



Day 2 Breakout Session Summary

April 27, 2021

Addressing Students' Social Emotional and Mental Health Needs

Presenters: Ethan White, Peggy Zherdev, Lauren Quient, and Kasey Earnest of the [Boys & Girls Club of Malibu](#)

This tabletop discussion explored the development of a social and emotional learning course to support students' long-term mental health.

Session Highlights

- » The Boys & Girls Club of Malibu partners with the Santa Monica-Malibu Unified School District and the Santa Monica College to integrate multi-tiered systems of support into local schools.
- » They received a discretionary grant award, Assessing and Addressing Woolsey Fire Related Trauma in Malibu Public Schools, from the Substance Abuse and Mental Health Services Administration. Responding to needs arising from the Woolsey Fire has given them experience and insight into the need for long-term mental health supports.
- » They offer a dual credit, social and emotional learning course, Empowered Voices. It has four units.
 - › Responding to Crisis
 - › Cultivating Self-confidence
 - › Social Justice
 - › Community Impact
- » While the course was developed as a Tier 1 support, students also receive one-on-one mentoring.
- » They are planning to scale the program nationally in partnership with the Boys & Girls Clubs of America.

Shared Resources

- » [50 State Afterschool Network Contacts](#)
- » [Behavior Support Toolkit: A Trauma-Informed Approach to Behavior Support](#)
- » [Center to Improve Social and Emotional Learning and School Safety](#)
- » [Maximize Student Recovery: Community-Based Afterschool and Summer Programs Accelerate Student Learning](#)
- » [Partnerships in Action](#)
- » [Readiness and Emergency Management for Schools Technical Assistance Center](#)



Questions and Answers on Addressing Students' Social Emotional and Mental Health Needs

How do you recruit and engage youth for your program?

Being located onsite at schools helps. The Boys & Girls Club of Malibu has its own facilities and buildings, but they are on school grounds. Being on campus provides the program direct access to students and allows them to integrate their curriculum into the school day. This access also makes recruitment for afterschool easier.

Have other Boys & Girls Clubs used this social and emotional learning program?

The program was piloted with other clubs early in the pandemic, and there are plans to scale it nationally in partnership with the Boys & Girls Clubs of America.

How do you track program success?

The Boys & Girls Club of Malibu's grant with the Substance Abuse and Mental Health Services Administration has strict data collection requirements (e.g., empathy measures, screening for adverse childhood experiences, the Hemingway: Measure of Adolescent Connectedness). Reporting is submitted into a national system run by the National Institutes of Health.

Do you have recommendations for those seeking federal funding for social and emotional learning or mental health programs?

Make sure that the goals and objectives of the funding announcement fit with your organizational capacity (i.e., fit with what you are doing or are capable of providing).

What are some lessons learned from your programming?

The strength of a partnership is very critical, and it deepens when you've been intentionally working with a district over time.

