



Wraparound Waltham

Year 4 Annual Report: Overarching Impacts of Wraparound Waltham & 2022-2023 Academic Year Program Summary

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

September 2023

UMass**Amherst**

Donahue Institute



Wraparound Waltham Report: Overarching Impacts of Wraparound Waltham & 2022-2023 Academic Year Program Summary

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

Wraparound Waltham Evaluation Team

Jill Capitani, Research Manager
Sophia Baxendale, Research Analyst
Christina Citino, Senior Research Manager

Established in 1971, the UMass Donahue Institute is a public service and engagement arm of the University of Massachusetts. Our mission is to advance equity and social justice, foster healthy communities, and support inclusive economies that alleviate poverty and promote opportunity. In collaboration with partner organizations and clients, we carry out our mission through research, education and training, capacity building, and direct services to strengthen our collective impact.

The Institute's Applied Research and Program Evaluation group partners with organizations across multiple sectors to design and implement utilization-focused studies that address the social determinants of health. We believe that research is most meaningful when findings can be applied to public benefit. We also believe that evaluative work is a key driver in advancing equity and strive to utilize culturally responsive and inclusive evaluation practices in all our work.

For more information, www.donahue.umass.edu.

Contents

Wraparound Waltham Program Context	<u>1</u>
Wraparound Waltham Program Overview	<u>3</u>
Wraparound Initiative Partners	<u>4</u>
Wraparound Waltham Key Program Components	<u>5</u>
Wraparound Waltham Initiative: 2019 – 2023	<u>6</u>
Impacts of the 4-Year Wraparound Waltham Initiative	<u>7</u>
Challenges to Launch and Implementation	<u>7</u>
Factors for Success	<u>7</u>
Individual-Level Impacts	<u>8</u>
Institutional-Level Impacts	<u>10</u>
Community-Level Impacts	<u>14</u>
High School Wraparound Students Section	<u>16</u>
Wraparound High School Students in SY2022-2023	<u>17</u>
Wraparound Welcome Class at Waltham High School	<u>18</u>
Welcome Class High School Students in SY2022-2023	<u>19</u>
Reflections from Wraparound High School Students	<u>20</u>
WHS Welcome Class Needs Assessment	<u>21</u>
Academic and Non-Academic Supports at WHS	<u>22</u>
Academic Outcomes for Wraparound HS Students	<u>23</u>
Wraparound Waltham Success Stories: High School	<u>24</u>
Middle School Wraparound Students Section	<u>25</u>
Wraparound Welcome Class at the Middle School	<u>26</u>
Wraparound Middle School Students in SY2022-2023	<u>27</u>
Middle School Welcome Class Needs Assessment	<u>28</u>

Contents

MS Non-Academic Support Services and Referrals	<u>29</u>
Academic Outcomes for Wraparound MS Students	<u>30</u>
Wraparound Waltham Success Stories: Middle School	<u>31</u>
Waltham Welcome Center	<u>32</u>
Waltham Welcome Center	<u>33</u>
Waltham Welcome Center: Student Characteristics	<u>34</u>
Waltham Welcome Center Services	<u>35</u>
Reflections from Welcome Center Families	<u>36</u>
Waltham Welcome Center Success Stories	<u>37</u>
Wraparound Waltham Initiative Funded Partners Section	<u>38</u>
Children’s Charter	<u>39</u>
Doc Wayne	<u>41</u>
The Right to Immigration Institute	<u>43</u>
Wraparound Waltham Moving Forward	<u>45</u>

Wraparound Waltham Program Context

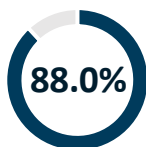
In October 2019, Newton-Wellesley Hospital (NWH) awarded a 4-year \$1.5 million grant to a collaborative of community-based organizations to address disparities in educational attainment among Waltham students, particularly focused on Latinx emerging bilingual newcomer students. This investment was made possible by the Massachusetts Department of Public Health's (DPH) approval of two Determination of Need (DoN) Community Health Initiative (CHI) processes involving healthcare facilities in the City of Waltham. The goal of the DoN process is to promote population health and increased public health value by ensuring that hospitals and health systems invest in community-level interventions that are focused on the social determinants of health and aligned with priorities identified by the Massachusetts Executive Office of Health and Human Services (EOHHS).

DPH defines the social determinants of health (SDoH) as built environment, social environment, housing, violence, education, and employment. By focusing on the SDoH and ensuring alignment with EOHHS priorities, CHI resources are directed toward strategies to change the conditions which hinder opportunities for health and promote conditions that improve health. As such, these funds provided NWH with a significant opportunity to invest directly in community programs to improve the health and wellbeing of those living in the communities they serve.

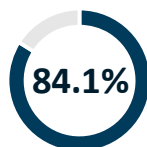
CHI regulations issued by the DPH require a comprehensive review of community needs and a robust community engagement process when identifying health priorities and strategies for investment. As such, the CHI's focus on high school graduation and dropout rates was identified through a comprehensive review of critical needs in Waltham undertaken by NWH in collaboration with an Advisory Committee comprised of Waltham-based key stakeholders. This process began in Fall 2018 following the release of NWH's 2018 Community Health Needs Assessment (CHNA), which demonstrated that high school graduation rates among Waltham students are lower than that of other communities in the hospital's catchment area and of Massachusetts overall. Moreover, the percentage of public school students who leave high school before graduating in Waltham was nearly double the state average.

4-Year Graduation Rate 2019 Cohort for All Students

Massachusetts:

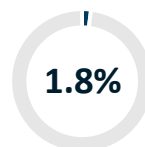


Waltham:

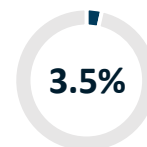


SY2018-2019 Public High School Dropout Rates for All Grades

Massachusetts:



Waltham:

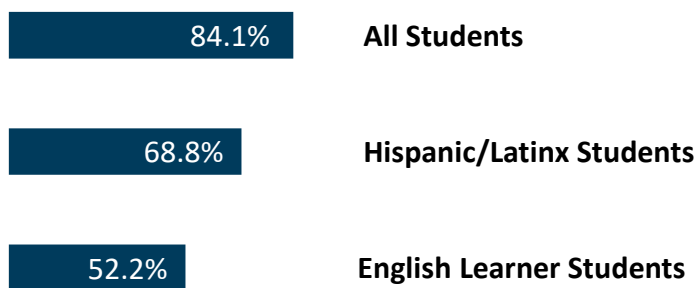


In Spring 2019, NWH sought proposals to implement interventions that address disparities in educational outcomes among Waltham High School students. More specifically, NWH's Advisory Committee was interested in funding collaborative, evidence-informed approaches to address significant ethnic and cultural disparities in educational attainment in Waltham Public Schools (WPS).

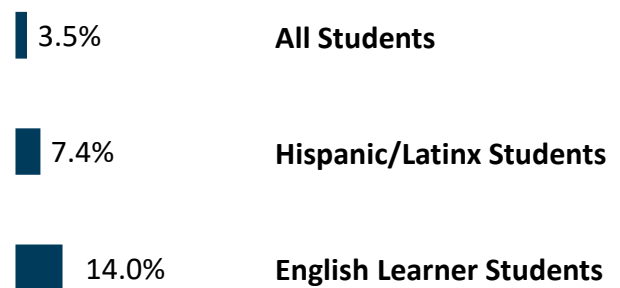
Wraparound Waltham Program Context

Waltham High School (WHS) enrolled approximately 1,600 youth in SY2018-2019. More than 40% of WHS' student population identified as Hispanic/Latinx. Moreover, nearly one-half of WHS students' first (primary) language was a language other than English and nearly one-fifth were English Learners (ELs), defined as a student whose first language is not English and who is not currently able to perform daily classroom work in English. Reviewing graduation and dropout rates across these specific populations highlighted significant educational disparities. WHS 2019 graduation data revealed that approximately two-thirds of Hispanic/Latinx students and approximately one-half of EL students graduated WHS in 4-years – 15 percentage points and 32 percentage points, respectively, below the graduation rate for all WHS students. Furthermore, dropout rates were twice as high for Hispanic/Latinx students and four times as high for EL students compared to all WHS students.

WHS 4-Year Graduation Rate 2019 Cohort



WHS Dropout Rates SY2018-2019



Massachusetts Department of Elementary and Secondary Education (DESE) data

Following a proposal review process, NWH funded the Wraparound Waltham Initiative, a collaborative of community-based organizations working in partnership with Waltham Public Schools. Funds were distributed in two separate grants: \$300,000 annually to Waltham Partnership for Youth (WPY) leading the collaborative of community-based organizations and \$78,000 annually to Waltham Public Schools to support implementation of this work.

Over the course of this 4-year initiative, two notable occurrences affected implementation. First, the percentages of Hispanic/Latinx students, students whose first language is a language other than English, and EL students across the WPS district have continued to increase. Second, the start of the project coincided with the onset of the COVID-19 pandemic, which significantly impacted the first two years of implementation. Young people's stress and social isolation increased as school and related youth programming were provided remotely or in a hybrid model. The pandemic also further exacerbated long-standing racial inequities in youth and their families' employment and income, education, housing stability, health care, food insecurity, and access to resources, disproportionately impacting the very youth and communities being served by this initiative.

This report shares information about the resulting Wraparound Waltham programs and services developed and implemented, youth and families engaged, and the individual, organizational, and community-level impacts at the conclusion of this four-year grant.

Wraparound Waltham Program Overview

In October 2019, Newton Wellesley Hospital (NWH) awarded a four-year grant to a multi-agency collaborative, led by Waltham Partnership for Youth (WPY) to launch a new initiative to more holistically support emerging bilingual newcomer high school students enrolled in the Waltham Public Schools (WPS). Wraparound Waltham focuses on Latinx Spanish-speaking students and their families, who have recently immigrated to the U.S. and may benefit from additional supports to be successful in school. The program leverages in-school and out-of-school supports designed to address needs such as food and housing; health and mental health care; immigration representation; linguistic and social inclusion; and engagement and belonging.

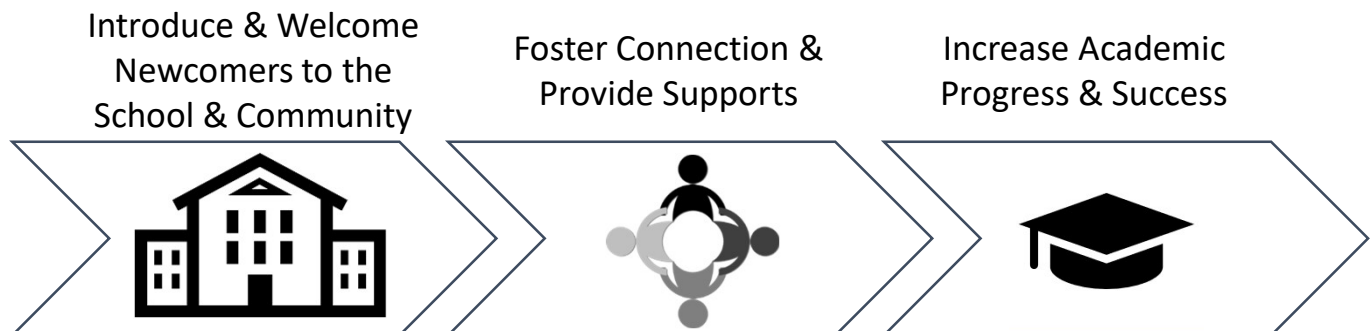
Wraparound Students are:

- *Newcomers who generally have immigrated to the U.S. within the last year*
- *Latinx emerging bilingual students*
- *Recently enrolled at WHS and McDevitt*

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**



Over the course of four years, Wraparound Waltham launched and strengthened its programming at Waltham High School (WHS), piloted and expanded services to newcomer students at McDevitt Middle School (McDevitt), and broadened support services to any families with students enrolled at WPS through the introduction of the Waltham Welcome Center (WWC).

Wraparound Program Evaluation

The UMass Donahue Institute provided evaluation support and progress monitoring for this initiative. For this evaluation, WPY submitted annual participant-level data. Each Wraparound partner also submitted annual narrative progress reports and participated in a facilitated all-partners meeting. This report summarizes key findings of the Wraparound Initiative across the four years of the grant and presents key findings for the 2022-2023 academic school year, hereafter referred to as SY2022-2023.

Wraparound Waltham Initiative Partners

Wraparound Waltham is a collaborative of educators and service providers, 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, joint staffing of key Wraparound program components, provision of Flex Funds, and tracking Wraparound students' service utilization and progress. The NWH grant funded 3 full-time WPY staff to work directly with Wraparound students and families this year for SY22-23.



Waltham Public Schools (WPS) provides academic supports to recently enrolled newcomer students at Waltham High School (WHS) and McDevitt Middle School. WPS also houses and jointly staffs key Wraparound program components at both WHS and McDevitt and coordinates scheduling with Initiative partners. NWH provided a separate annual grant directly to WPS to support the funding of one full-time WHS staff member to work directly with Wraparound students and their families.

CHILDREN'S
CHARTER



Children's Charter's bilingual and bicultural clinicians provide both individual therapy and group support sessions in Spanish to Wraparound high school students on a weekly basis. Sessions provide students with a safe space to share their experiences, process their emotions, and learn healthy coping mechanisms to improve mental health, social emotional development, and connectedness.



Doc Wayne's bilingual and bicultural clinicians offer group support services in Spanish to newcomer McDevitt Middle School students. This weekly, after-school, sports-based therapy program supports students in building social-emotional skills and developing feelings of belonging, self-efficacy, and confidence.



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. TRII also conducts Immigration Legal Q&A for newcomer students and their families.

Wraparound Waltham Key Program Components

Wraparound Waltham continued to evolve based on the lessons learned during the first three years of the grant. Wraparound's key program components during SY2022-2023 include:

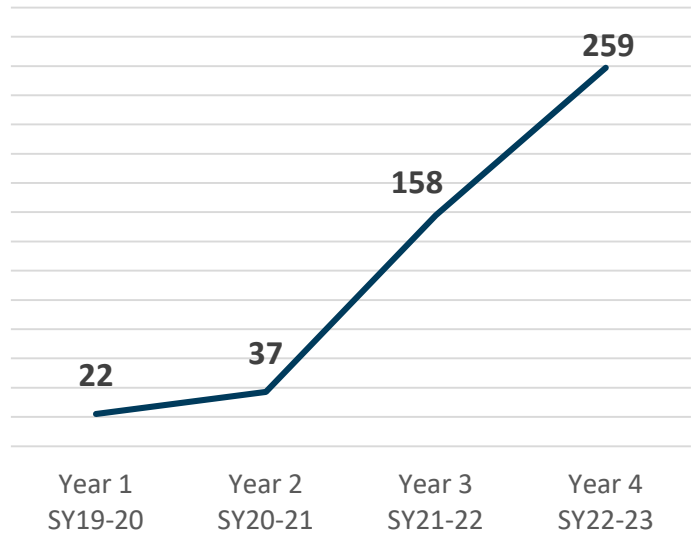
- **Wraparound Welcome Class (Welcome Class):** Integrated as part of the class schedule, the Welcome Class is a multi-week orientation for all Latinx emerging bilingual newcomer students at WHS and newly piloted at McDevitt Middle School. In both cases, the class is co-taught in Spanish by a **WPY** Wraparound Program Coordinator and a bilingual **WPS** staff member, with the goal of creating a safe place where newcomer students can build relationships with peers and adults while learning about school and community resources. *See pages 18 and 26.*
- **Academic Case Management:** The Academic Case Manager (ACM) is a **WPS** educator, funded through NWH's Wraparound grant, who co-teaches the Welcome Class at WHS and conducts regular check-ins with Wraparound students, prioritizing those who may be at risk academically, behaviorally, and/or attendance-wise. Check-ins often lead to the development of individual goals and strategies, and school-based referrals for tutoring, counseling, and academic support. *See page 22.*
- **Non-Academic Support Services and Community Partner 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 English classes. 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 pages 22 and 29.*
- **Mental and Behavioral Health Support Services:** Individual therapy, group support sessions, and sports-based therapy are provided by Wraparound grant-funded clinical partners, **Children's Charter** and **Doc Wayne**, and are available on-site at WHS and McDevitt to Wraparound students who choose to participate. *See pages 39 and 41.*
- **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 a needs assessment and referral generally through either the Welcome Class or the Waltham Welcome Center. *See page 43.*
- **Breakfast Club:** A newly piloted student social group at McDevitt Middle School, coordinated by the **WPY** Wraparound Middle School Program Coordinator, for newcomer students to meet with a Spanish-speaking adult and peers in an informal setting. *See page 29.*
- **Waltham Welcome Center:** Located at McDevitt Middle School, the Waltham Welcome Center is a safe space and central referral hub where **WPY** and **WPS** staff provide culturally sensitive support in Spanish, helping WPS students and families access basic needs, medical and mental health services, immigration and legal services, school information, extracurricular activities, and other community resources. *See page 33.*

Wraparound Waltham Initiative: 2019 - 2023

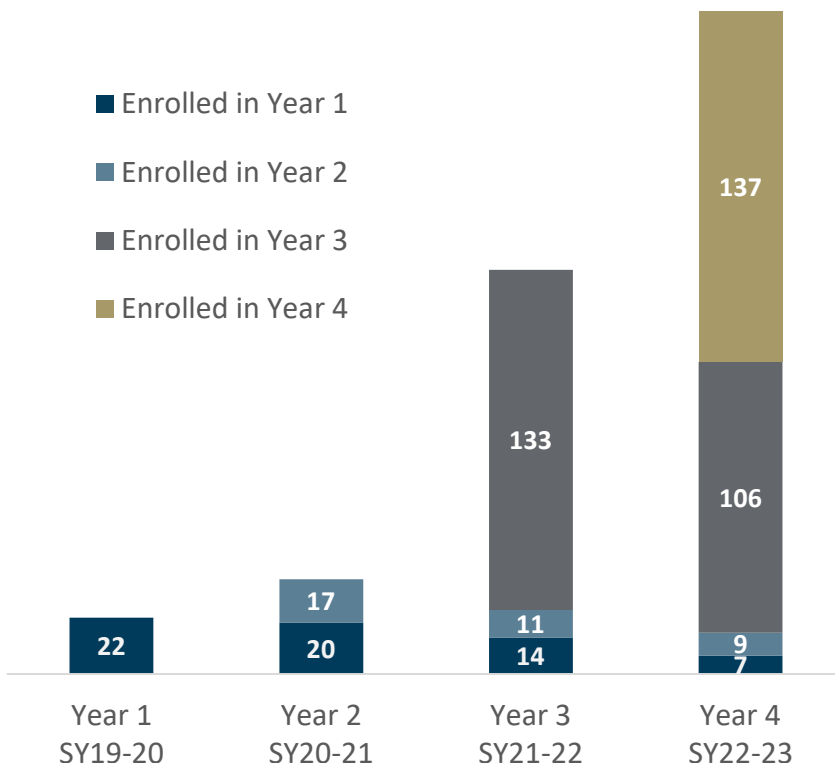
Across the four years of the grant, more than 300 Wraparound students participated in Wraparound Waltham. Moreover, the reach of the Wraparound program extended far beyond these students. Services were offered also to Wraparound students' family members and, with the opening of the Waltham Welcome Center (WWC), to the broader Latinx and Spanish-speaking immigrant community in Waltham. The WWC has provided services to more than 200 WPS families since opening in 2021.

The number of Wraparound students participating annually increased dramatically during the third and fourth years 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 programming. 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 students served during the second half of this grant. The fourth year of the grant also expanded the Welcome Class to McDevitt Middle School.

Wraparound Student Participation Annually



- Enrolled in Year 1
- Enrolled in Year 2
- Enrolled in Year 3
- Enrolled in Year 4



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. After participating in the Welcome Class, students continue to be able to receive Wraparound-related services, including academic case management, mental health, and immigration support services from Wraparound key partners, as well as access to support and referrals through the Welcome Center. Those students not participating in consecutive years have graduated, changed schools, or left WPS.

Impacts of the 4-Year Wraparound Waltham Initiative

Through facilitated discussions at a 2023 all-partners meeting and narrative feedback from the final annual progress report, Wraparound partners and staff reflected on the changes and impacts of the Wraparound program across the four years of the initiative. First, Wraparound partners noted primary obstacles and challenges to Wraparound's launch and implementation, followed by the key factors for the program's success. Next, they shared how Wraparound Waltham has impacted newcomer students and families, partner institutions, and the broader Waltham community.

CHALLENGES TO LAUNCH AND IMPLEMENTATION

The most commonly noted challenges – primarily related to the initial years of the initiative – to implementing the Wraparound program included:

- COVID-19 disruption during the initial years of the grant, including challenges related to implementation of and student engagement with virtual programming;
- Lack of effective communication and information sharing across partnerships, particularly during the period of virtual and remote programming;
- Staff turnover, specifically noted in the initial years of the grant; and,
- Coordinating logistics, time, and availability of physical space to best serve newcomer students and their families.

FACTORS FOR SUCCESS

Wraparound partners and staff shared the key factors that have made Wraparound successful, including:

- Strong vision and leadership;
- Support and buy-in from top administration/leadership (WPS, WHS, WPY);
- Connections and collaborations across funded partners and staff to implement programming and services;
- Dedicated bilingual, bicultural, culturally competent staff;
- Co-location of WPY Wraparound staff at schools;
- Joint partner/co-staffing model across multiple Wraparound services;
- Accessibility of services for students, with Welcome Class and individual counseling integrated into the school day;
- Hosting Wraparound partner programming at schools;
- Accessibility of services for students and families with Waltham Welcome Center located at McDevitt;
- Strong connections and trusting relationships developed between Wraparound staff/partners and newcomer students and families;
- Being open, adaptable to change, and flexible to learning and changing approaches to best meet needs of students and families; and,
- Commitment of and to families for success.

Impacts of the 4-Year Wraparound Waltham Initiative

All partners agreed that Wraparound Waltham has had strong and lasting impacts on individual newcomer students and families, their organizations, and the broader Waltham community.

INDIVIDUAL-LEVEL IMPACTS

➤ **Developed Welcoming, Trusted Relationships for Newcomer Students and Families**

Wraparound staff and programming prioritized building a welcoming space and trusting relationships with newcomer students and their families through a network of trusted adults, both in and outside of the school, who are linguistically and culturally representative of the students being served. When asked “How has being a part of the Wraparound program helped you,” many students highlighted the relationships developed with adults through the program.

I came to the United States ... and started school [the next month]. ... I felt very nervous and anxious because I did not know anyone in the school or in Waltham. Especially someone that speaks Spanish.. When I came to school, I met [the WHS Wraparound Coordinator and Academic Case Manager] ... sharing with them the mental and emotional impact that I was living. I was missing my mother, I did not know anyone at school, the language was new, and I had problems ... at home. Besides my mother, I never had an adult that would really listen to how I felt... [They] gave me a space to talk, cry and share. ...I felt comforted and with hope. - Wraparound student

➤ **Increased Access to Critical Services for Newcomer Students and Families**

Wraparound Waltham removed barriers facing newcomer students and their families, successfully facilitating quick and easy access to much needed academic and non-academic supports to address linguistic and social isolation; school engagement and belonging; health and mental health concerns; immigration and legal support needs; housing and food insecurity; and many others.

While we provide counseling, we do not have the capacity to provide robust trauma-informed care - particularly for our immigrant students who speak languages other than English. The opportunities and collaboration provided by Wraparound Waltham have given our students multi-tiered, ongoing support that allows them to feel safe and nurtured. - WPS staff

The group therapy taught me that I was not alone, that there were other students that were having the same problems. I found a support system outside home, a support system that I needed. When I cried, we all cried, when another girl shared her story, we all listened. I felt in community. - Wraparound student

Impacts of the 4-Year Wraparound Waltham Initiative

➤ Developed a Community of Newcomer Students and Families

Another often-cited impact of Wraparound programming was the development and strengthening of peer relationships and a sense of belonging. Wraparound mental health programming further supported communication, social-emotional skills, and conflict resolution between peers.

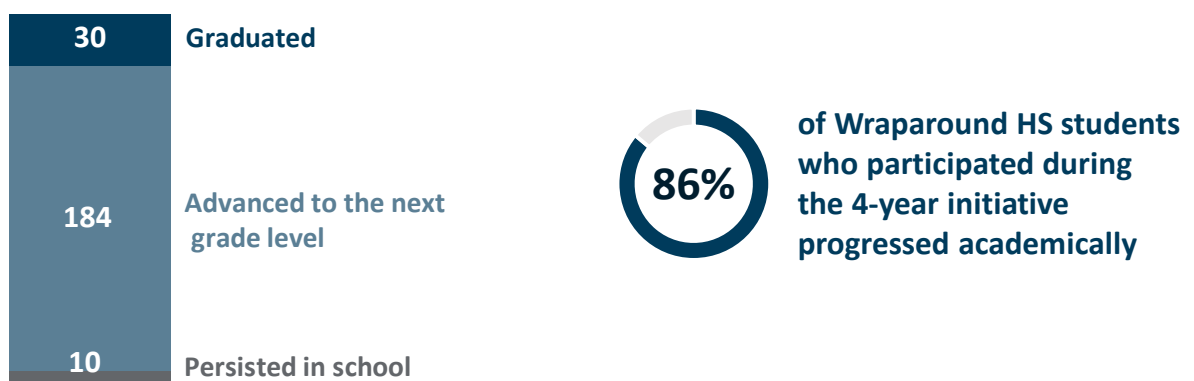
Este programa hizo que todos nos uniermos con amistades e hicieramos amigos. / This program made us all unite with one another and make friends. - Wraparound student

➤ Supported School Persistence, Grade Advancement, and Graduation

Providing easily accessible academic and non-academic support services quickly following arrival in Waltham has supported newcomer students' school engagement and academic outcomes.

Wraparound programming serve as bridges to students no matter when they arrive in Waltham and enroll in school so that they can thrive in school and build their academic skills. Over the last two years, the Wraparound program has become a bright spot for successful transition and integration into school. Wraparound Waltham is a protective factor for many newcomer students who would otherwise enroll in school without an understanding of academic and school expectations for graduation, leading to feelings of disengagement, ultimately increasing the drop out risk. - WPS staff

At the conclusion of SY2022-2023, the vast majority of Wraparound high school students who participated at any point during the 4-years of the initiative **progressed academically**, whether through graduating, advancing to the next grade level, or persisting in school/repeating grade level.



An additional 18 students moved or transferred schools during this time period and were not included in this analysis. These numbers are important as they highlight a related challenge of high mobility among newcomer students.

Further review of graduation and dropout rates for Wraparound students that began programming in SY2021-2022 forward (representing full-program implementation) is recommended, particularly examining 4-year graduation rates for the WHS 2025 cohort and SY2024-2025 dropout rates.

Impacts of the 4-Year Wraparound Waltham Initiative

➤ Improved Individual and Family Well-Being

Through increased access to academic and critical non-academic support services, as well as trusted relationships with linguistically and culturally representative adults at school and peer relationships with other newcomer students, the Wraparound program has positively impacted individual student and family well-being. Newcomer students and families have experienced increased connections with others, improved self-confidence and sense of belonging, increased stability and access to critical supports in the school and the broader community, as they transition to living in the United States. Numerous ‘success stories’ are included throughout this report, depicting the ways in which the Wraparound program has impacted their lives.

INSTITUTIONAL-LEVEL IMPACTS

➤ Improved Systems Coordination and Resource Development

A clear accomplishment of the grant was the development and implementation of a cross-sector systems approach to supporting newcomer students and their families. The Wraparound team is not merely a group of several partners offering discrete services, but a truly collaborative and coordinated group with a common mission and goals of improving newcomer student experiences and wellbeing. Through regular meetings and ongoing collaboration, Wraparound established open and clear communication channels, developed referral processes, instituted data and information sharing procedures, and implemented strategies to improve scheduling and other logistics. Furthermore, the team embraced opportunities to refine and improve their approach based on lessons learned each year. Moreover, Wraparound partners co-developed curricula, revised service hours and locations, and developed new community engagement strategies. These efforts are clear markers of a systems change approach designed to remove barriers and impact the way newcomer students and their families learn of, access, and experience supports and services.

Wraparound Waltham serves as a critical cross-sector, community-based approach to responding to the complex and unique needs of our immigrant youth...The majority of our newcomers have experienced significant trauma in their native country and in their journey to Massachusetts to seek a better life. They often have limited formal education and nothing more than the clothes on their backs. Without collaboration with community partners, we alone cannot fully meet the social, emotional, physical, economic and mental health needs of our immigrant youth and families. - WPS staff

Impacts of the 4-Year Wraparound Waltham Initiative

➤ Increased Culturally and Linguistically Representative Staffing

The four-year grant enabled each of the partners to fund or increase staffing, with a prioritization on culturally and linguistically appropriate staff to best support newcomer students and their families.

Waltham's educators are overwhelmingly white and monolingual English speakers. By bringing together so many bilingual adults, many of whom are also bicultural, through Wraparound's many activities, there is an increased number of people that can serve as trusted adults at school for newcomer students. - WPY staff

Having people that look like them and speak like them can help newcomer students and families feel connected in a place that feels totally disconnected. - WPY staff

Moreover, WPY explained how the Wraparound Initiative “has informed their commitment to hire bilingual staff whenever possible.” Currently, 8 out of 10 WPY staff members speak Spanish, including WPY’s new Executive Director. Doc Wayne similarly noted that working with Waltham newcomers prioritized the need to hire culturally responsive clinical staff with lived experience. TRII shared that over the past four years, they intentionally increased their Spanish-speaking staff to accommodate the influx of referrals from Wraparound partners.

➤ Informed Staff Development and Capacity Building

WPY noted that their organization’s professional development practices were also informed by Wraparound. A number of staff were trained in either Youth Mental Health First Aid (YMHFA) or as facilitators for teen-focused curriculum (tMHFA), designed by the National Council for Mental Well-Being. In addition, staff members have been encouraged to spend work hours attending relevant trainings to renew LICSW credentials and to become Certified Application Counselors to help students and families enroll in MassHealth Insurance. Another partner shared how being part of the Wraparound program increased their staff members’ awareness of the social determinants of health, resulting in important discussions leading to improved skills and services to youth being served.

➤ Increased Services and Improved Service Delivery

As a new initiative, the Wraparound program brought much needed services to newcomer students and families. During the initial years of the grant, Wraparound was conceived of as an intensive program for a limited group of high school students, primarily 9th and 10th graders. During the final two years of the grant, Wraparound services and supports expanded to all newcomer high school students, programs were piloted at McDevitt Middle School, and a referrals-based program linking newcomer students and their families to community resources through the Waltham Welcome Center was launched.

Impacts of the 4-Year Wraparound Waltham Initiative

Moreover, the co-location of staff at WPS schools and the collaborative multi-agency staffing model have reduced barriers and increased access to critical services, enabling these organizations to reach populations that have been historically underserved. Through this model, staff can more easily and readily connect students to Wraparound supports.

By offering both the Welcome Classes and individual therapy sessions during the school day, within the school buildings, our schools are signaling that they want newcomer students to feel welcomed and cared for, and to be successful in school. This, of course, also strengthened the Wraparound team's ability to connect with students, thus better equipping us to meet students' needs. - WPY staff

Staff are able to interact with families sooner, closer to when they arrive in Waltham...Being able to engage in a more active way has allowed TRII to offer more services in a more timely manner to help newly arrived families have access to basic human rights. - TRII staff

Working within the High School has increased the accessibility of mental health services, as many of the clients served may not have the time, resources, or transportation to participate in sessions within the clinic. - Children's Charter staff

➤ Strengthened Relationships Between Funded Partners

Connections and collaborations across the funded partners was noted as a key factor of the Wraparound program's success by all. Describing how organizations often work in silos, partners noted how the Wraparound program has been a catalyst for different kinds of collaboration, enabling partners to work together more closely to determine how to expand and/or readjust programming to best reach students. Moreover, staff shared how difficult this work can be and agreed that being personally involved in the Wraparound program with multiple partners has helped them to feel more supported and connected to each other as well as the people and organizations in the community.

While Chalk Talk is preventative and adjunctive in nature,...we can coordinate with Children's Charter on more individualized support for each participant if needed. In addition, knowing that there are partners who can meet other life needs, such as legal, is helpful and makes it more efficient to connect students with timely services. - Doc Wayne staff

Impacts of the 4-Year Wraparound Waltham Initiative

It gives me a sense of community and belonging and hope, which is super important if we are going to help these students. - WPY staff

For a provider to feel part of a bigger program, changes the way we provide our service. We feel supported ourselves – we can express that to [the clients], so they feel that much more supported by all of us. ... These partnerships have been instrumental in supporting both Wraparound clients and other Children’s Charter clients more holistically. - Children’s Charter staff

Furthermore, the partnership with WPS administrators/staff and their willingness to provide space for Wraparound and partner services was particularly noted as being vital to the program’s success. As one example, individual counseling for WHS Wraparound students was only possible because two administrators gave up their offices for a full-day on a weekly basis in order to provide space for Children’s Charter clinicians to offer counseling during the school day

WPY further uplifted how the strong relationships between WPY School Coordinators and WPS points of contact was key to building and maintaining trust with other key WPS staff, including guidance counselors and adjustment counselors, as well as school leadership.

➤ **Increased and Strengthened Connections to Other Community Partners**

The Wraparound team also focused on building connections and strengthening relationships with other community-based organizations, such as WATCH CDC, Waltham Boys & Girls Club, the Waltham Public Library, Charles River Community Health Center, and REACH Beyond Domestic Violence, while also building relationships with the Department of Transitional Assistance and the Guatemalan Consulate. These new and strengthened relationships, in turn, resulted in increased access to basic needs services for newcomer students and families.

➤ **Leveraged Additional Organizational Funding**

NWH’s funding for the Wraparound Community Health Initiative concluded in fall 2023. However, Wraparound partners noted leveraging the success of the initiative to gain new financial support for their work. First, recognizing the contributions of Wraparound to newcomer students and families and the initiative’s alignment with NWH’s goal of addressing social determinants of health through sustained community engagement and empowerment, NWH made a commitment to WPY for ongoing support of \$75,000 earmarked to support and sustain the work of the Waltham Welcome Center. NWH funds will cover approximately 75% of the operational costs (including staffing) of the Welcome Center. Through NWH advocacy efforts, WPY also was awarded an additional \$25,000 as part of Mass General Brigham’s Migrant Response funding to further support the Welcome Center.

Impacts of the 4-Year Wraparound Waltham Initiative

In addition, WPY and the funded partners will be strengthening and expanding the Wraparound initiative to Kennedy Middle School through a recently awarded three-year Boston Children’s Hospital (BCH) Mental Health and Well-Being Community Based Health Initiative grant, focused on increasing access to culturally and linguistically appropriate mental health counseling and support services. Doc Wayne also received a separate BCH grant to expand their services to newcomer students to one of Waltham’s local elementary schools. Finally, Children’s Charter also noted creating a grant-funded bilingual clinician position, which provides services for Spanish-speaking students at Waltham High School and McDevitt Middle School through funds from the Department of Public Health.

COMMUNITY-LEVEL IMPACTS

➤ Leveraged Municipal Support for Sustainability

The success of Wraparound Waltham and its potential for growth across the school district led to municipal commitments to support sustainability. In June 2023, Waltham’s City Council voted to allocate \$75,000 in City funding to support the salaries of the two WPY Wraparound School Program Coordinators. Additionally, earlier in 2023, the School District incorporated the WHS Academic Case Manager’s position (originally funded entirely by the District’s NWH grant) into the school budget. Both of these changes are not only vital to the sustainability of Wraparound, but also demonstrate a City-wide commitment to being a welcoming city for newcomer students and families.

➤ Raised Community Awareness and Elevated Issues Facing Newcomer Population.

Wraparound staff participated in numerous community and school events to share information about Wraparound, the Wraparound Welcome Center and related community resources available to newcomer families. They have led activities and hosted resource tables at health fairs and multicultural nights at both middle schools, participated in school-wide community building activities and attended back-to-school nights and all-building staff meetings at WHS and McDevitt to ensure their presence is well known. Moreover, WPY and WPS staff have presented at WPS School Committee meetings, a Waltham City Council meeting, and several Newton-Wellesley Hospital community meetings. These opportunities to educate the broader Waltham community ensure that newcomer families are aware of available resources for themselves and their children, as well as advocate for policies and programs that would lead to a more welcoming and equitable City.

➤ Expanded Community Footprint

Wraparound staff and partners’ impact at WHS and McDevitt Middle School has increased public awareness of services, prompting other schools in the Waltham community to consider their approaches to supporting newcomer students and families. Future partnerships with Kennedy Middle School are being explored for the 2023-2024 school year.

Impacts of the 4-Year Wraparound Waltham Initiative

Our increased presence will not only lead to a wider reach to students in the Waltham school districts, but also more systems level change that promotes increased collaboration among CBOs to avoid working in silos and come together and achieve a more significant collective impact. - WPY staff

Moreover, Wraparound's launch of the Waltham Welcome Center in 2021 has provided a welcoming safe space and access to community resources for hundreds of newcomer and Spanish-speaking families. Full-time staffing in 2022 and increased public awareness has enabled Wraparound to increase their footprint throughout the City of Waltham.

➤ **Leveraged Additional Community Resources**

Finally, through their strong connections and collaborations, Wraparound staff also leveraged additional community resources to benefit both Wraparound participants and other young people in Waltham. Examples include a donation-supported Winter Clothing Closet housed at the Welcome Center, as well as partnerships with Brandeis University and the Waltham Public Library (WPL) for a donation-supported Waltham Youth Professional Clothing Closet (located in the Teen Room of the WPL) where young people can "shop" for clothing for their interviews and jobs. WPY also partnered with Boston Cares to create "welcome backpacks" for newcomer students, resulting in over 120 backpacks being donated, each filled with school supplies and information about community resources.

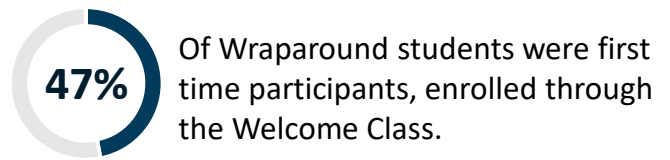
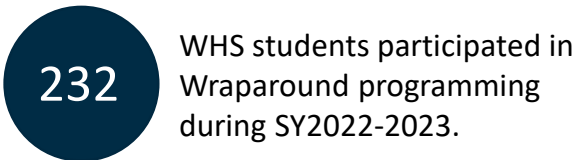
High School Wraparound Students Section

The following section contains SY2022-2023 information on:

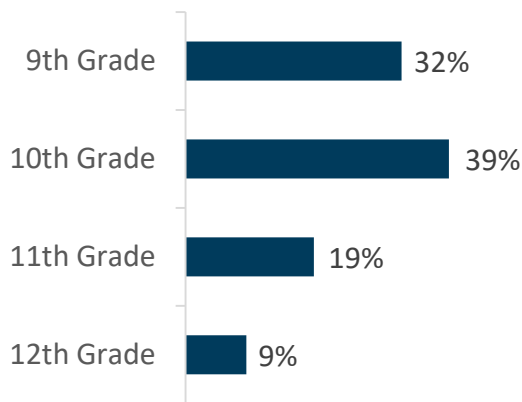
- Wraparound High School Students
- Wraparound Welcome Class at WHS
- Welcome Class High School Students
- Reflections from Wraparound High School Students
- WHS Welcome Class Needs Assessment
- Academic and Non-Academic Supports
- Academic Outcomes for Wraparound HS Students
- Wraparound Waltham Success Stories – High School

Wraparound High School Students in SY2022-2023

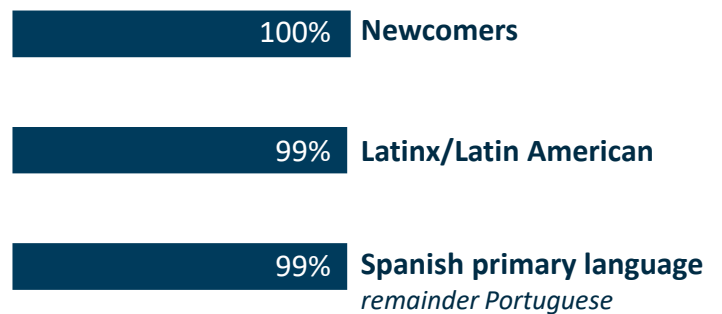
Wraparound students participating in SY2022-2023 include all newcomer high school students enrolled in the Wraparound Welcome Class plus any prior Wraparound students (from Grant Years 1 through 3) who continued to engage in any Wraparound programming or referral services during the 2022-2023 school year.



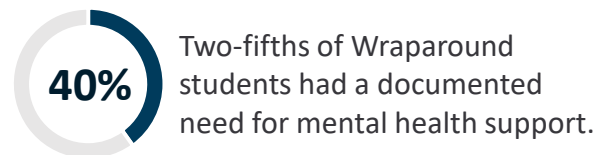
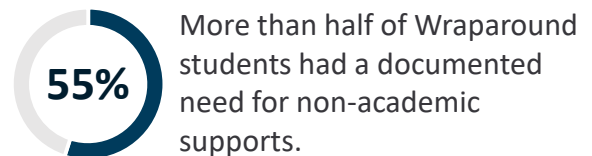
Nearly three-quarters of Wraparound students were **9th and 10th graders**.



Key characteristics of Wraparound students:



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 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.



Wraparound staff identified a number of ongoing and unmet needs among this population. Rising costs of housing in Waltham continues to be a top concern for many Wraparound students and their families, as does living in tenuous housing conditions, including overcrowding and other unsafe living conditions. Access to quality healthcare and insurance is also a significant challenge for newcomers.

Wraparound Welcome Class at Waltham High School

In Fall 2021, Wraparound launched a new approach to student engagement. Through this process, **all** Spanish-speaking Latinx newcomer students enrolled at WHS were invited to attend the weekly **Welcome Class** as part of their school schedule during their initial months at WHS. Enrollment in the class is voluntary. During this 1.5-hour student enrichment/Hawk Block, newcomer students were oriented to the school and community as a group using a structured and systematic approach. The Welcome Class was co-taught in Spanish by the WPY HS Wraparound Coordinator and the WHS Academic Case Manager. The Welcome Class is designed to connect students to trusted adults working at their school who speak their primary language, promote connections among peers, increase students' ability to navigate WHS, and raise student and family awareness of school and community resources and supports.

Typical Weekly Overview of the WHS Welcome Class Curriculum:

Week 1:	Introduction to Welcome Class & Navigating WHS
Week 2:	Welcome Center Presentation led by Welcome Center Coordinator
Week 3:	Who is Who at WHS
Week 4:	School Rules/Policies and Graduation Requirements
Week 5:	School Technology and Platforms
Week 6:	Self-Care, Creating Personal Goals and Objectives
Week 7:	Community Resources in Waltham and Building Relationships with Peers
Week 8:	Know Your Rights Presentation and Legal Q&A led by TRII

New this year, the WPY Welcome Center (WC) Coordinator joined the Welcome Class to present about the Welcome Center and meet and develop a rapport with the students. The WC Coordinator then contacted each Wraparound student and held one-on-one conversations to jointly complete a formal needs assessment to identify those who may need additional non-academic support services.

One noted challenge to effectively implementing this year's Welcome Class was that the Hawk Block period took place on a rotating schedule (i.e., not a consistent day of the week). Wraparound staff noted associated difficulties in class scheduling and student attendance (e.g., competing demands; mandatory attendance at school assemblies scheduled during Hawk Block). As a result, Wraparound reduced the number of Welcome Class cohorts provided from 5 (SY2021-2022) to 4 (SY2022-2023) to ensure that the full 8-week curriculum was covered.

Welcome Class High School Students in SY2022-2023

110

Newcomer high school students participated in the Welcome Class during SY2022-2023.

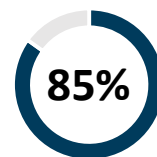
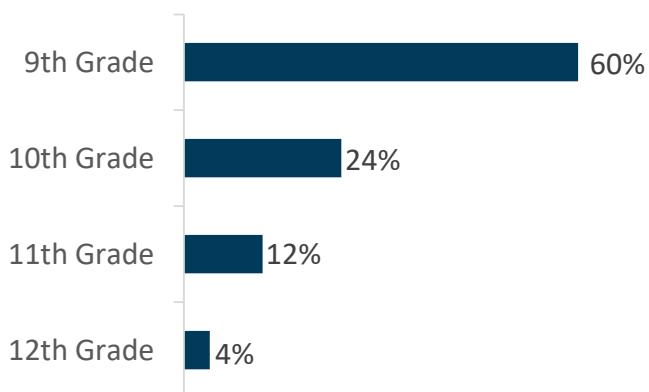
Across SY2022-2023, Wraparound held **4 High School Welcome Class cohorts**. These cohorts – starting in October, December, February and April – each ran for 8 weeks.

Start Date	Number of Sessions	Number of Students
October 2022	8	35
December 2022	8	28
February 2023	8	24
April 2023	8	23

Many students who completed a cohort wanted to join the new Welcome Class cohort again. While this points to positive environment and strong relationships established, the increased numbers could become too large for two facilitators to manage appropriately. As such, repeating students were encouraged to participate as student leaders and share their experiences, hand out materials, and participate as needed. The Academic Case Manager (ACM) also directed repeating students to teachers they needed to see for extra support during Hawk Block.

Characteristics of Welcome Class

Nearly two-thirds of high school Welcome Class students in SY2022-2023 were **9th graders**.



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

Other countries of origin included:

- El Salvador – 4%
- Colombia – 2%
- Mexico – 2%
- Peru – 2%
- Brazil – 1%
- Chile – 1%
- Honduras – 1%

Many Wraparound students come to the United States 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.

Reflections from Wraparound High School Students

During the final Welcome Class session in June 2023, the Wraparound High School Coordinator asked the 20 participating Wraparound students to reflect on what they enjoyed most about the Welcome Class and how their experiences in the Wraparound program had impacted them. Quotes are included below in both Spanish and English.

What do you like most about the Wraparound program and this Welcome Class?

Lo que más me gusta de este programa es que tenemos a maestros que nos prestan atención y son muy buenos. / What I like most is that we have teachers that pay attention to us and are really good.

Me gusta la Clase de Bienvenida porque en este periodo nos enseñan a convivir con los demás compañeros en las clase y crear relaciones con cada uno. / I like the Welcome Class because during this period they show us how to interact with the rest of our classmates and create relationships with one another.



of these students responded that the Wraparound program **helped them have a better or more successful experience in high school.**

How has the Wraparound Program helped you? Can you describe something that has changed for the better in your own life as a result of your involvement with the Wraparound program?

Conozco más personas debido a este programa. / I know more people due to this program.

Tener más confianza para hablar. / To have more confidence to speak up.

Me ayudó con los problemas que tengo y nos brindaron consejos. / It helped me with the problems I have and they gave us advice.

Aprendí donde tengo que ir si necesito ayuda. / I learned where I need to go if I need help.

Aprendí muchas cosas sobre la comunidad que no sabía antes. / Learned many things about the community that I did not know before.

Me motivaron a seguir estudiando y prestar más atención. / Motivated me to keep studying in school and pay more attention.

What advice would you give about getting the most out of the Wraparound program?

Que aprovechen la Clase de Bienvenida. Que preste atención para saber todo sobre como función la escuela y saber todo los que pueda sobre la escuela y no tener pena para cuando necesite ayuda. / I would tell them to take advantage of the Welcome Class. To pay attention to learn everything about how the school functions and just to know things about the school and to not feel shy when they need help.

WHS Welcome Class Needs Assessment

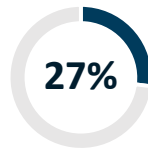
61

WHS Wraparound students enrolled in a 2022-2023 Welcome Class completed a formal needs assessment.

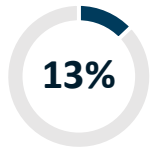
Reported Challenges (of those responding)



Do not know where to go if their family needs medical assistance



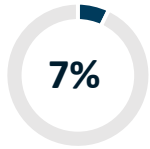
Lack Wi-Fi access at home



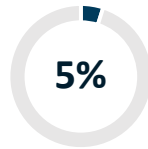
Lack health insurance



Experience problems paying heat/electric bills

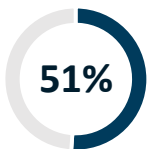


Lack appropriate clothes for school/winter

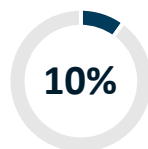


Experience household food insecurity

Added Responsibilities

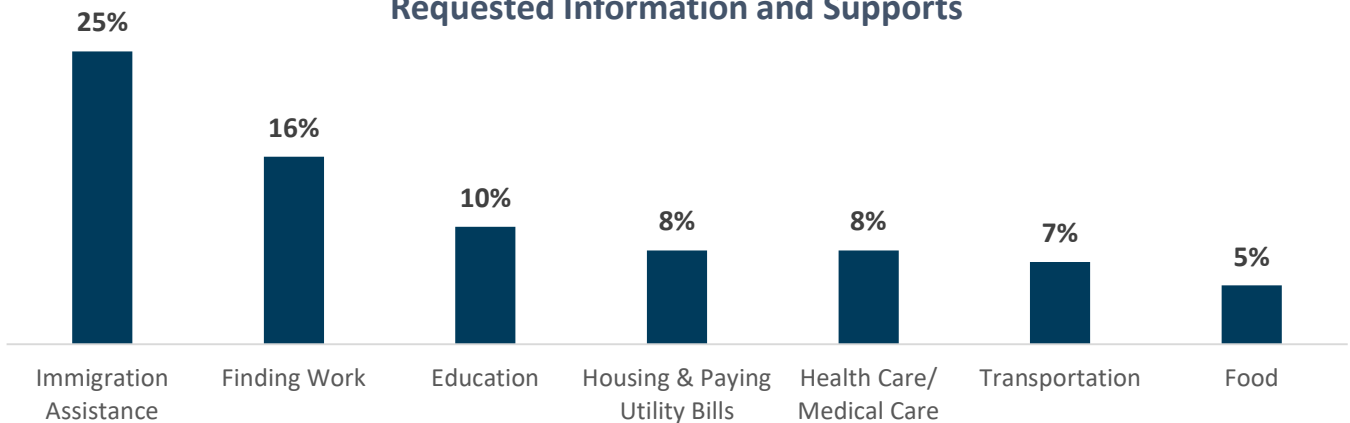


Are currently working



Are taking care of someone in their family

Requested Information and Supports



Fifty-five percent of students enrolled in a 2022-2023 WHS Welcome Class completed a formal needs assessment; a substantial increase from last year. Noted challenges included limited staff capacity and the high mobility of this student group. Wraparound staff intend to continue to strengthen this process, with the goal of each Welcome Class student completing the needs assessment in a one-on-one meeting next year.

Academic and Non-Academic Supports at WHS

Academic Case Management

In addition to co-teaching the Welcome Class, the ACM conducted regular one-on-one check-in meetings with students after they completed the Welcome Class, to continue relationship building, monitor students' academic and non-academic progress, and refer students back to the Wraparound Coordinator for additional services. Check-ins often led to the development of English Learner Success Plans (ELSPs), including individual goals and strategies, school-based referrals for tutoring, counseling, and academic support.

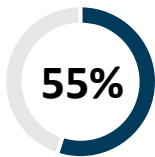


Of Wraparound high school students met individually with the ACM at least once.

3 Average ACM meetings
1-10 Range of ACM meetings

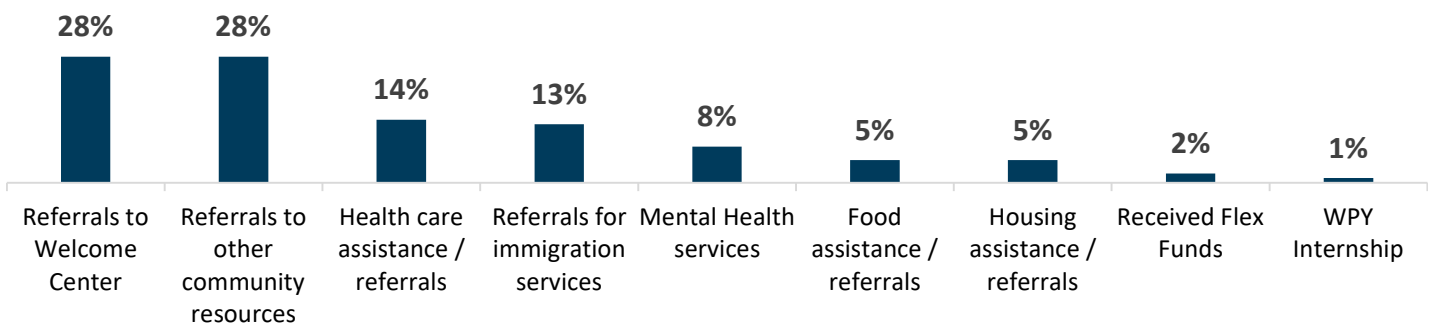
WPS leadership noted being *“very fortunate to have a bilingual and bicultural educator in this role who is present in the daily lives of our student.”*

Non-Academic Supports and Referrals



of Wraparound high school students received non-academic / basic needs supports or referrals during SY2022-2023.

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 – Children’s Charter and TRII – as well as other community partners, such as WATCH CDC, REACH: Beyond Domestic Violence, and local food pantries.

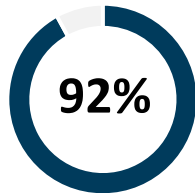


WPY provided **\$540** in financial assistance, known as Flex Funds, to 3 Wraparound high school students and their families. These funds were used for emergency rental assistance, moving expenses, and food.

For the first time, the Wraparound program hosted a summer intern. The student, a former Welcome Class participant, revised the Welcome Class curriculum, supported staff with Children’s Charter summer programming, and created a guide for Wraparound students interested in attending college.

Academic Outcomes for Wraparound HS Students

One of the primary goals of the Wraparound Waltham program was to provide emerging bilingual newcomer 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 high school students participating in SY2022-2023 **progressed academically.***

20

Wraparound students participating in SY2022-2023 **graduated.**

181

Wraparound students participating in SY2022-2023 **advanced to the next grade** level.

10

Wraparound students participating in SY2022-2023 **persisted in school** and are repeating the grade level in SY2023-2024.*

Six of the 10 students arrived late in the school year and did not earn enough credits to progress to the next grade level. The remaining four were required to repeat the grade level due to lack of academic progress.

*This data is based on 228 Wraparound high school students participating in SY2022-2023. Four students who transferred schools or moved out of the school district during the year were removed from academic outcomes analysis.

The remaining 8% of Wraparound students that did not progress academically are comprised of 15 students who chose not to attend and dropped out of school and 2 students who the school unenrolled due to lack of attendance.

As detailed throughout the report, the impacts of the Wraparound program extend far beyond the academic outcomes reported above. The following pages share Wraparound student “success stories provided by WPY as well as directly from Wraparound students that highlight the importance of Wraparound’s comprehensive and holistic supports for not only the individual student but also their extended family.

Wraparound Waltham Success Stories – High School

During the Welcome Class ... the Wraparound HS Coordinator noticed a newcomer student that was more shy, quiet and reserved than the rest of the students ... After a couple of sessions, the student learned about the community resources and supports they could possibly be connected with through the Wraparound program. During the 5th session, the student asked to speak with the Coordinator privately. The student shared that he was living on his own since he migrated from Guatemala and was renting a room by himself. He wasn't working but was actively looking for work; however, he was on the verge of being unhoused due to insufficient financial means.

In December, the Wraparound HS Coordinator provided the student with a check [using Flex Funds] ... to help pay half of his one month rent to ensure the student was not evicted...The Wraparound HS Coordinator also made a referral through the Welcome Center for support with housing from the community partner, WATCH CDC. ... The student shared that when he felt overwhelmed or stressed, he looked to speak with either Coordinators, which demonstrated that the student felt safe, seen and supported by the Wraparound staff during a difficult moment. The student [continues to be] a regular visitor at the WPY office and actively interacts with other staff members and students in the office. ... The student is currently in a stable living condition and is focused on school. The student successfully progressed to the next grade level.

Lo que me gustó de la Clase de Bienvenida fue conocer a otros estudiantes que eran tan nuevos como yo. La ... Clase de Bienvenida me ayudó a crear relaciones y amistades con estudiantes de otros países latinoamericanos. También me acerqué más a la Sra. Alexa durante y después de la Clase de Bienvenida. La Sra. Alexa siempre está cuando necesito hablar con ella o necesito algún consejo. ... ella ... me hacen sentir bienvenida y que soy importante. Ella cree en mí, incluso cuando no me siento en mi mejor momento. / What I liked about the Welcome Class was meeting other students that were newcomers like me. The ... class helped me to build relationships and friendships with students from other Latin American countries. I also became closer to Ms. Alexa [Wraparound HS Coordinator] during and after the Welcome Class. Ms. Alexa is always there when I need to talk to her or I need advice. She ... makes me feel welcome and that I am important. She believes in me, even when I do not feel at my best.

Unirme al grupo de apoyo los viernes fue súper especial para mí porque conocí a dos terapeutas... Me ayudaron a procesar mi dolor, los cambios que vive un estudiante inmigrante y los problemas familiares que pasan en casa mientras yo estaba en la escuela. ... Se preocupaban de verdad por nosotros y compartían con nosotros sus propias culturas y experiencias.. Creo que es importante tener estos programas para estudiantes porque no todos tenemos apoyo en casa, especialmente los estudiantes inmigrantes. / Joining the Therapy group on Fridays was super special to me because I met two therapists. ... They helped me process my grief, the changes that an immigrant student lives, and the family problems that were happening at home also while being at school. ... They really cared about us and shared with us their own cultures and experiences. I think it is important to have these programs for students because not all of us have support at home, especially ... immigrant students.



Middle School Wraparound Students Section

The following section contains SY2022-2023 information on:

- [Wraparound Welcome Class at McDevitt Middle School](#)
- [Wraparound Middle School Students](#)
- [McDevitt MS Welcome Class Needs Assessment](#)
- [Academic and Non-Academic Supports](#)
- [Academic Outcomes for Wraparound MS Students](#)
- [Wraparound Waltham Success Stories – Middle School](#)

Wraparound Welcome Class at the Middle School

Beginning in Fall 2022, Wraparound piloted the Wraparound **Welcome Class** at McDevitt Middle School. Wraparound held three 8-week Welcome Class sessions during the school year. The class met for 30 minutes weekly as an integrated part of the school day, during the social-emotional learning block. All Spanish-speaking Latinx newcomer students were invited to enroll in the Welcome Class block during their initial months at school. Enrollment in the class is voluntary; newcomer students may choose to enroll in another learning block or remain with their homeroom during this period.

The Welcome Class is co-taught in Spanish by the WPY Wraparound Middle School Program Coordinator and McDevitt’s Bilingual Guidance Counselor as an orientation for emerging bilingual Latinx newcomer students. The overarching goals were to support students in identifying a trusted adult at the school, build peer relationships, and improve students’ social emotional and coping skills. The students and staff collectively created and agreed upon the class expectations. During this weekly block period, students play interactive games and activities, while also learning about available school and community resources. The students conclude each session with a discussion of “Glows & Grows” about their experiences with and feedback about the class.

Typical Weekly Middle School Welcome Class Curriculum:

Weeks 1 and 2:	Getting to Know One Another
Weeks 3 and 4:	Getting to Know McDevitt Staff
Weeks 5, 6, and 7:	Mental Health: Strength and Needs
Week 8:	Healthy Relationships and Closing

The Wraparound Middle School Coordinator also met one-on-one with each student to complete a student intake and formal needs assessment to identify those who may need additional non-academic support services and referrals. A formal needs assessment was completed for the vast majority (89%) of the Welcome Class middle school students.

The McDevitt Bilingual Counselor and the WPY Wraparound Middle School Program Coordinator continued to make improvements to the Welcome Class over the course of the pilot year, including changing the class location (from the cafeteria to the library), displaying class expectations more prominently, and developing more cohesive lesson plans. Looking forward to next year, the Welcome Class staff plan to spend additional time on social emotional skills and potentially structuring activities by grade level in order to strengthen student attendance and engagement.

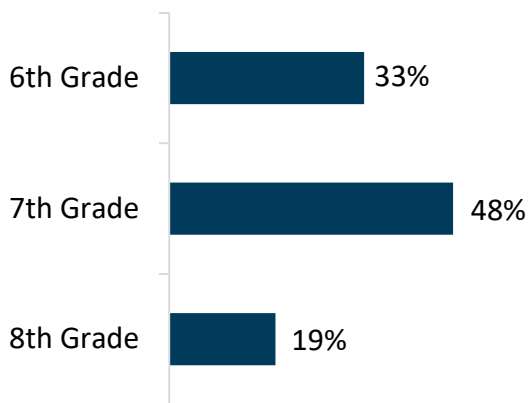
Wraparound Middle School Students in SY2022-2023

Wraparound middle school students are strictly defined as those newcomer students who were enrolled in the weekly Welcome Class. During this pilot year, newcomer students could also participate in other Wraparound programming – including the Breakfast Club or Doc Wayne services without being enrolled in the Welcome Class. As such, these students are not included in the official Wraparound student counts.

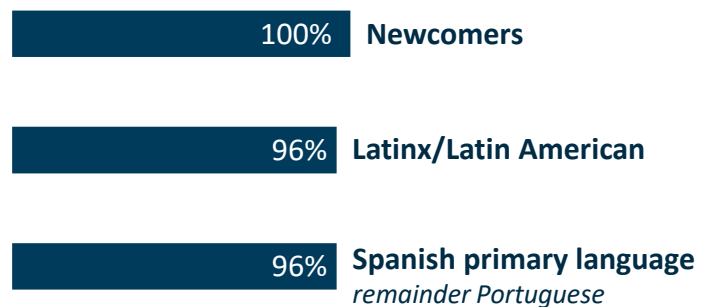
27

Newcomer middle school students were enrolled in the Welcome Class in SY2022-2023; hereafter referred to as Wraparound middle school students.

Almost half of Wraparound middle school students in SY2022-2023 were **7th graders.**



Key characteristics of Wraparound middle school students:



During this pilot year, students who had emigrated to the United States within the last three years were invited to participate. McDevitt staff advocated to make this pilot program accessible to any Latinx emerging bilingual newcomer student who could benefit, not just those who had arrived within the last year. The school noted that many students with limited formal prior education experiences would benefit. Moreover, McDevitt’s total student population was about one-third of WHS’s student population, resulting in a smaller pool of newcomer students.

73%

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

Other countries of origin included:

- Honduras – 11%
- Brazil – 8%
- El Salvador – 8%

Many newcomer students and their families face added challenges, including housing or food insecurity, lack of transportation or basic needs, lack of access to healthcare, employment or legal issues related to immigration status, and mental health needs.

100%

- had a documented need for non-academic supports
- had a documented need for mental health support

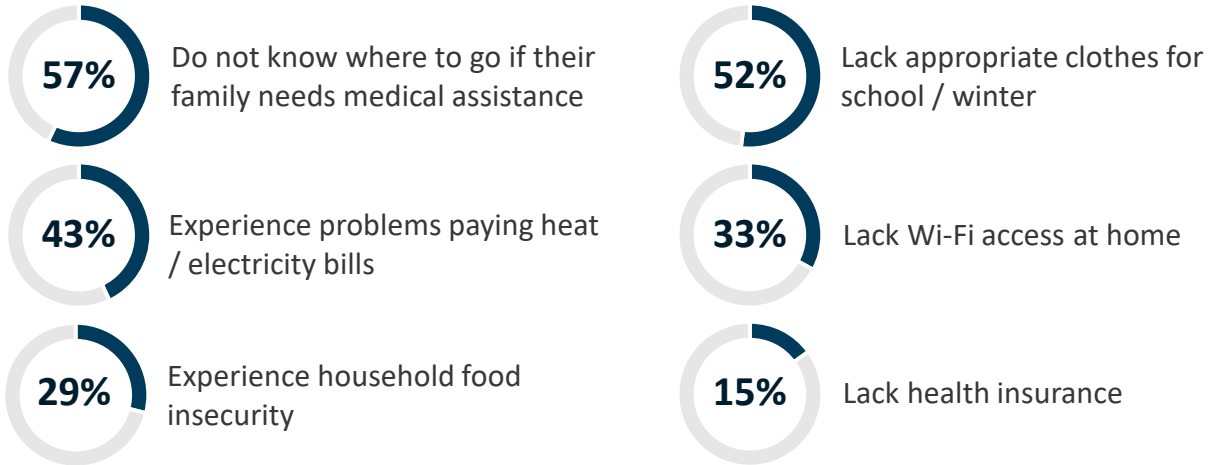
Middle School Welcome Class Needs Assessment

24

Wraparound middle school students enrolled in a 2022-2023 Welcome Class completed a formal needs assessment

Key Findings:

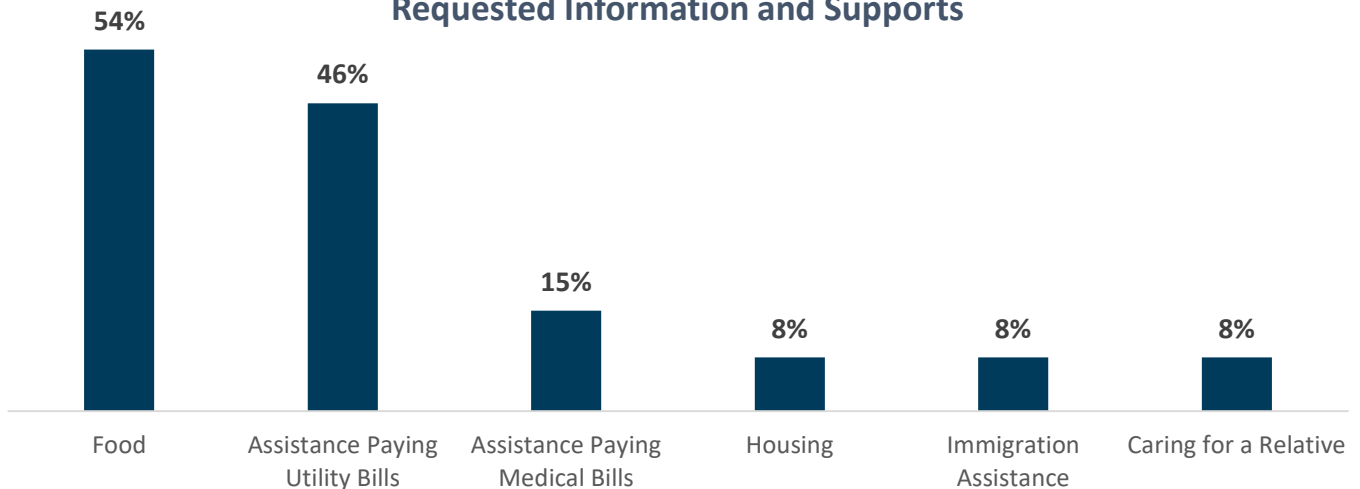
Reported Challenges (of those responding)



Added Responsibilities



Requested Information and Supports

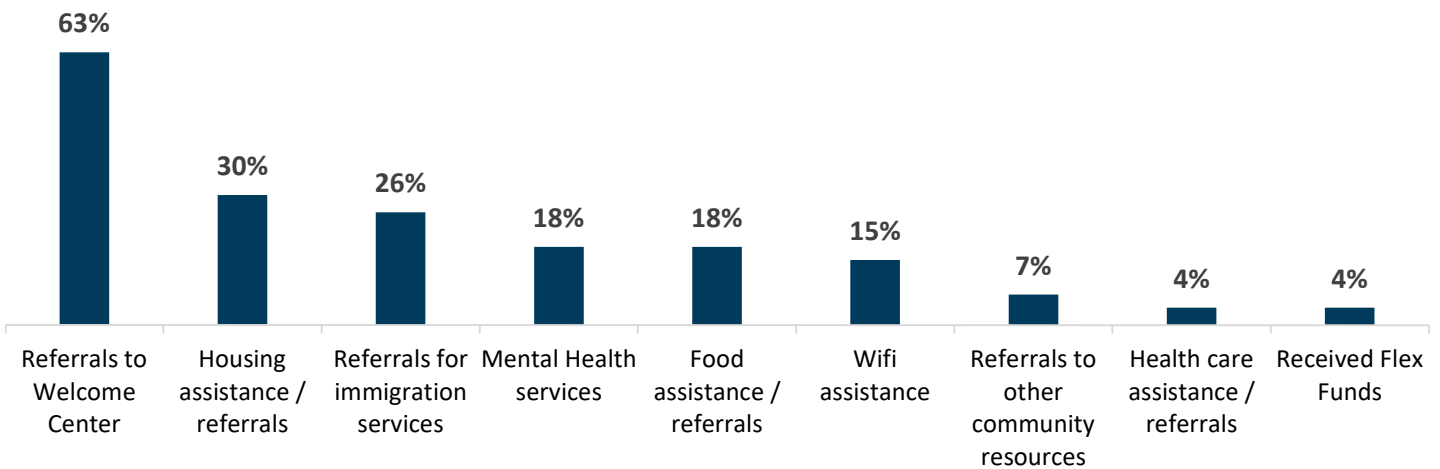


MS Non-Academic Support Services and Referrals



100% of Wraparound middle school students received non-academic / basic needs supports or referrals during SY2022-2023.

In addition to participation in the Welcome Class, the chart below depicts the variety of support services and referrals provided to Wraparound middle school students and their families. Community organizations providing these supports include Wraparound Initiative partners—Doc Wayne and TRII—as well as other community partners, such as WATCH CDC and local food pantries.



WPY provided **\$950** in financial assistance, known as Flex Funds, to one Wraparound middle school student and their family. These funds were used for emergency rental assistance and food.

In addition to the Welcome Class and non-academic supports and referrals, Wraparound also launched the **Breakfast Club** at McDevitt. The Breakfast Club is a newcomer student social group, hosted by the Wraparound Middle School Program Coordinator, that meets Monday – Thursday mornings during the free breakfast time.

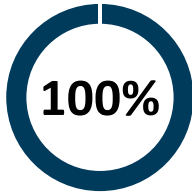


15 Newcomer middle school students consistently participated in the Breakfast Club. Other newcomer students dropped in occasionally.

The Breakfast Club allowed the Wraparound Middle School Program Coordinator the time and space to meet and build relationships with newcomer students in an informal setting as they ate breakfast, talked about how they are doing, and receive support before starting their first class of the day. The Coordinator modeled skills, such as asking students questions, listening, giving encouragement, and reminding students to practice kindness with one another. These connections to and between peers also aided in the process of inviting students to the Welcome Class and Doc Wayne sports-based therapy group. Challenges included identifying an appropriate space for meeting (e.g., Welcome Center or a given table in the cafeteria) and building trust among the students to engage in the group.

Academic Outcomes for Wraparound MS Students

One of the primary goals of the Wraparound Waltham program was to provide emerging bilingual newcomer students with the necessary academic and non-academic supports to be able to successfully persist in school and advance grade levels, supporting them towards high school graduation.



Of Wraparound middle school students participating in SY2022-2023 **progressed academically.***



Wraparound students participating in SY2022-2023 **advanced to the next grade** level at the end of the school year.*

*One Wraparound middle school student who moved out of the school district during the SY2022-2023 was removed from academic outcomes analysis.

As detailed throughout the report, the impacts of the Wraparound program extend far beyond the academic outcomes reported above. The following pages share Wraparound student “success stories” 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 Stories – Middle School

[In March 2023], an 8th grade newcomer student notified the McDevitt Bilingual School Counselor that he and his dad had financial issues and were worried about not having enough money to pay rent for that month. The School Counselor referred the family to the Welcome Center Coordinator ...and WPY Wraparound Middle School Program Coordinator. The School Counselor reported that the student's dad had sustained a significant injury at work, had been hospitalized and would be unable to work for at least 3-4 months. The student was working a part-time job to help support the family and much of the financial burden now fell to him. The student and their dad were open to receiving support, as they were concerned and had immediate pressing needs to pay for rent and purchase groceries. After the team communicated and brainstormed, the Wraparound team utilized \$950 in Flex Funds to pay for the family's rent that month and to purchase the family a supermarket gift card. [When] the Wraparound Middle School Program Coordinator dropped off the rent check and supermarket gift card at the family's home, the student and his dad ... expressed their gratitude for the support. The Coordinator told the family that a community partner organization would be in contact with them for support going forward and that the family could contact Wraparound staff...if they had any questions or concerns. The family continued working with their supports, and the student successfully passed his classes and will enter 9th grade at Waltham High School next year.

In December 2022, a 7th grade newcomer student...attended a Welcome Class at McDevitt and later completed a needs assessment with the Wraparound Middle School Program Coordinator. When the Coordinator called the mother to follow up on some of the identified needs, he learned the family of 4 were currently living together in a basement. The mother also reported that they were worried about not having gifts or decorations for the Christmas holiday. Upon receiving permission from the mother, the Coordinator made a referral to the Welcome Center Coordinator to connect with further resources and supports. The Welcome Center Coordinator called the family, set up an intake date and told the mother they knew of donated Christmas trees available to families...The Welcome Center Coordinator met with the family to pick up the last available Christmas tree that very same day...The Bilingual School Counselor later helped the student pick out a winter hat and gloves from Welcome Center donations as well as additional clothing from the school clothing closet. The Welcome Center Coordinator also referred the family to 2 additional community organizations to address housing and legal needs. Within a few months, the family moved into a new apartment where the student had their own bedroom. When requested, the Welcome Center Coordinator assisted the family with applying for and obtaining affordable Internet services. The family continued working with their supports, and the student remained in school and will progress to the 8th grade next year.



Waltham Welcome Center Section

The following section contains SY2022-2023 information on:

- Waltham Welcome Center
 - Student Characteristics
 - Services
- Reflections from Welcome Center Families
- Waltham Welcome Center Success Stories

Waltham Welcome Center

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

During the 2022-2023 school year, significant efforts were made to increase knowledge of and access to Welcome Center services. In September 2022, WPY hired a full-time Welcome Center Coordinator, effectively doubling Welcome Center hours. Operating four days each week (Monday through Thursday) from 3:30–6:30 p.m., the Welcome Center increased access to working families who could only attend during the evening. In addition, the Welcome Center Coordinator increased access to Welcome Center resources for high school students by offering one-on-one meetings at the WPY office, co-located at WHS. During these meetings, the Coordinator worked with students to complete needs assessments, find community resources and supports, and make referrals to community organizations and services. Finally, the Coordinator's presence at community partner meetings and events helped establish relationships and increase public awareness about the Welcome Center. As one example, Welcome Center staff supported Newton-Wellesley Hospital's Community Health Fair for Waltham Public Schools, assisting newcomer students with obtaining health physicals and providing them with a 'medical home.'

Noted changes and improvements include:

- **Data Systems:** Data collection and tracking were identified last year as a key challenge and priority area moving forward. This year, Welcome Center staff reported consistent use of the Welcome Center intake form, capturing pertinent information on WPS students and families requesting their services. Capturing this information systematically in Salesforce created an easier and improved way for staff to track needs and service delivery across all Wraparound programs and services.
- **Co-location of Services:** Another key change noted this year included the co-location of TRII staff, holding established visiting days (twice a month on Mondays). TRII staff were available for one-on-one consultations at the Welcome Center with follow-up meetings taking place at TRII's office.

Wraparound continues to build relationships with other community partners and find innovative ways to support newcomer families. For example, the Welcome Center Coordinator is working with representatives from the Department of Transitional Assistance (DTA) to host monthly office hours at the Welcome Center. Working collaboratively will benefit students, families, and community members that attend these events, increase access to vital community resources, and increase a sense of belonging in the city of Waltham.

Finally, the Welcome Center remained open for four days a week during the summer months of June, July, and August. Welcome Center staff were available to guide newcomer families arriving and needing to seek support with school registration and community resources.

Waltham Welcome Center – Student Characteristics

Welcome Center services are available to all families who are enrolled or are in the process of enrolling a student in Waltham Public Schools. Data is collected and tracked at the student level.

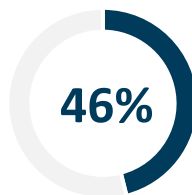
135

unique WPS students representing 98 households received referrals and support services through the Welcome Center during SY2022-2023.

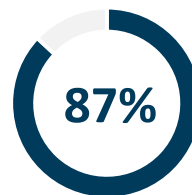


The **98** households served represented at least **191** individuals (including students' parents/caregivers and siblings), who benefited from Welcome Center services. Household sizes ranged from **1 to 8** people.

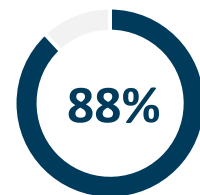
Characteristics of WPS students receiving Welcome Center services



... were active Wraparound students.

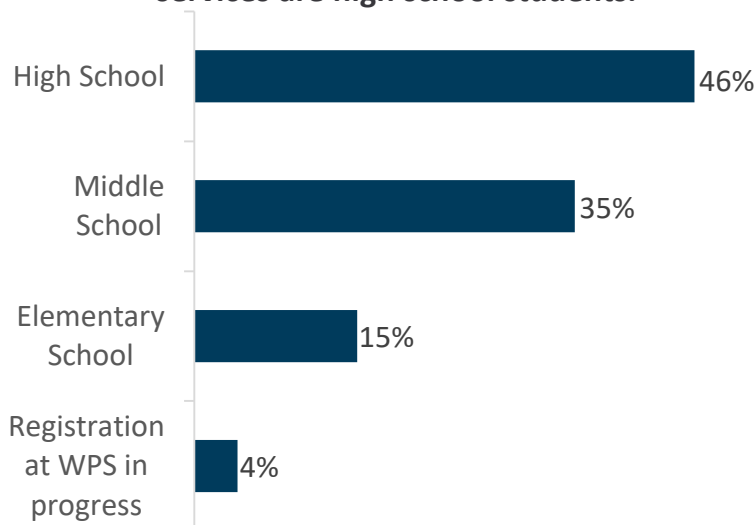


... primarily spoke Spanish at home.



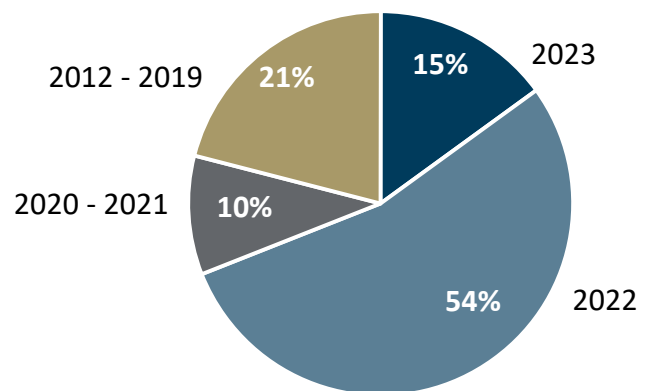
... were born outside of the U.S.

Nearly half of WPS students receiving Welcome Center services are high school students.



Students utilizing the Welcome Center represented all schools in the WPS District, including one high school, two middle schools, and six elementary schools.

Year arrived to the U.S.

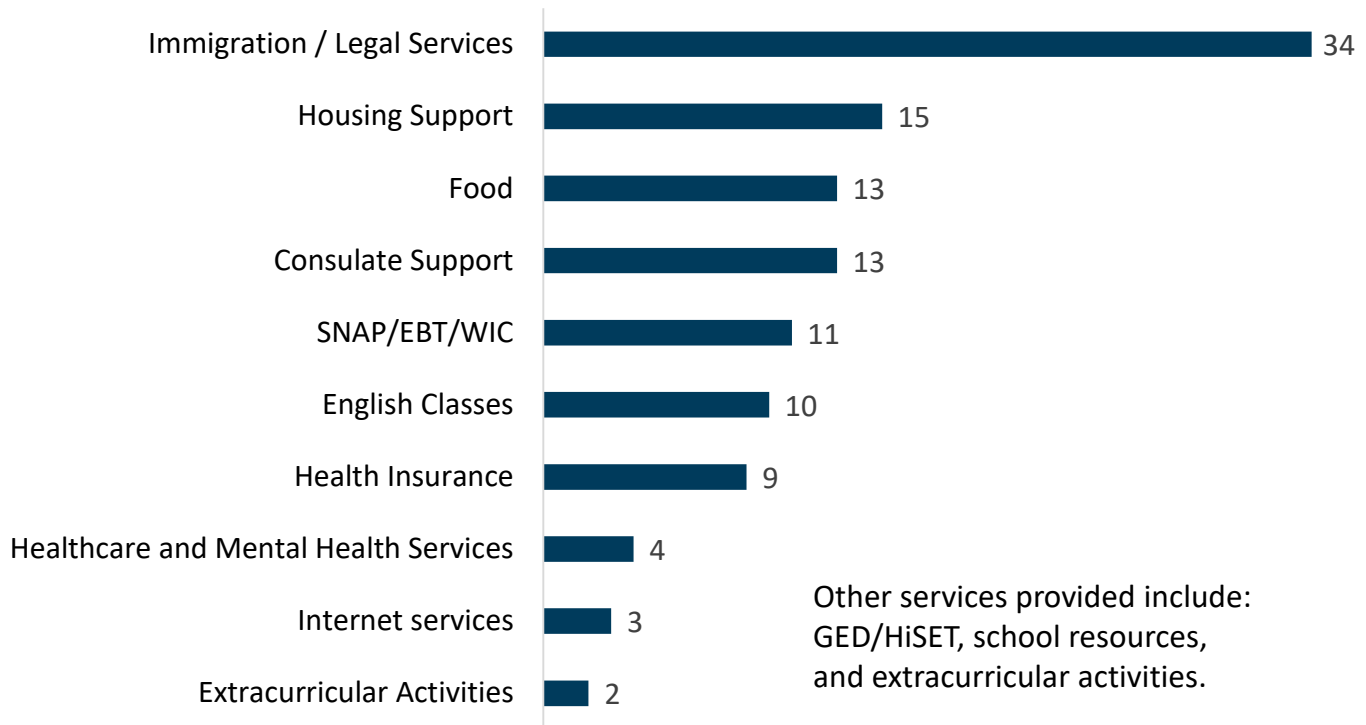


More than two thirds of students receiving Welcome Center services arrived to the U.S. within the last year.

Waltham Welcome Center Services

The Welcome Center provides a wide variety of support services linking students and families to community services. The most frequently provided services during SY2022-2023 included immigration and legal services and housing support.

Welcome Center Referrals and Support Services Provided in SY2022-2023



Welcome Center staff also elevated the challenges of housing and health care.

The relatively high number of families needing housing support is not surprising. As noted by WPY staff, affordable housing is a significant challenge, with many families struggling to afford rent and utilities. Despite the Welcome Center Coordinator's ability to provide housing search assistance or refer to other community-based housing resources, there are many barriers to securing housing. Ongoing housing insecurity for many families include rising rental costs, an extremely tight housing market, and difficulty gathering necessary information from landlords to support housing assistance applications.

Another challenge noted was obtaining primary care providers (PCP) and health insurance for students and families being served. In the future, Welcome Center staff plan to become trained Certified Application Counselors for MassHealth insurance, to support students and families with applying for health insurance. The Welcome Center also plans to continue to work closely with community health workers from Charles River Community Health Center and NWH when connecting students or families directly to obtain PCPs or schedule check-up exams.

Reflections from Waltham Welcome Center Families

In June 2023, five community members were engaged in conversations to share their experiences with Welcome Center staff. Topics discussed included Welcome Center services provided, impacts on families, and recommendations for other services moving forward. Quotes are included below in both Spanish and English.



- Agreed that WWC **improved their sense of belonging** and involvement in their child(ren)'s school/community.
- Agreed that engaging with WWC made them **more knowledgeable of community resources and supports**
- Would **recommend the WWC** to a family, friend, or acquaintance that is newly arrived to Waltham.

How has the Waltham Welcome Center (WWC) helped you and your family? Please share something that you've appreciated from the Welcome Center and its staff.

[WWC] me ayudó bastante con las escuelas, registrar a los niños, y también en el seguro médico, y los asuntos legales. / [WWC] helped me a lot with the schools, with registering the children, also with health insurance, and legal matters.

Para mi ha sido de gran beneficio. Me sentí Perdida. No sabía a dónde ir. [WWC personal] me ayudó y me dirigió...Fue una bendición para mi familia. / For me it has been a great benefit. I felt lost. I didn't know where to go. [WWC staff] helped me and directed me...[WWC] was a blessing to my family.

Mi niño fue expulsado. [WWC] se comunicó con la escuela y me dijo que el niño necesita tutoría...[WWC] me ayudó con llamar a la escuela. Ya quitó la suspensión, [WWC] ayudó mucho con la comunicación con la escuela. [WWC] puso prioridad en mi caso. No se olvidó de nosotros, siempre me llamó, y se llevó muy bien con mi hijo. / My son was suspended. [WWC] contacted the school and told me that my son needs tutoring...[WWC] helped me with calling the school. The school removed the suspension. [WWC] helped a lot with the communication with the school. [WWC] made my case a priority. She didn't forget about us, she always called me, and she got along very well with my son.

Les agradezco mucho por hablarnos en español. De una u otra manera, saben cómo ayudar a las familias, y si no saben, trabajan en llegar a la respuesta. / I thank you very much for speaking to us in Spanish. One way or another, you know how to help families, and if you don't, you work on finding an answer.

Nos ha ayudado mucho la atención que Uds nos han dado, mi esposa me dice que "Mira, ella nos va a ayudar, ella también es de Guatemala, ella es paisana!" A veces hemos querido hacer algo y no pudimos pero con Ud, Ud nos ha ayudado con entusiasmo. Hasta mis hijas ven que si necesitan algo, hay alguien que les puede ayudar. / The attention you have given us has helped us a lot. My wife tells me that "Look, she is going to help us, she is also from Guatemala. She is a paisana!" Sometimes we have wanted to do something and we couldn't, but with you, you have helped us, and with enthusiasm. Even my daughters see that if they need something, there is someone who can help them.

Waltham Welcome Center Success Stories

The Welcome Center Coordinator was asked to provide brief narratives or success stories of a participating student or family to better exemplify the impact of the Wraparound program.

[In] October of 2022, the WPY Wraparound High School Coordinator made a referral to the Welcome Center for a family who was seeking assistance for housing purposes. The mom had initially been working with WATCH CDC to search for housing, which turned out successful, as the family had been living in a single room. However, the family did not have furniture to move into their new apartment. After meeting with the mother, the Welcome Center Coordinator...learned about Household Goods, a non-profit organization located in Acton, MA that provides furnishing to families in need that are moving into their new homes. The Welcome Center Coordinator ... [established] a referral to Household Goods.

However, as an added complication, Household Goods requires that the family or organization provide transportation to receive services. Using Welcome Center Flex Funds, the Welcome Center Coordinator rented...and drove a U-Haul truck and the mom to Acton to pick up the donated goods for the new home...and served as an interpreter during the Household Goods appointment. It was imperative that a bilingual representative was present the day of, being that the family would have to communicate and let the volunteers know which furniture was being chosen... The family was thankful for all the support that was provided by the Wraparound Team. Following their move, the mom maintained contact with the Welcome Center Coordinator when other support was needed, such as contacting WIC services...as well as...to give a quick update of how things are going at home. It was a joy to establish such an amazing relationship with the family, as well as to build trustful relationships with community members

[Following the Welcome Center Coordinator's presentation at the WHS Welcome Class,]...one student approached the Coordinator requesting assistance with their passport. The student was seeking assistance with obtaining a new passport and DPI (consulate identification) through the Guatemalan Consulate. At the time, the Consulate had not developed an online system to schedule appointments. It was very difficult to even get a hold of a representative from the Consulate; taking numerous phone calls before someone was reached. The Consulate usually requires that individuals begin calling at 8am in order to speak with someone...After [multiple communications by the Coordinator] the student was finally given an appointment with the Consulate...Once the appointment was confirmed, the student proceeded with texting the Welcome Center Coordinator full of excitement. He expressed immense gratitude with the support that was given in order to get a hold of and schedule his appointment with the Consulate. The Welcome Center Coordinator then proceeded with the next steps needed to be addressed before the appointment, which were: obtaining a proof of address; money orders for processing the documents; and making sure the student had reliable transportation to his appointment. Securing transportation would be the most important part being that the Consulate is located in Providence, RI. As a result of the Welcome Center Coordinator's efforts, the student made it to his appointment and was able to process and obtain his passport and consular identification.



Wraparound Initiative Partner Section

The following section contains SY2022-2023 information on:

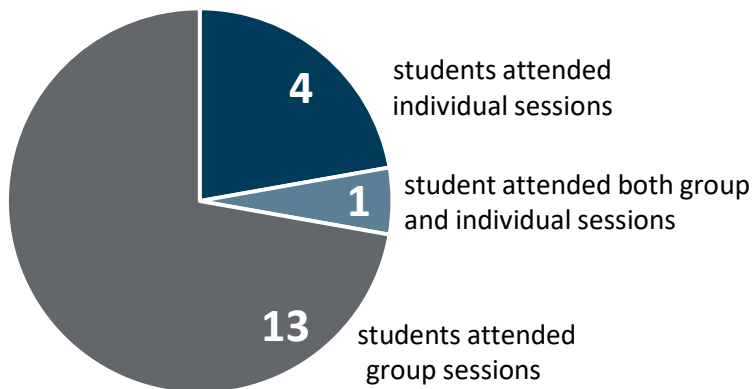
- Children's Charter
- Doc Wayne
- The Right to Immigration Institute

Wraparound Initiative Partner: Children’s Charter

Children’s Charter’s bilingual and bicultural clinicians continued to provide mental health support services for newcomer Latinx high school students.

- ❖ **Individual Therapy** – In January 2023, Children’s Charter transitioned to providing individual therapy, in lieu of individual support. This change provided students with culturally sensitive, trauma-informed, and youth-centered individual 1-hour therapy sessions in Spanish, every Friday within the school hours of 9:15am to 2pm. Students were also provided access to on-call clinic coverage 24/7. Referrals and continued supports are provided by the Wraparound HS Coordinator and appointment scheduling is coordinated with WHS guidance counselors to ensure students are not missing needed class-time.
- ❖ **Group Support** – Led by Children’s Charter’s clinicians and the Wraparound HS coordinator, these support sessions were conducted in Spanish every Friday after school at WHS. Group support provided a safe space to share experiences, process emotions, learn healthy coping mechanisms, and build relationships with peers and adults in the group. Scheduling was coordinated to ensure students had transportation home by the late school bus.

18 newcomer WHS students participated in Children’s Charter therapy and support sessions



16 Average individual sessions attended
Students attended a range of 9 to 19 sessions

14 Average group sessions attended
Students attended a range of 2 to 28 sessions

Clinicians noted improved engagement as services transitioned back to in-person. They emphasized the value of making individual therapy accessible to students during the school day as a key factor for consistent attendance and engagement. They further explained the value of being physically present at school to support students with accessing their guidance and school adjustment counselors during and after sessions and engaging in joint meetings when the needs arise.

Clinicians celebrated reaching full capacity for both individual and group support services this year. Increased funding and capacity would enable Children’s Charter to reach more Wraparound students in the future. Finally, clinicians recommended that students in group support would also benefit from access to 24-hour on-call supports.

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 programming to better illustrate the importance of providing these services.

Students have verbalized how appreciative they are of having a consistent and trusting space to be able to connect with mental health providers and peers in their own language. We have been able to explore a variety of topics that students bring to group including family dynamics, housing issues, immigration, as well as peer dynamics at school. We have witnessed the ways they have been able to support one another within and outside of school, as they establish deep friendships with each other. We have been able to support the facilitation of conversations with students who at one point did not get along but were able to form friendships through group. We also have seen the ways they have supported each other outside of group, by giving each other rides, referring one another to various jobs, and providing emotional support.

The provision of individual therapy has also been instrumental for students who have ongoing mental health needs and trauma histories. Through individual therapy, clients have been able to process their lives, explore current concerns, learn coping strategies, and begin to dream about their futures. We have seen the ways these students have had increased stability and connections with others through these supports.

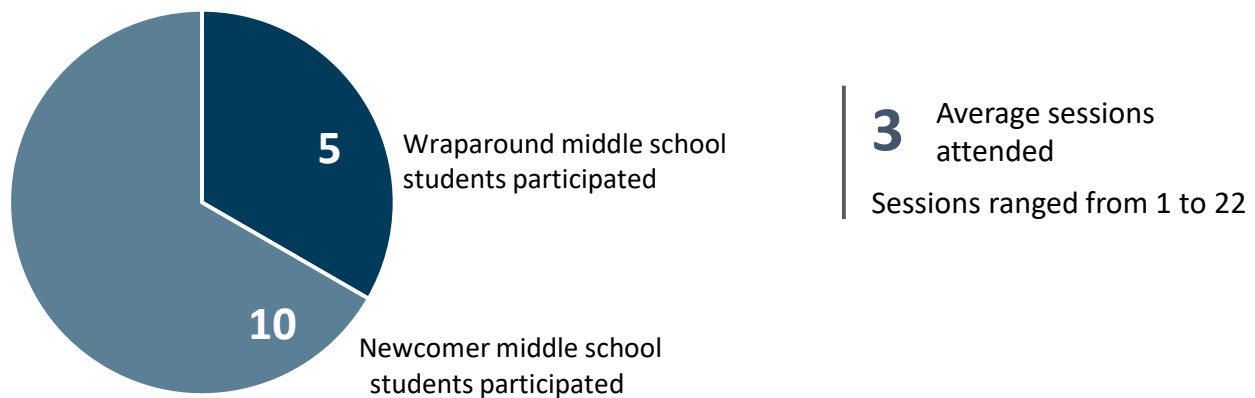
One student was referred to the group by his individual Children's Charter therapist, because...he has difficulty connecting with peers and experiences isolation due to social anxiety and his interpersonal trauma history. When he first attended group, he sat behind both clinicians, and often pushed himself physically further and further away throughout the span of the group session. When asked to participate he would often shake his head no and did not want to engage. Throughout the last several months, we attempted to support his engagement and integration into the group, by gently incorporating him through games and conversations. We have seen his progress, as he has slowly started sitting closer to the group and chiming into conversations. A highlight of his participation occurred when he introduced the idea of a game to the other participants and engaged in collaborative play with his peers. Since then, he has been able to engage in vulnerable and playful conversations with his peers. He has become an integral part of the group, and often volunteers to speak first and share his perspective.

Wraparound Initiative Partner: Doc Wayne

During SY2022-2023, Doc Wayne led a sports-based therapy group, known as Chalk Talk, providing an opportunity for newcomer middle school students to readily access mental health support. Newcomer students with demonstrated needs in building social emotional skills were referred to the group by the McDevitt Bilingual School Counselor. In addition, the WPY Wraparound Middle School Program Coordinator assisted with personally inviting the referred students, passing out flyers and waiver forms, and attending group sessions to introduce students to the Doc Wayne coaches and participate in programming.

The weekly after school group sessions were run almost entirely in Spanish by two bilingual and bicultural Doc Wayne clinicians. **More specifically**, the clinicians utilized soccer as a platform to teach and apply social emotional learning and social skills to increase self-confidence, improve communication and conflict resolution, and increase pro-social risk-taking. Through these group activities, students were able to access clinical support and coaching to learn how to constructively express feelings, take space when needed, and respectfully advocate for themselves and set limits.

15 newcomer students participated in Doc Wayne programming during the SY22-23



Five of the fifteen participants were Wraparound students, meaning these students were also enrolled in the Wraparound Welcome Class. The remainder were Spanish-speaking Latinx newcomer students who did not participate in the Welcome Class pilot but were eligible to receive other Wraparound services.

Although, the Doc Wayne group had the capacity for 12 student participants, only five students attended the group consistently. Noted challenges to student engagement and consistent participation included competing demands after school, health issues/injuries, and a mid-year scheduling change, which moved the afterschool program to a different day of the week. Finally, Doc Wayne recognized the challenge of recruiting and engaging female-identifying newcomer students. Doc Wayne will prioritize communication and coordination with Wraparound and McDevitt staff to implement programming at the beginning of the 2023-2024 school year, increase referrals, provide “day of” student reminders, and encourage parents to submit paperwork/waivers to allow their children to attend.

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.

In the initial sessions, a middle school student had instances of verbal aggression, including threatening peers with violence, and had several instances of walking out of the school/session when he became overwhelmed. He was a very consistent participant in Chalk Talk. Over the course of the year, there were still instances of the student becoming frustrated or dysregulated, however, he did not leave the school, only walking out into the hallway when he needed space. He did not engage in any physically aggressive behaviors. The student would sometimes shut down and not explain to others what had caused him to become upset in the first place. With coaching and support, the student was able to practice sharing with a peer why he had become upset, and respectfully stated his boundaries to his peer. He was able to remain in the game with this peer without issue, and ultimately end the group in a neutral to positive mental space. At the end of the year, this peer stated that he learned not to fight as much with others as his biggest lesson from the program.

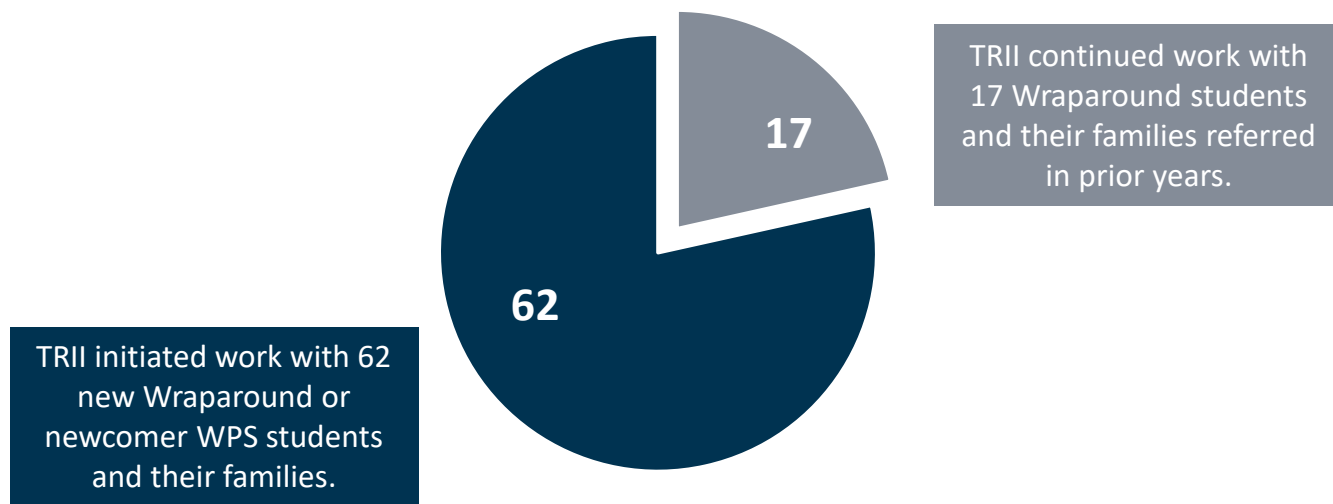
The Bilingual School Counselor and Wraparound MS Coordinator stated that they saw the group's benefit in the lives of the consistent student participants. These benefits included evidence of students' strengthening their emotional regulation skills, improving stress tolerance, and improving social skills with peers and adults.

Wraparound Initiative Partner: TRII

The Right to Immigration Institute (TRII) continued their work as a key referral partner of the Welcome Center, supporting newcomer families. One key change this year included the co-location of TRII staff, holding established visiting days (twice a month on Mondays) at the Waltham Welcome Center. TRII staff were available for one-on-one consultations at the Welcome Center with follow-up meetings taking place at TRII's office. TRII also presented Know Your Rights (KYR): Legal Q&A sessions sessions, addressing the current Work and Family Mobility Act (WFMA), at an Immigration Information session, coordinated by the Welcome Center, for students, parents, and community members. These community engagement events likely led to increased awareness and requests for services from the broader newcomer community in Waltham.

TRII also continued to accept referrals for immigration/legal support for any student in the Welcome Class at either WHS or McDevitt. Additionally, TRII continued to present their KYR sessions during the WHS Welcome Class. During these sessions, students had the opportunity to ask questions specific to their case in private or also schedule and appointment for a consultation.

During SY2022-2023, TRII received referrals for and provided direct services—immigration representation and advice—to a total of **79** Wraparound or newcomer WPS students and their families. The majority of those served were new clients; the remaining seventeen were comprised of Wraparound students and their families receiving continued services from the prior year.



As a largely volunteer-run organization, having the capacity to connect directly and respond in a timely manner can be challenging. Strengthening practices to share pertinent information with Wraparound partners about newcomer students requesting services is recommended.

Co-location of TRII's staff on select days at the Welcome Center provided a much smoother introduction and hand-off for families. Many families, especially immigrant families, are initially hesitant to share personal information with strangers. However, having established relationships with the Welcome Center staff has improved conversations with and transition to working with TRII for newcomers seeking immigration services.

Wraparound Initiative Partner: TRII

TRII provided the following services for Wraparound students and their family members as needed:

- Immigration status assessments to determine any immigration benefits to which students and their families might be entitled.
- Direct legal representation in immigration proceedings.
- Family safety planning and advice to make families feel more comfortable and cognizant of their rights.
- Help in determining work authorization rights and status, and support in applying for work authorization.
- 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.

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.

The clarity of being listened to and coming to understand rights as a form of resistance and safety planning for families allowed students to concentrate on studies and working to support their families. TRII was a resource for social determinants of health quality of life assessments in a safe, confidential space, in addition to helping ascertain or gain immigration status and human rights in the form of housing, work authorization, unpaid wages and abusive work conditions, and access to public benefits in the form, especially, of health insurance.

Wraparound Waltham Moving Forward

The 2022-2023 school year marks the fourth and final year of NWH's Wraparound Waltham grant. Based on the success from the NWH 4-year grant, WPY successfully applied for new 3-year grant funding to sustain and expand existing Wraparound services. The following Wraparound programming changes are in the process of being planned and implemented for SY2023-2024:

At Waltham High School

- Continue to strengthen and expand current Welcome Class and Wraparound programming at Waltham High School.
- Continue to strengthen and standardize individual student intake and needs assessment process for Welcome Class students to ensure assessments are conducted with all Wraparound students.
- Continue Children's Charter mental health clinical services and programming at WHS.
- Develop new leadership and other engagement opportunities for prior Wraparound students that participated during the initial years of the grant.

At McDevitt Middle School and Kennedy Middle School

- Strengthen and expand current Welcome Class and Wraparound programming at McDevitt Middle School. Integrate with school's new Newcomer Program organized by grade level.
- Pilot Welcome Class model with newcomer emerging bilingual students at Kennedy Middle School, including conducting student intake and needs assessments and making referrals to the Welcome Center and other community resources as needed. Implement data systems for Wraparound students and services.
- Expand Children's Charter mental health clinical services and programming at McDevitt and Kennedy Middle Schools, as needed.
- Explore expansion of Doc Wayne mental health programming to Kennedy Middle School.

At Waltham Welcome Center

- Strengthen and expand the types of services available through the Welcome Center.
- Continue and expand partnership and co-location of services available, such as cohosting monthly office hours with a representative from the Department of Transitional Assistance to meet with newcomer families.
- Provide additional professional development for staff, including training Coordinator as a Certified Application Counselor (CAC), to support families with applying for MassHealth insurance and becoming a Public Notary, so that the Welcome Center can offer notary services free of charge.
- Continue to increase community awareness of available services and supports through the Welcome Center.