

ATTACHMENT 3

Action Area Eligible Activities Social and Emotional Learning Supports through quality OST programs

Evidence-based or promising practice programs and services in this category should address outcomes and performance measures that result in:

- (1) Academic, social and emotional benefits to youth, including higher grades and test scores, development of social skills, reduced drop-out rates, and increased attendance; and
- (2) Safe, accessible and engaging place to go after school and during the summer to prevent risky behaviors and promote health and wellness.

Rationale:

Children's ability to be empathetic, manage emotions, manage their time, solve problems, and persist when challenged depends on the opportunities they have had to name, practice and be rewarded for these skills. Physical well-being and social/emotional development are crucial factors in being ready for learning – both when first entering school and at each stage along the way, up to and including post-secondary education entry.

Safe, secure children are much more likely to be emotionally, socially and academically ready for school- and for life. Children who are exposed to adverse childhood experiences are at higher risk for learning difficulties, emotional problems, developmental issues and long-term health problems. While attachment to a caregiver is essential in the early years, it is equally important that older youth have a trusted adult in their life. High school youth in Palm Beach County are more likely to turn to friends when feeling sad, empty, hopeless, angry, or anxious than to an adult. Social and emotional skill development is essential for knowledge development in academic content areas and for avoiding risky behaviors. Below is a compilation of the many recommendations for services:

Suggested Uses of Available Funds (based on recommendations included in the Youth Master Plan):

- Programming resulting in development of social and emotional skills in youth.
- Programming resulting in youth's cognitive, behavioral and social/emotional engagement. Youth will learn problem-solving; have opportunities to exercise collaboration, leadership, and choice; identify things of interest; and, feel socially supported within the environment.
- Provide opportunities for young people to get involved in their community and assume leadership roles.
- Expand OST time and summer supports available and accessible for all students at all ages.
- Build socialemotional learning (SEL) skillsets of adults to influence their effectiveness in supporting youth SEL.
- After school and OST activities for middle and high school students that enable mentors and coaches to support SEL and that builds a relationship with law enforcement.
- Increase training and professional learning opportunities for all frontline professionals working with SEL development and/or providing OST supports to promote equitable practices, including:
 - Cultural competency training with a focus on understanding homelessness, depression, and gender identity among LGBTQ youth
 - Racial and gender equity training
 - Special needs awareness and inclusivity training

Please review the Birth to 22 Appendix, Section 3, subsection 3.3.2

(<http://pbcbirthto22.com/pdf/APPENDIX%20YMP%20SECTION%203%20ONLINE.pdf>), for a list of Evidence-Based and emerging programs.