23%	21.8%
Chronic Absenteeism		
2022-23	23%	21.8%
2021-22	32.8%	25.4%
2020-21	19.6%	17.5%
2019-20	13.4%	13.9%
Sources: USD #305 and K.S.A. 72-5178 Accountability Reports		

SUMMARY: The data provided regarding our community's youth, by our Salina Police Department and our Salina Public School District, suggest that exposure to behavioral, bullying, and violent incidents, in addition to absenteeism, has a large impact upon many of our kids. Most particularly, those who are struggling with lack of structure/belonging/connections/support/encouragement/and positive role modeling.

E. Recent National Trends in Child Well-Being

In 2022, as COVID-19 restrictions eased, the impact of the pandemic on child well-being became evident. Six indicators worsened between 2019 and 2022, including educational achievement and the child and teen death rate. Between 2019 and 2021, the percentage of children scoring proficient or above in reading and math declined sharply. While this trend may have stabilized in 2022, the data indicate a significant setback in educational attainment. The child and teen death rate also remained elevated in 2022, with 17 deaths per 100,000 children and adolescents, compared to 14.7 in 2019.

However, some positive trends emerged:

- Parents' economic security improved significantly, with 62.4% of children living in economically secure homes in 2022, compared to 58.4% in 2021.
- The child poverty rate decreased from 17.2% in 2021 to 15.9% in 2022, returning to pre-pandemic levels.

F. Child Well-Being in Health and Family

Positive trends were also observed in the family and community domains. Fewer children lived with parents lacking a high school diploma, and the number of children living in high-poverty communities decreased. The teen birth rate reached a record low in 2021 and remained stable in 2022 at 14 births per 1,000 teen females.

These positive changes demonstrate how effective policies that address the root causes of challenges can contribute to significant improvements and create a brighter future for young people.

During the same time periods as these positive trends occurred, some concerning trends also surfaced. One for example is: between 2016 and 2020, nearly 26% of children ages 3-17, nationwide, had anxiety and/or depression in the U.S.—likely a negative impact from living through the changes and stress of the pandemic.

E. Impact Of COVID-19

Initially discovered in Wuhan, China, in late 2019, COVID-19 entered the conversation in the United States in January of 2020. The Centers for Disease Control and Prevention (CDC) alerted the nation of the outbreak abroad. Later that month, the first national case of COVID-19 was reported in the state of Washington; by January 24, and soon thereafter, the virus had made its way to Chicago. The outbreak escalates...

"In March of 2020, life as we had known it changed dramatically, forever."

Lisa Hamilton, President and CEO
The Annie E. Casey Foundation

COVID-19 soon was impacting all of America.

Businesses, churches and many other institutions closed. But most importantly, our public school educational system physically closed its doors to learning, due to the extreme danger of death from the COVID-19 virus. A scramble ensued amongst educational systems creating and devising make-shift models on how to instruct students who no longer came to school for the following 3 months, March through May of 2020. It tested the best of school districts, school staff, families and most importantly, students. The impact upon student learning became increasingly evident.

Gaps in learning occurred. Students were lacking in learning as their normal school time was "interrupted", however, not only was the fact that learning was interrupted, but also the manner of learning to which they were accustomed was interrupted. However, even more devastating than the loss of learning was the regression in learning which occurred, that students fell backwards in achievement while not physically learning in the traditional school setting. And now, our national public educational system is left picking up the pieces that were lost.

According to the Annie E. Casey Foundation

The impact of COVID-19 upon student and education proved and displayed unprecedented declines in student math and reading proficiency that were directly correlated by the COVID-19 global pandemic's effect upon education. The latest data from the National Assessment of Educational Progress reveals that between 2019 and 2022 fourth grade reading, and eighth-grade math scores plummeted, representing decades of lost progress. This alarming trend underscores the urgent need for action to address the growing academic disparities among U.S. students. "Today's students, who will comprise America's future workforce, are ill-prepared for the high-level reading, math and critical thinking skills required in a competitive global economy." That result and concern rang out loud all around our country, post-COVID. The failure to adequately prepare our children will have dire consequences for their futures and for the economic vitality of our nation (The 2023 KIDS COUNTS Data Book, released by the Annie E. Casey Foundation).

There are so many things that impact us as individuals, not to mention on student's learning. Research has shown that income at or below the federal poverty level is insufficient to meet basic needs of our youth and our youth families. The National Center for Children in Poverty defines "Low-income families" as those with an income twice the federal poverty level (200%). Family structure and a child's race/ethnicity can impact a child's likelihood that they live in a low-income family. Not feeling safe, by being threatened, or by failing, all can accumulate to an add to a sense of failure, hopelessness. A concern that surely impacts students' learning is the fact that 68% of our Salina Public School students qualify for free and reduced-price lunches.

Academic achievement/poverty/experiencing a climate of increased lack of safety, security/increased ELL learners, not to mention the global pandemic, have all impacted our youth and our students and their future.

The result of the impact of COVID-19, underscores the urgent need for action to address the growing academic disparities among U.S. students, particularly of concern to us those in our community.

IV. SERVICE GAPS AND BARRIERS TO ACHIEVEMENT AND WELL-BEING

A. Educational Gaps in Learning

When we discuss “Achievement for Youth” &/or “Academic Achievement” we feel it is integral to the discussion to mention that there are a variety of factors which can impact ‘achievement’ and success and well-being, other than academics alone. Barriers to achievement and Well-Being in the lives of youth...such as: impact of truancy, poverty, homelessness, food insecurity, the impact of behavioral and violence and health issues, and last, but not least, the monumental the impact of loss of learning and trauma, from COVID-19. The impact of COVID-19 alone, underscores the urgent need for action to address the growing academic disparities among U.S. students.

B. Gaps in Some of Our Community Organizations

Volunteers

Big Brothers Big Sisters of Salina summary: we currently cannot meet the needs, as the needs are outgrowing the services provided in the community.

Child Care

Availability of child care, especially quality/affordable child-care in our community, as well as all communities, is at/or close to a crisis level at this point. The obvious takeaway here is that the need for daycare is greater than the programs available and affordable to many. This draws a distinct parallel for us regarding need versus afterschool programs available. Boys & Girls Clubs provide a positive and safe alternative to families who desperately need this, literally to survive.

Staffing

Central Kansas Mental Health Center: currently the needs are outpacing the services and providers. The greatest challenge to services is finding the staff to provide them and it is not always funding driven. Not only typical needs for funding, but also staffing.

Cost and Transportation

Some of the greatest barriers for Out-of-School-Time (OOST) are cost and transportation and now additionally, staffing.

V. SUPPORTS AND SERVICES

The Salina Public Library has a great variety of offerings for many various levels of ages. They vary in length, but most are one day per week for a few weeks, or one day, several hours. etc. and most are offered in this short-term format. The YMCA offers an “After-school” program to 5 of our 8 elementary schools.

We discussed programs and services that are available across our community. Programs vary by ages offered to, day and time offered, length of time offered, what is offered and where, and what the cost of the offering amounts to.

Child Care in Salina

The obvious takeaway here is that the need for daycare is greater than the programs available and affordable to many. This draws a distinct parallel for us regarding need versus afterschool programs available.

SUMMARY



Meeting “BASIC NEEDS” is a guiding principle for Boys & Girls Clubs. The data provided indicates that many of our youth are struggling with lack of structure, a sense of belonging, stability, lack of academic success and accomplishment, encouragement and support, and positive role modeling. The research from and within our community, and from the data gathered, we believe there is not only the need for additional support, but most particularly, from an organization that specializes in serving and supporting youth needs. **From our research, the Boys and Girls Club is a perfect fit.**

STRENGTHS OF OPENING A BOYS & GIRLS CLUB IN SALINA

“Begin small. Be successful. Build from there.”

It seems anyone with any experience regarding the above statement has likely learned the lesson above. Whether regarding a family, an organization, a business, etc. Planning as best one can to be successful and build from there, always seems to be the most prudent.

We believe the above to be a winning mantra and a building block in planning our recommendation for the future of a Boys & Girls Club-of Salina!

After what seems like a ton of research and data gathering and incidental comments across our community, we recommend that there is not only the need for a Boys & Girls Club in Salina, Kansas, but there is also support and growing excitement over the possibility of such a great organization being in our community.

“Greatest challenge to services is finding the staff to provide them and it is not always funding driven.”

Recalling the above quote, and due to current increasing challenges regarding staffing issues in the U.S. at this point, and all points within, we feel we need to be proactive and use concerted efforts to make the best decisions for the youth of our community regarding establishing a Boys & Girls Club in Salina.

Because of staffing concerns and the great demands upon staffing in serving younger children, we recommend that we should consider not immediately serving the youngest students, as staffing needs for younger children are always greater. Also, research shows us that our students in grades 6-12 seem to have many more opportunities available to them for Out-of-School-Time activities, much due to many opportunities provided by our schools. Therefore, we are recommending that we begin by serving students in grades 3-5.

Immediate needs that we are pursuing and need to continue to pursue, are:

- addressing funding,
- facility needs
- staffing

In summary, the opportunity lays right before us now: **the opportunity for us, as a community to connect and value, and encourage, and educate, and immerse in opportunities, and to nurture our youth of Salina**, to provide the best person and citizen going forward, both in our own community, and around the world, wherever they may go!

Respectfully submitted,

Annie Grevas and Greta Lagerberg,
Boys & Girls Club of Salina founding advisory board members, and authors of this document.

ACKNOWLEDGEMENTS AND REFERENCES

*Data throughout this needs assessment include the most recent data at time of writing that was available and is dated when available. All data reported here ranges between 2019-2024.

Annie E. Casey Foundation

<https://www.aecf.org>

(kids count. Saline county/state of Kansas)

Big Brothers Big Sisters of Salina

<https://www.bbbssalina.org>

Boys & Girls Clubs of Hutchinson

<https://www.bgchutch.com/s/>

Lance Patterson, Chief Executive Officer

Lindsey Fields, Director of Operations

Central Kansas Mental Health Center, Salina

<https://www.ckmhc.org>

Child Advocacy and Child Services

<https://capsofsalina.org>

Paul Forester, Ex. Director.

Vicki Price and Lori Blake

Child Care & Day Care near Salina, KS

https://www.yelp.com/search?cflt=childcare&find_loc=Salina%2C+KS

City of Salina: Parks and Rec. Department

<https://www.salina-ks.gov/parks-and-recreation>

Jeff Hammond, Director of Parks and Recreation, CPRP

Greater Salina Community Foundation

<https://gscf.org>

Michael Chambers, V.P. Of Community Impact

Jessica Martin, Executive Director

“The Power and Race Research Action Council” (Using CARES Act Flexibility to Address Systemic Educational Inequities & Bring Students Together (NCSD, August 2020))

Salina Area Chamber of Commerce

<https://www.salinakansas.org>

Salina Art Center

<https://www.salinaartcenter.org>

Saline County Health Department

<https://www.salinecountyks.gov/health-department>

Jason Tiller

Salina Public Library

<https://salinapubliclibrary.org>

Salina Public Schools:

<https://www.usd305.com/>

Linn Exline, Superintendent

Jody Craddock-Iselin, Director of Student Support Services

Deborah Howard, Executive Assistant to the Superintendent and Board Clerk

Salina YMCA:

<https://www.salinaymca.org>

Angela Mitchell, SACC Director

“The City”

<https://www.thecityteencenter.com/>

Shawn Copeland, Director

Trinity Methodist Church, “Backpack Program”

<https://www.triumc.org/family/children/>

Directors: Tammy Dee’s and Liz Garrod

Salina United Way

<https://www.unitedwaysalina.org>

Christina Small, Executive Director

U.S. Census Bureau:

<https://www.census.gov>

USD #305 Back to School Fair:

Millie Moye, Paul and Brenda McDaniels, Nikki Kerwin, Jon Blanchard

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