



Wraparound Waltham

Year 3 Annual Report 2021-2022 Academic Year Program Summary

Prepared for Newton-Wellesley Hospital by
The University of Massachusetts Donahue Institute

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Wraparound Waltham Evaluation Team

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Wraparound Waltham Program Overview

In October 2019, Newton Wellesley Hospital awarded a four-year grant to Waltham Partnership for Youth (WPY) to implement Wraparound Waltham. Designed as a multi-agency collaborative, Wraparound Waltham works in partnership with Waltham Public Schools, Doc Wayne, Children’s Charter, The Right to Immigration Institute, and the Waltham Boys and Girls Club to support newcomer, emerging bilingual students attending Waltham High School. Wraparound Waltham focuses on Latinx Spanish-speaking students and their families, who have immigrated to the U.S. within the last 2 years and may benefit from additional supports to be successful in school. The program leverages in-school and out-of-school support designed to address needs such as food and housing; health and mental health care; immigration representation and support; linguistic and social inclusion; school belonging and engagement; and academic progress.

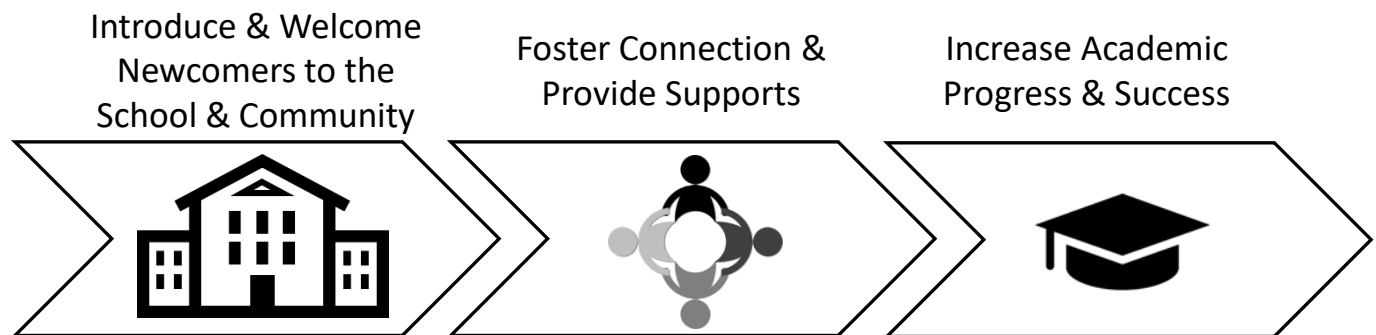
Wraparound Students are:

- *Newcomers who have immigrated to the U.S. within the last 2 years*
- *Latinx emerging bilingual students*
- *Recently enrolled at WHS*
- *Wraparound Welcome Class participants*

Students referred in prior grant years receive continued Wraparound supports.

Wraparound Waltham aims to:

- **Support emerging bilingual newcomer students and their families from Latin America**
- **Provide academic and non-academic supports to newcomer students fostering school and community belonging, emotional safety, and well-being**
- **Facilitate access to school and community information, resources, and services**
- **Increase high school persistence, grade advancement, and graduation rates**



Wraparound Program Evaluation

The UMass Donahue Institute provides evaluation support and progress monitoring for this initiative. For the Year 3 evaluation, WPY submitted annual participant-level data and a project budget. WPY and all Wraparound Waltham Initiative partners also submitted annual narrative progress reports documenting program activities and outcomes.

This report summarizes Wraparound data and findings corresponding to the 2021-2022 academic school year and summer 2022, referred to hereafter as SY2021-2022.

Wraparound Waltham Initiative Partners

Wraparound Waltham is a collaborative of educators and service providers, led by WPY, working to address disparities in high school persistence, grade advancement, and graduation rates among Waltham newcomer students by providing individualized supports that address both the academic and non-academic needs of students and their families. Wraparound Waltham Initiative Partners include the following organizations:



Waltham Partnership for Youth (WPY) serves as the lead agency for Wraparound Waltham and provides overall program coordination, including collaboration with initiative partners, individual student engagement, student and family case management, provision of Flex Funds, and tracking Wraparound students' service utilization and progress. The Wraparound grant funded 2 full-time WPY staff during SY2021-2022.



Waltham Public Schools (WPS) identifies and provides academic supports to recently enrolled newcomer students at Waltham High School (WHS). WPS also houses and staffs key Wraparound program components at WHS (Wraparound Welcome Class) and McDevitt Middle School (Waltham Welcome Center) and assists with tracking Wraparound student outcomes.



Doc Wayne provides group support to Wraparound high school students to improve mental health, social emotional development, and connectedness. Doc Wayne offers innovative mental health programming reimagined through the lens of sport. Doc Wayne piloted the program with McDevitt Middle School students during SY2021-2022.



Children's Charter

Children's Charter provides group and individual support to Wraparound high school students to improve mental health, social emotional development, and connectedness. Children's Charter provides specialized supportive counseling for school age children and adolescents who have experienced trauma.



The Right to Immigration Institute (TRII) provides representation and advice related to immigration, as well as housing, public benefits, family, criminal, and employment matters affected by immigration status.



Waltham Boys & Girls Club provided space for Doc Wayne programming for Wraparound students during part of SY2021-2022. Moving forward, they will serve as a community resource, offering after-school activities.

Wraparound Waltham Key Program Components

Wraparound Waltham has continued to evolve based on the lessons learned during the first two years of the grant. Wraparound's key program components during SY2021-2022 include:

- **Wraparound Welcome Class (Welcome Class):** Integrated as part of the class schedule, the Welcome Class is a multi-week orientation for all Latinx emerging bilingual newcomer high school students. The class is co-taught in Spanish by the **WPY** Wraparound Coordinator and a **WHS** Academic Case Manager (ACM), with the goal of building a safe place where newcomer students can build relationships with peers and adults while learning about school and community resources. *New component. See page 6.*
- **Academic Case Management:** The ACM is a **WPS** educator, currently funded through the school district's NWH grant. The ACM co-teaches the Welcome Class at the high school and conducts regular check-ins with Wraparound students, prioritizing those whose Early Warning Indicator System (EWIS) data indicate that they are likely to face academic, behavioral, and/or attendance challenges. Check-ins often lead to the development of individual goals and strategies, and school-based referrals for tutoring, counseling, and academic support. *Fully implemented component. See page 7.*
- **Non-Academic Support Services and Referrals:** **WPY** Wraparound staff hold individual conversations with Wraparound students in the Welcome Class to learn about their interests and goals as well as any unmet student or family needs, including access to food, housing, healthcare, and basic needs. Wraparound staff make referrals to school and community resources as needed. For more intensive cases, students and/or families are referred to the Waltham Welcome Center. *See page 9.*
- **Mental Health Support Services:** Sports-based therapy, group support sessions, and individual therapy are provided to Wraparound students with identified needs and referred to Wraparound grant-funded clinical partners, **Doc Wayne** and **Children's Charter**. *See pages 10 and 12.*
- **Immigration Support Services:** Advice and representation related to immigration as well as housing, public health benefits, family, criminal, and employment matters affected by immigration status are provided by the Wraparound grant-funded partner **TRII** following needs assessment and referral through either the Welcome Class or the Waltham Welcome Center. *See page 14.*
- **Waltham Welcome Center (Welcome Center):** Located at McDevitt Middle School, the Welcome Center is an inviting space and central referral hub for **WPS** students and their families where **WPY** and **WPS** staff provide culturally sensitive support in Spanish, helping families access basic needs, medical and mental health services, extracurricular activities, immigration and legal services, school information, and other community resources. Staff also conduct outreach to Spanish-speaking families to make sure they are aware of important information and opportunities. *New component. See page 16.*

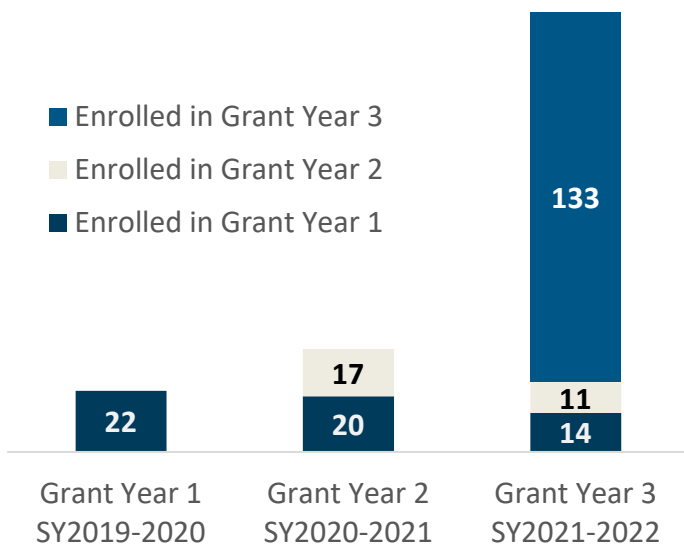
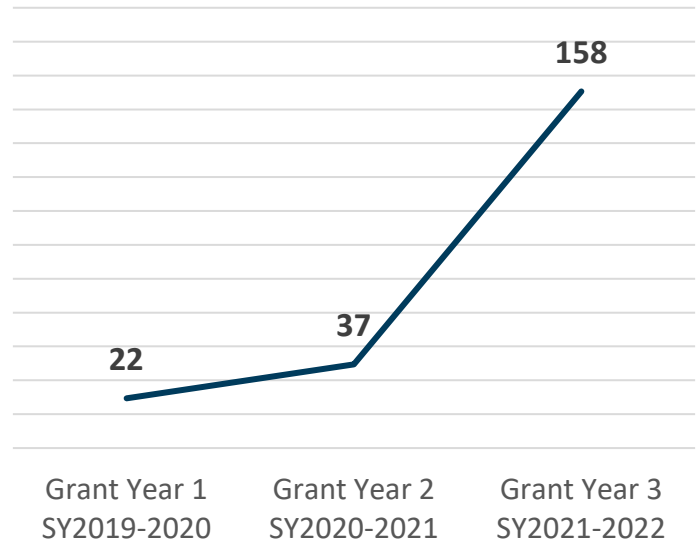
Wraparound Students Participating in 2019 - 2022

172

Latinx newcomer high school students participated in Wraparound Waltham across the three years of the grant.

The number of WHS students participating annually increased dramatically during the third year of the grant. The first two years of the grant coincided closely with the COVID-19 pandemic; remote / hybrid school and virtual programming greatly impacted student participation and engagement in Wraparound.

The return to in-person classes, alongside Wraparound’s new referral and engagement strategy, the Welcome Class, were key factors for the significant increase in the number of high school students served during the third year of this grant.



Alongside the dramatic growth in student participation, it is also important to note the continued engagement of Wraparound students across multiple years of the grant. Nearly two-thirds of Wraparound students originally enrolled in SY2019-2020 and SY2020-2021 continued to receive Wraparound services and supports during the third year of the grant. The remaining former Wraparound students no longer participating in SY2021-2022 either graduated (10%) or changed schools / left WHS (26%).

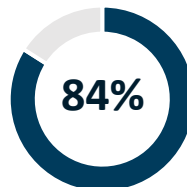
It is important to note that the reach of the Wraparound program extends far beyond the numbers reported above as services are offered to students’ family members and, with the opening of the Welcome Center, to the broader Latinx and Spanish-speaking immigrant community in Waltham. In addition, Wraparound piloted direct services to a small sample of McDevitt Middle School newcomer students with the goal of implementing and expanding Wraparound programming to the middle school in SY2022-2023.

Wraparound Students Participating in SY2021-2022

Grant Year 3 Wraparound students included all newcomer high school student enrolled in the Wraparound Welcome Class plus any prior Wraparound students (from Grant Years 1 or 2) who continued to engage in any Wraparound programming or referral services during SY2021-2022.

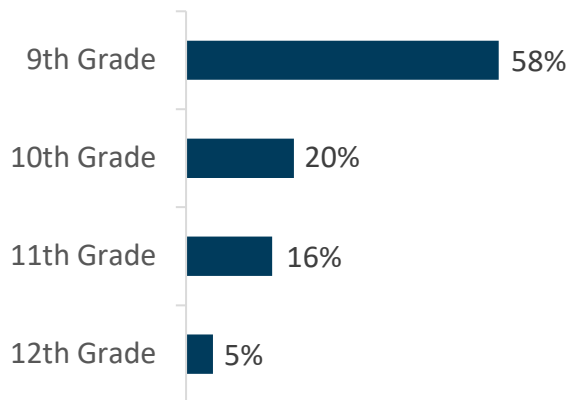


158 Newcomer WHS students participated in Wraparound programming during SY2021-2022.

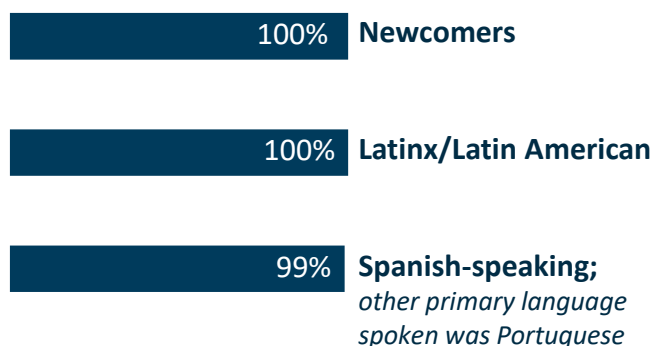


84% Of Wraparound students in SY2021-2022 were first time participants, enrolled through the Welcome Class.

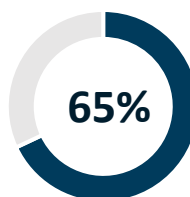
More than three-quarters of Wraparound students in SY2021-2022 were **9th and 10th graders**.



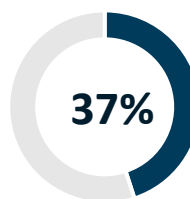
Wraparound students receiving services during SY2021-2022 were:



The Wraparound program aims to provide both academic and non-academic supports to help students stay enrolled in and thrive in school. Many newcomer students and their families may face barriers such as housing or food insecurity, economic pressure to work, lack of basic needs or transportation, lack of access to healthcare services, legal issues related to immigration status, mental health needs, and limited opportunities for connection.



65% Approximately two-thirds of Wraparound students had a documented need for non-academic supports.



37% More than one-third of Wraparound students had a documented need for mental health support.

During SY2021-2022, Wraparound staff held informal, one-on-one conversations with Wraparound students to identify those who may need additional non-academic support services and referrals. Approximately 40% of the Welcome Class completed a formal intake and needs assessment as part of this process. Wraparound staff intend to formalize and standardize this process – with each Welcome Class student completing the needs assessment in a one-on-one meeting with Wraparound staff – in SY2022-2023.

Wraparound Welcome Class Piloted in SY2021-2022

During the first two years of the grant, WHS staff and educators bore the responsibility of identifying and referring newcomer students they believed would most benefit from Wraparound services. This process proved time-consuming and difficult, requiring substantial coordination between Wraparound Initiative partners and significant outreach to students, particularly given its implementation during the onset of the COVID-19 pandemic. It also meant that, by design, not all newcomer students were being referred to Wraparound programming.

Beginning in Fall 2021, Wraparound began a new approach to student engagement—the **Welcome Class**. In this process, *all* Spanish-speaking Latinx newcomer students enrolled at WHS are invited to attend the weekly Welcome Class as part of their school schedule during their initial months at WHS. During this block, which is co-taught in Spanish by the WPY Wraparound Coordinator and the WHS Academic Case Manager (ACM), newcomer students are oriented to the school and community as a group using a structured and systematic approach. The Welcome Class is designed to connect students to trusted adults working at their school who speak their primary language, promote connections among newcomers, increase students' ability to navigate WHS, and raise student and family awareness of school and community resources and supports.

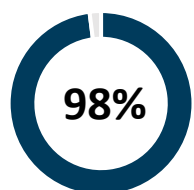
Typical Weekly Overview* of the Welcome Class Curriculum:

| | |
|---------|--|
| Week 1: | Introduction to Welcome Class & Navigating WHS |
| Week 2: | Who is Who at WHS |
| Week 3: | School Rules/Policies and Graduation Requirements |
| Week 4: | School Technology and Platforms |
| Week 5: | Self-Care, Creating Personal Goals and Objectives |
| Week 6: | Community Resources in Waltham, including presentations by community partners, such as TRII, Children's Charter, Doc Wayne, WATCH CDC, Charles River Community Health Center, and/or Waltham Boys & Girls Club |
| Week 7: | Group Support Session led by Children's Charter |
| Week 8: | Consent and Relationships Workshop led by REACH Beyond Domestic Violence |

*The curriculum is regularly modified based on staff reflections as well as input from school and community partners.

Academic Case Management in SY2021-2022

In addition to co-teaching the Welcome Class, the WHS ACM also conducts regular one-on-one check-in meetings with students after they have completed the Welcome Class, to continue relationship building, monitor students' academic and non-academic progress, and refer students back to the Wraparound Coordinator if the student would benefit from additional services. Check-ins often lead to the development of individual goals and strategies, school-based referrals for tutoring, counseling, and academic support.



98% of Wraparound students met individually with the ACM at least once in SY2021-2022.

2

Average ACM meetings

1-15

Range of ACM meetings

Wraparound staff and partners emphasized the critical role of the ACM in moving this work forward. WPS leadership noted being *“fortunate to have a bilingual and bicultural educator in this role who is present in the daily lives of our students, and can build a positive, trusting relationship with them to help them through the many barriers within school and community.”*

The ACM and Wraparound Coordinator met weekly to plan for the Welcome Class and check-in about Wraparound students, leading to improved communication and planning between partners and increased understanding of students needs. Wraparound staff noted that beyond academic progress, they *“are also heartened by the culture of belonging that the Welcome Class has cultivated.”* For example, the ACM and Wraparound Coordinator introduced friendly soccer matches with students and celebrated the end of each Welcome Class cycle with a pizza party. In addition to staff perceptions, the success of the Welcome Class is evidenced by the continued interest and engagement of former Welcome Class students. For instance, former students would join end-of-class celebrations and express interest in joining subsequent classes in order to remain engaged with trusted adults and to support their newcomer peers.

WPY shared focus group data collected in Spring 2022, including the following direct quotes from current Wraparound students reflecting on their experiences with Wraparound.

“I can be myself, speak my own language while practicing a new one, and experience connections with others.” ~ Wraparound student

“I feel really included. They always reach out to me. I know if I ever need any support, they’re there for me.” ~ Wraparound student

Welcome Class Students in SY2021-2022

133

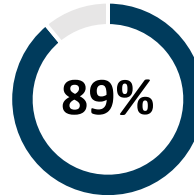
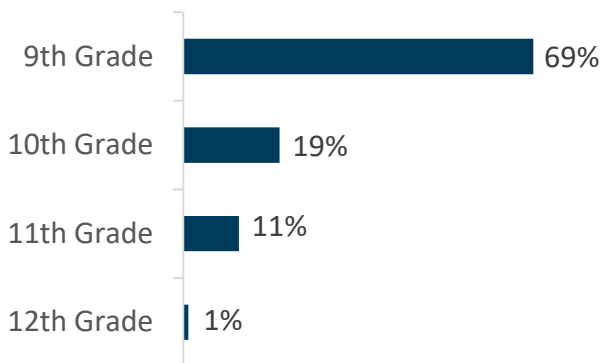
Newcomer high school students participated in the Welcome Class during SY2021-2022.

Across SY2021-2022, Wraparound held **5 Welcome Class sessions**. The first three sessions – starting in September, November, and February – ran for 8 weeks. The last two sessions – starting in April and May – were shortened to accommodate the substantial influx of newcomer students.

| Start Date | Number of Sessions | Number of Students |
|----------------|--------------------|--------------------|
| September 2021 | 8 | 28 |
| November 2021 | 8 | 28 |
| February 2022 | 8 | 28 |
| April 2022 | 5 | 20 |
| May 2022 | 4 | 32 |

Characteristics of Welcome Class

More than two-thirds of Welcome Class students in SY2021-2022 were **9th graders**.



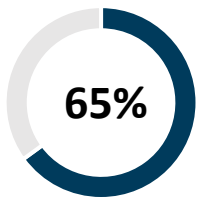
Of Welcome Class students identified **Guatemala** as their country of origin.

Other countries of origin included:

- Honduras – 4%
- El Salvador – 3%
- Brazil – 1%
- Dominican Republic – 1%
- Ecuador – 1%
- Nicaragua – 1%

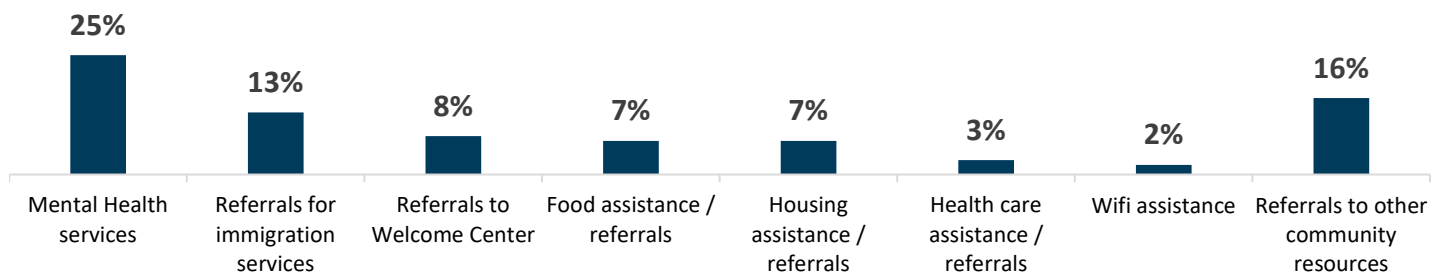
Many Wraparound students come to the U.S. with interrupted or limited formal education and/or do not have access to school transcripts from their home country. As such, many newcomer students are placed in the ninth grade even though they are older than their ninth-grade peers.

Non-Academic Support Services and Referrals



of Wraparound students received non-academic / basic needs supports or referrals during SY2021-2022.

In addition to participation in the Welcome Class and academic case management, the chart below depicts the variety of non-academic services and referrals provided to Wraparound students and their families. Community organizations providing these supports include Wraparound Initiative partners – Doc Wayne, Children’s Charter, and TRII – as well as other community partners, such as WATCH CDC, REACH beyond Domestic Violence, and local food pantries.



WPY provided **\$2,355** in financial assistance to Wraparound students and their families.

WPY provides financial assistance known as Flex Funds to ensure that students can continue to progress toward their academic and non-academic goals. Flex Funds are available to help students and families through emergency situations and to eliminate barriers to accessing needed resources such as housing, food, transportation, health care, interpretation, and childcare.

Four Wraparound students participated in a summer internship through WPY’s Career Exploration & Training Program.

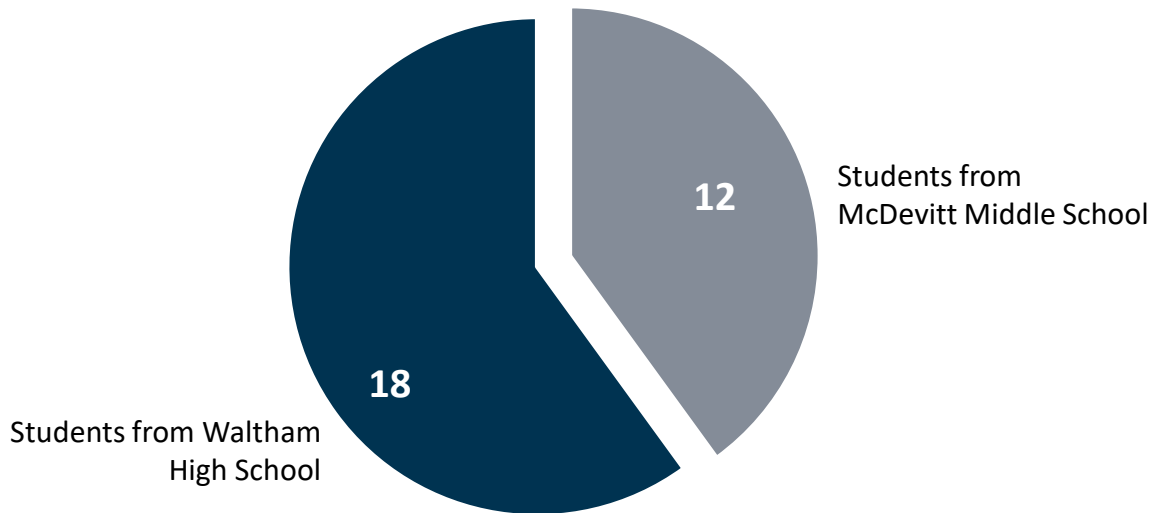
One Wraparound student interned at the Waltham Public Library. The internship supervisor explained, “Since this is her first time in the Public Library, her perspective is especially valuable in helping support and connect with other English language learners in Waltham.” The Wraparound student shared her enjoyment in helping Spanish-speaking community members to navigate the library. The internship increased her confidence in talking to people and shaped her interest in future work at a library.

WPY staff identified a number of ongoing and unmet needs among this population. Rising costs of housing in Waltham continues to be a top concern with many Wraparound students and their families living in tenuous housing conditions, including overcrowding and other unsafe living conditions. Access to quality healthcare and insurance is also a significant challenge. The MassHealth Limited Health Insurance that many Wraparound families qualify for significantly limits their healthcare options. Further Waltham’s only community health clinic, the Charles River Community Health Center, has not been accepting new patients for most of the last year. As a result, the majority of Wraparound students do not have a primary care physician, nor are they receiving routine preventative health care.

Wraparound Initiative Partner: Doc Wayne

During SY2021-2022, Doc Wayne clinicians led two sports-based therapy groups as part of Wraparound; one with newcomer high school students and the other with newcomer middle school students. Doc Wayne uses sports as a platform to teach and apply social emotional learning (SEL) skills designed to help youth want to go to school, be engaged, advocate for themselves, learn English, and ultimately graduate. Through these groups, run almost entirely in Spanish by culturally sensitive clinicians, Wraparound youth **experience a sense of safety, security, and responsive relationships**. In addition, clinicians noted spending time discussing important topics such as applying for college, using job application websites, developing resumes, and practicing for job interviews.

30 WPS students participated in Doc Wayne programming during the SY2021-2022



Doc Wayne experienced numerous challenges implementing programming and maintaining consistent attendance with high school students. Barriers to engagement included scheduling delays and space constraints at WHS to house programming, transportation challenges bussing students to Waltham Boys & Girls Club for programming and competing demands on students' time. As of Spring 2022, Doc Wayne ended programming with high school students and shifted their focus to newcomer middle school students exclusively.

During SY2021-2022, Doc Wayne piloted programming for newcomer students attending McDevitt Middle School. Students met weekly for Doc Wayne "Sports Club" meetings from October 2021 through June 2022. Doc Wayne capped group capacity at 12 students, but there were many more middle school students interested and eligible to participate. Doc Wayne's shift to the middle school coincides with Wraparound's plans to expand and pilot programming at McDevitt Middle School during SY2022-2023.

Wraparound Initiative Partner: Doc Wayne

Doc Wayne was asked to describe the impacts of program participation and provide a brief narrative or case description of a Wraparound student involved in their program to better illustrate the importance of providing these services.

Since working with these students, our staff have observed increased confidence, improvements in English proficiency, and engaging in socializing opportunities with other social groups.

Our coaches serve as role models for positive behavior and encourage their clients to advocate for themselves. These students often feel segregated from their non-immigrant counterparts but wish to be more integrated. Our clinicians reported, for example, that school posters with important information about suicide prevention had been exclusively in English. After discussing this issue with the Doc Wayne group, the students felt encouraged to bring this issue up with school administration and advocate for their own needs around equitable access to information and the needs of their community.

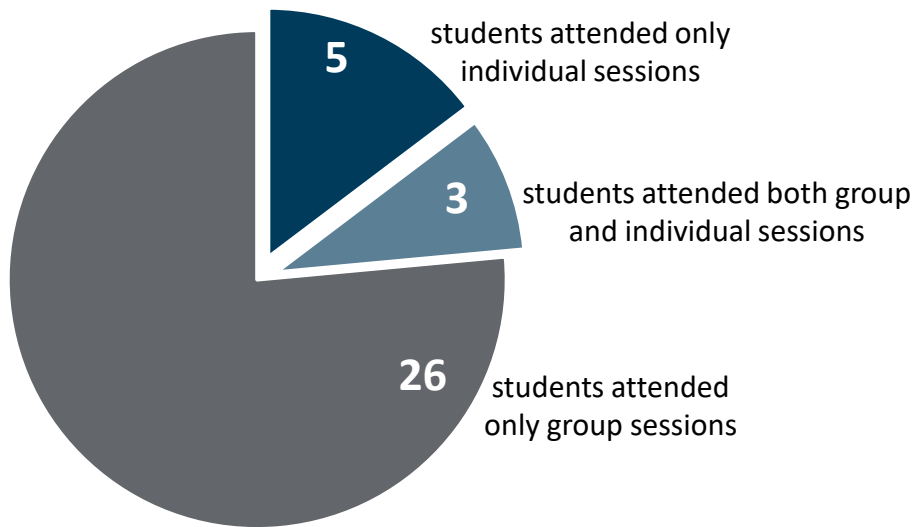
Students at this site are in need of support in various walks of life, consistently discussing difficult topics with our clinicians such as personal and gender identity, sexuality, and drug use, among others. Our clinicians encourage these students to feel comfortable staying after school—that they are supported and have something to gain at their school. Through this sense of community, students feel they can talk about their feelings, be welcomed, and see people like them, and feel less alone. According to our site coordinator, one of their clients at this site recently came out to their group as transgender, despite not feeling comfortable revealing this to their family nor their teachers. The bravery this student displayed, as well as the comfort they demonstrated with their Chalk Talk® group, emphasizes the importance of the work our clinicians are doing in Waltham—giving a voice and space for students in this community to be heard and feel accepted.

Wraparound Initiative Partner: Children's Charter

During SY2021-2022, Children's Charter continued to lead both individual and group support sessions virtually due to the pandemic. Sessions were led by bicultural and bilingual clinicians, providing support around life events and exploring themes of relationships, mental health, immigration journeys, respecting and embracing differences, and coping strategies.

During the summer, group support shifted to in-person services with clinicians meeting with students at a local public park. Clinicians highlighted that in-person connection resulted in greater student engagement and community building, describing how students authentically connected with them and with one another. Students explored themes of school, friendship, immigration journeys, and familial relationships, all while embracing and respecting each other's differences. Clinicians also engaged students in recreational activities and provide snacks at every meeting.

34 Wraparound students participated in Children's Charter programming during the SY21-22



11

Average # of individual sessions

Individual sessions ranged from 1 to 34 meetings

3

Average # of group sessions

Group sessions ranged from 1 to 13 meetings

Attendance at group support sessions decreased as the school year progressed, with staff noting the negative impact of meeting virtually on student engagement. Other barriers to engagement included competing commitments after school and challenges in finding a safe and quiet place to participate virtually.

In response, Children's Charter shifted their group support services model to a "drop-in" group model during the second half of the school year. Students who were struggling were able to seek support on an as needed basis.

Wraparound Initiative Partner: Children's Charter

Children's Charter was asked to describe the impacts of program participation and provide a brief narrative or case description of a Wraparound student involved in their program to better illustrate the importance of providing these services. Children's Charter staff highlighted the positive impact of Wraparound services on students' **leadership skills, self-reflection, self-advocacy, and other coping mechanisms**. As the success story below demonstrates, Wraparound services moves well beyond these impacts to life changing supports for entire families.

Student M. recently arrived in the United States and is residing with her parents and brother. She is engaged and committed to both individual support as well as group support. When she began working with clinicians, she was living with her father and younger brother. Through individual and group counseling, the student was able to process the reunification with her mother, who was migrating to the United States. This impacted the family's emotional and financial well-being. Student M. was able to identify her own emotions, concerns, and utilize mental health supports in a trusted and safe environment.

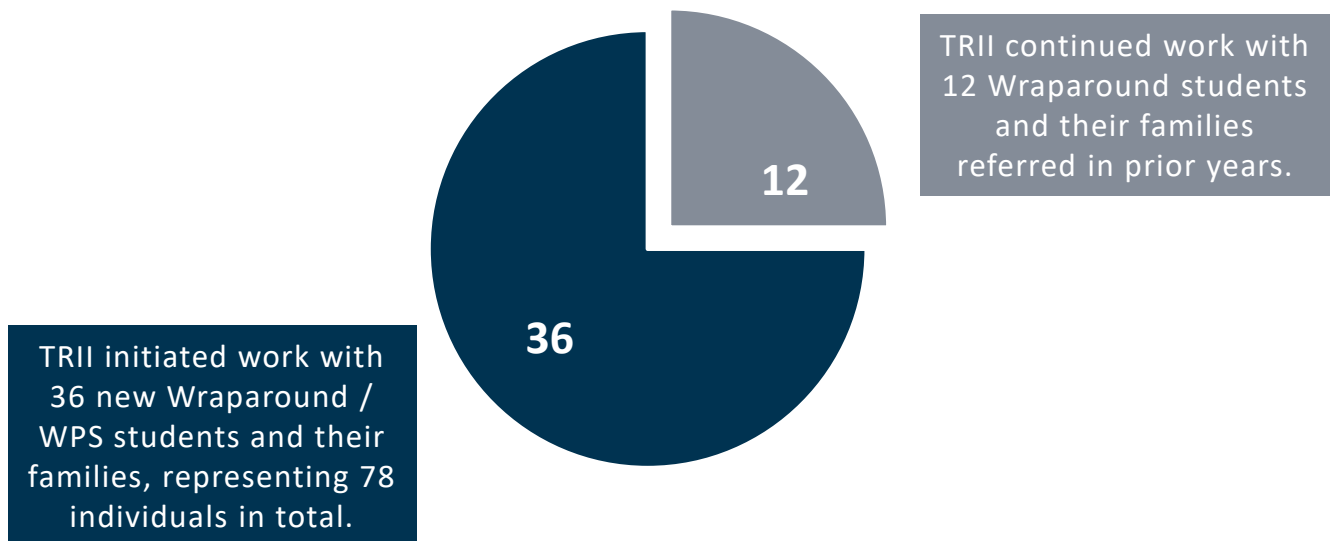
In addition, through conversations in individual support, the clinician was made aware of housing instability, and the clinician was able to collaborate with WATCH CDC, the WPY Wraparound staff, and school staff to support the family in relocating and accessing financial supports, while undergoing high levels of stress and anxiety, due to fear of becoming homeless. In collaboration, the program was able to support the family with relocating in a holistic way, being mindful of the mental, physical, emotional, financial, and educational needs of the student and her family.

During the summer, this student was engaged in the in-person groups, where she was able to connect with and befriend various members of the group. Prior to joining, the student stated she felt isolated and alone in the United States, and by the end of the program, she expressed that she feels connected within and outside the group to several students, and they have been able to support one another.

Wraparound Initiative Partner: TRII

Applying a law school clinic model, The Right to Immigration Institute (TRII) trains undergraduate students to educate and represent non-citizens in immigration court, ensuring that no one must face the immigration process alone. As a Wraparound Waltham Initiative partner, TRII provides both educational workshops to increase public awareness of rights affected by immigration status and direct services to students and their families. To raise public education and awareness, TRII participated in community panels at the Welcome Class, including piloting a Know Your Rights: Legal Q&A session, and offered two on-line Know Your Rights community education workshops.

During SY2021-2022, TRII received referrals for and provided direct services—immigration representation and advice—to a total of **48** Wraparound / WPS students and their families. Three-quarters of those served were new clients; the remaining quarter was comprised of Wraparound students and their families receiving continued services from the prior year.



Newcomer students and their families receive referrals to TRII services either directly through the Welcome Class or through the newly launched Welcome Center. Unfortunately, there was inconsistent tracking and limited demographic information collected on Welcome Center participants and their referrals. According to WPY's Wraparound database, one half of new Wraparound students receiving TRII services were directly referred from the Welcome Class. The remaining 18 students were likely referred directly through the Welcome Center. These may represent newcomer middle school or high school students. Improved data systems and tracking, linking Welcome Center data with WPY's Wraparound student database, have been prioritized for SY2022-2023.

Wraparound Initiative Partner: TRII

TRII provided the following services for each of the Wraparound students and their family members receiving services for the first time:

- Immigration status assessments to determine any immigration benefits to which students and their families might be entitled.
- Family safety planning and advice to make families feel more comfortable and cognizant of their rights.
- Quality of life assessments based on social determinants of health and follow-up assistance in applying for public/private benefits, including advice and legal advocacy on any related immigration status issues affected by accessing or termination of benefits.

Other direct services provided to students and families in SY2021-2022 included:

33 families received direct legal representation in immigration proceedings

82 individuals received help in determining work authorization rights and status, and support in applying for work authorization

TRII was asked to describe the impacts of program participation and provide a brief narrative or case description of a Wraparound student involved in their program to better illustrate the importance of providing these services.

Last year, we worked with a family that had no access to any kind of support in terms of immigration relief or their social determinants of health. Over the course of the next four months, TRII met with them regularly to connect them with and help them apply for public/private benefits. Additionally, TRII navigated the immigration system with them to determine if they had any form of immigration relief available to them.

While this family does not have a path to status in U.S. at this time, TRII helped them create a comprehensive safety plan that has allowed them to take full advantage of all the resources available to them – thus noticeably increasing their quality of life. Since the American immigration system is in constant flux, TRII staff are in regular contact with this family to keep them up to date on immigration policy changes, help them adjust their safety plan so they can lead the best possible life while remaining safe, and to explore potential new pathways to immigration relief for all of them.

Waltham Welcome Center

In October 2021, Wraparound launched the **Waltham Welcome Center** as a central referral hub of information and resources for families, particularly Spanish-speaking newcomer families who have recently arrived in Waltham. The Welcome Center is located at McDevitt Middle School and is open to Waltham Public School families. Jointly staffed by WPY and WPS, the Welcome Center offers Spanish-speaking students and their families culturally sensitive support and a physical places to go for assistance with everything from navigating the school community to obtaining access to community resources and referrals.

WPS staff hosted Spanish-language family meetings, known as “Charlas Familiares”, to increase awareness of the Welcome Center. Prior to its opening, Welcome Center staff reached out to all 113 entering 6th grade Spanish-speaking families to welcome them to the school, inform them of Welcome Center resources and hours, and answer questions.

From October 2021 through June 2022, the Welcome Center was open Mondays and Thursdays from 3:30 to 6:30pm, for a total of 6 hours weekly, and was closed during the February and April school vacation weeks. Summer hours were held Monday through Thursday from 1:00 to 3:00pm during July and August, for a total of 8 hours weekly.

The Welcome Center expands Wraparound’s services well beyond the grant’s original target (WHS emerging bilingual students and their families) to the broader WPS community. Initial challenges and hurdles faced by the Welcome Center during its inaugural year included:

- **Limited Availability:** Only being open two days per week during the school year restricted the capacity of the Welcome Center to serve students and families.
- **Staff turnover:** Welcome Center capacity was further restricted by the loss of one staff member for a few months during Spring 2022. This temporarily resulted in fewer open hours with only one person on site until a new full-time staff member was hired.
- **Lack of Timely Notification about Arrival and Student Registration of Newcomer Students:** Welcome Center staff are not currently notified when Spanish-speaking newcomer families arrive and register their children at WPS, making it difficult to fully support newcomer families during this time of transition.
- **WPS Technology Challenges:** Downloading, logging on, and using WPS technology and communications systems (e.g., Google Suite, Aspen, Remind applications) is often difficult for newcomer Spanish-speaking families, and Welcome Center staff do not always have the familiarity nor access to login credentials to facilitate family access.
- **Limited, Inconsistent Tracking of Welcome Center Data:** Limited participant data and inconsistent data on referrals and services provided was collected during the months impacted by staff turnover. Improved data systems and tracking, linked with WPY’s Wraparound student database, has been prioritized for SY2022-2023.

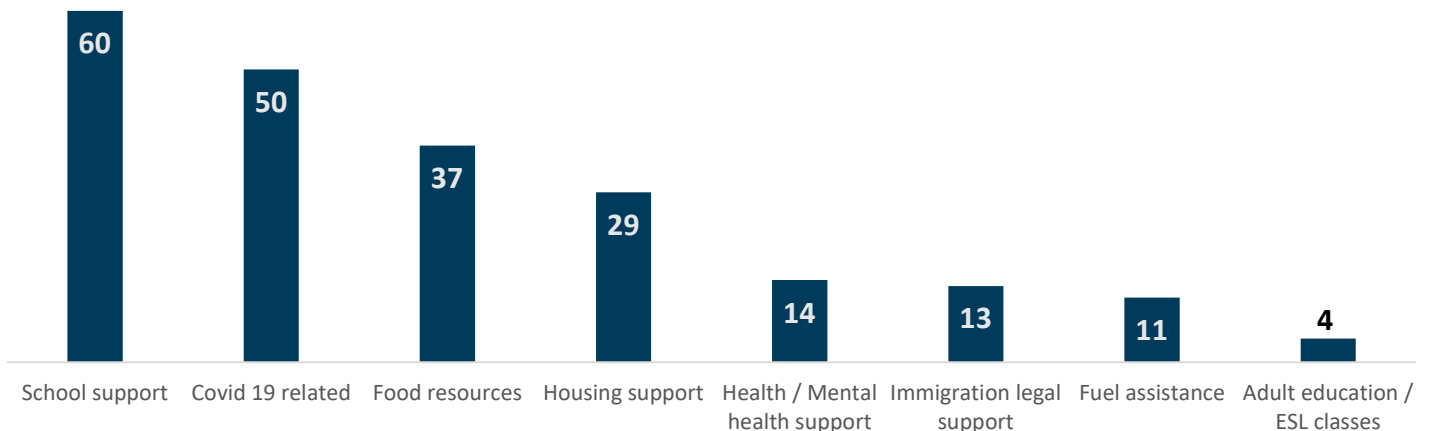
Waltham Welcome Center

150

newcomer WPS families received referrals and support services through the Welcome Center during its first year in operation.

This number is based on available data and is likely an underestimate as information on Welcome Center services was not consistently collected during the months impacted by staff turnover (April-June 2022).

Welcome Center Referrals and Support Services Provided in SY2021-2022

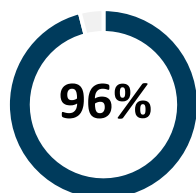


Welcome Center staff described the comprehensive services provided to a newcomer WPS family during SY2021-2022. Welcome Center staff:

- Provided technology assistance to better access to community resources. The head of household did not have an active email address and was not confident completing online forms requesting services, which severely restricted their access to community resources.
- Worked with the head of household to complete a RAFT housing assistance form and compiled the necessary documentation. This process included phone calls to the family's landlord and ongoing collaboration with WATCH CDC. Through these efforts, the family was awarded more than \$4,500 in financial assistance for housing and utility payments.
- Assisted the family with obtaining and activating P-EBT cards as well as providing grocery assistance and holiday donations.
- Facilitated and interpreted communications between the head of household and McDevitt office staff related to chronic student absences and student medical records.
- Translated and helped the head of household understand school report cards and medical forms/doctor's notes.
- Assisted the head of household in making doctors' appointments at Charles River Health Clinic and Children's Hospital and funded Lyft rides for medical appointments.
- Connected the family with outside mental health counseling.

Wraparound Waltham Academic Outcomes

One of the primary goals of the Wraparound Waltham program is to provide newcomer, emerging bilingual students with the necessary academic and non-academic supports to be able to successfully persist in school, advance grade levels, and graduate from high school. Together, these outcomes demonstrate academic progress.



Of Wraparound students participating in SY2021-2022 **progressed academically.***

6

Wraparound students participating in SY2021-2022 **graduated** at the end of the school year.

108

Wraparound students participating in SY2021-2022 **advanced to the next grade** level at the end of the school year.*

7

Wraparound students participating in SY2021-2022 **persisted in school** and are repeating the grade level in SY2022-2023.*

The remaining 5 Wraparound students participating in SY2021-2022 either transferred schools mid-year or chose to not attend school.

*The data reported above is based on all Wraparound students receiving services during the SY2021-2022, **except** for the 32 Wraparound students who were enrolled in WHS at the very end of the school year and participated in the abridged May 2022 Welcome Class (N=126). This cohort was excluded as there was not adequate time for these students to access Wraparound resources that would impact academic outcomes. Of these 32 Wraparound students participating in the May 2022 Welcome Class, 20 advanced to the next grade level and 12 were placed in the same grade level in SY2022-2023.

As detailed throughout the report, the impacts of the Wraparound program extend far beyond the academic outcomes reported above. The following page shares a Wraparound student “success story” provided by WPY that highlights the importance of Wraparound’s comprehensive and holistic supports for not only the individual student but also their extended family.

Wraparound Waltham Success Story

In spring 2021, a student in the Welcome Class opened up to the Academic Case Manager (ACM) about challenges they were facing in their life. The ACM connected the student with WPY Wraparound staff, who proceeded to meet with the student regularly, to build a trusting relationship with the student, and to better understand how Wraparound could best support them. After a few meetings, the student shared that they lived with their father and younger sibling in an apartment that they subleased from another family (who also lived in the home). Their housing situation became unsafe and unstable, due to the other tenants' excessive alcohol use and physical and verbal aggression.

At the same time, the student shared that their mother was in the process of migrating to Waltham but was stuck in Mexico. The student shared that their mother had experienced a traumatic event during her journey, which the student had also experienced during their own migration journey. Given all of this, Wraparound staff began to connect the student to various community resources...and referred the student to Children's Charter, where they received both 1-1 individual support and attended the group support sessions for the remainder of the school year.

During this time, the family was forcibly evicted from their home, and as they feared further violence from the tenants, they did not press charges against the tenants and became homeless. The Wraparound team referred the student's family to WATCH CDC to receive housing assistance...WATCH CDC and Wraparound secured the family emergency housing in a local hotel for a few weeks. WATCH CDC funded this stay for three days, and the Wraparound program used \$625.48 of our Flex Funds to pay for an additional four nights...For a period of two months, Wraparound staff met with the student and their family at least weekly, essentially providing case management and resource navigation...and supported the father with applying for new housing. The family was also experiencing food insecurity, so Wraparound staff accompanied the family to a food pantry, shared local free food resources, and secured grocery store gift cards from WPS school partners. With the Wraparound and WATCH teams' support, the family secured a new apartment in the summer of 2022.

The Wraparound team was in constant contact with WPS staff members...to ensure that the student did not fall behind in school during this time. Despite missing several days of school due to lack of transportation to school (from the emergency housing) and childcare responsibilities for their younger sibling, the student was able to stay on track to complete the school year. The student successfully advanced to the next grade level, without having to attend summer school. Moreover, Children's Charter clinicians shared that they observed significant growth from the student. The student began mentoring other newcomer students in the group, reflecting on their own experiences and encouraging their peers to take care of their own mental health. The Children's Charter clinicians and Wraparound staff have noticed that the student appears more emotionally stable and has increased confidence in asking for support. The student seems to have a more positive relationship with their mental health and advocates for their peers to practice self-care.

The student is now in their second year at Waltham High School and is overall doing well!

Wraparound Waltham Moving Forward

The 2022-2023 school year marks the fourth year of NWH's Wraparound Waltham grant and program. Beginning in SY2022-2023, the following Wraparound programming changes are in the process of or have already been implemented:

At Waltham High School

- Strengthen and improve new engagement model, the Welcome Class, and existing data systems tracking students and services across all program areas.
- Formalize and standardize individual student intake and needs assessment process for Welcome Class students to ensure assessments are conducted with all Wraparound students.
- Develop new leadership and other engagement opportunities for prior Wraparound students that participated during the first three years of the grant.
- Transition Children's Charter counseling sessions back to in-person.

At McDevitt Middle School

- Expand Doc Wayne middle school pilot program and increase the number of newcomer middle school students engaged.
- Pilot Welcome Class model with newcomer emerging bilingual middle school students. Implement data systems for Wraparound students and services.
- Pilot the Breakfast Club to provide informal group support to newcomer middle school students during the daily free breakfast offered before school.

At Welcome Center

- WPY hired a new full-time Welcome Center Coordinator in September 2022.
- Double Welcome Center available hours, expanding days open from two to four days per week (Monday – Thursday, 3:30 – 6:30pm).
- Strengthen Welcome Center staff presence at school and community events.
- Improve data systems and tracking across all Wraparound programs and services, including linking the WPY Wraparound student and Welcome Center data.

The impact of these changes will be examined over the course of the year and summarized in the SY2022-2023 report. In addition, UMDI will work closely with Wraparound staff and partners to explore opportunities to better capture youth voice in telling the story and impacts of the Wraparound program.