

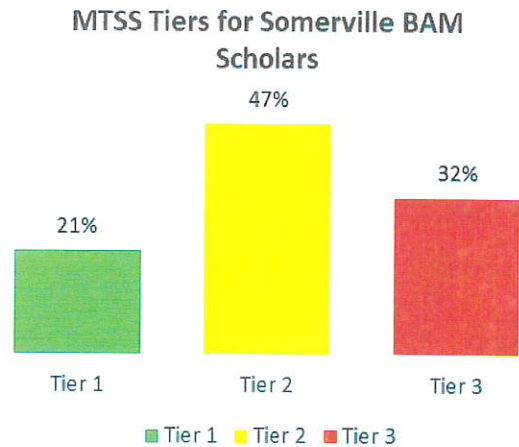
## BAM & WOW PROGRAM REACH & SCHOLAR PROFILE

During the 2022-23 school year, **Youth Guidance enrolled and served 218 scholars (students) in BAM & WOW**. BAM served 153 scholars and WOW served 65 scholars across 3 Somerville campuses. BAM served students in three schools: Healy MS, Somerville HS, and Winter Hill MS. WOW served students in just Somerville HS.

BAM Sites	BAM Enrollments	WOW Sites	WOW Enrollments
Somerville High School	43	Somerville High School	65
Healy	61		
Winter Hill	49		
<b>Total BAM Enrollments</b>	<b>153</b>	<b>Total WOW Enrollments</b>	<b>65</b>

84% of scholars served by BAM & WOW self-identified as individuals of color and 87.2% were low-income. A complete demographic breakdown for BAM & WOW scholars is available in the Appendix (Table 1).

Youth Guidance's pre-assessment data indicates that that BAM & WOW scholars in Somerville were experiencing significant challenges at enrollment. **Among BAM scholars, 79% were classified as requiring either Tier II or Tier III support through the Multi-Tiered System of Support (MTSS) because they were confronting significant challenges at enrollment.**



## BAM & WOW SERVICES

BAM & WOW counselors were embedded within their assigned school site, providing a dynamic blend of group and individual services to scholars throughout the school day. A breakdown of service delivery data for BAM & WOW is available in the Appendix (Table 2).

## GROUP SERVICES

21 groups (14 BAM and 7 WOW) were formed across school sites during the 2022-23 school year. **In total, 333 group sessions, called BAM/WOW Circles,** were facilitated and the average group attendance rate was 85%, which exceeds Youth Guidance's target of 70% or higher. Within each Circle, counselors led scholars through highly engaging lessons that help them learn, practice, and internalize internal assets that promote their personal and academic success.



Figure 1 WOW Somerville Scholars

## INDIVIDUAL SERVICES

**97% of BAM & WOW scholars received individual support services during the school year.** These included brief check-ins, mentoring, counseling, advocacy, and referral services designed to provide support and accountability to scholars in each program.

## FIELD TRIPS & SPECIAL EVENTS

Youth Guidance provided scholars with a variety of enrichment activities during the school year designed to reinforce program values and skills, to provide exposure to new opportunities, and to celebrate their progress within BAM & WOW.

Highlights included *Level Up* a week-long career exposure and job readiness seminar during spring break. Through *Level Up*, scholars had access to postsecondary and career workshops, panel discussions, and one-on-one time with professionals representing diverse fields. Scholars were equipped with resumes and interview skills in preparation for summer and year-round job opportunities, some of which are facilitated by Youth Guidance partners.

Youth Guidance partnered with local organizations, including the Boston Celtics and Boston Bruins to provide special experiences for BAM & WOW scholars. Activities included tickets to games, in recognition of program milestones, and player engagements. At the end of the year, BAM & WOW also held affirmation celebrations and rites of passage ceremonies to celebrate scholar accomplishments.

## BAM & WOW IMPACT

Following participation in BAM & WOW, Youth Guidance expects that scholars will experience greater social-emotional and psychological well-being, higher levels of school engagement and academic attainment, and increased utilization of healthy behaviors. Progress towards these outcomes was evaluated utilizing pre-post assessments, surveys, and school academic data provided by the district.

## INTERNAL ASSETS AND SOCIAL-EMOTIONAL LEARNING AMONG BAM SCHOLARS

The development of social-emotional skills is a primary outcome for BAM participants. The BAM counselors administered the Holistic Student Assessment (HSA), a strengths-based survey instrument developed by Partnerships in Education and Resilience (PEAR) designed to help counselors better focus their interventions to build critical life skills and competencies in three domains: Resiliencies (perseverance, assertiveness, optimism, trust, action orientation, empathy, emotion control); Relationships (with adults and peers), and Learning and School Engagement (school bonding, learning interest, critical thinking, academic motivation).

BAM Counselors administered the HSA toward the beginning of the BAM groups (pre-assessment), and then, at the end of the school year, in a slightly different configuration (Retrospective pre-post; "RPP") to overcome "response shift" bias that is frequently found with self-report social and behavioral instruments. 57% of BAM scholars in SPS completed a pre-test HSA assessment (n=87) and 69% of BAM scholars completed an RPP assessment (n=105).

At intake, the HSA identified 47% of BAM scholars in SPS as Tier II and 32% of scholars as Tier III on the Multi-Tiered System of Support. Overall, 72% of BAM scholars showed growth, on average, across all HSA sub-scales. This exceeds the target of at least 70% of scholars showing growth across all HSA subscales. BAM scholars in SPS showed statistically significant growth on 12 of 14 subscales, exceeding Youth Guidance's target of growth on at least 11 out of 14 subscales

*This year BAM was helpful for me to have more integrity. At the start of the school year, I lied a lot and did not have good accountability. Through BAM I was able to learn how to own up to my actions and keep my word. I also struggled a lot with my grades, and working on my accountability helped me with this as it helped me to get my grades up and stay successful in school and in my sports*

Scale	Description	Sample Question	% Improving
Assertiveness	Confidence in putting oneself forward and standing up for what one believes.	I defend myself against unfair rules.	59%
Critical Thinking	Examination of information, exploration of ideas, and independent thought.	I think carefully before believing things people tell me.	59%

<b>Empathy</b>	Recognition of other's feelings and experiences.	I like to help people with their problems.	57%
<b>Perseverance</b>	Persistence in work and problem solving despite obstacles.	When I try to accomplish something, I achieve it.	55%
<b>Reflection</b>	Inner thought processes and self-awareness, and internal responsiveness toward broader social issues.	I try to understand the world I live in.	54%

## PSYCHOLOGICAL WELL-BEING FOR WOW SCHOLARS

WOW utilized multiple measures of psychological well-being and social-emotional skills using standardized measures of trauma exposure, PTSD symptoms, depression, social and generalized anxiety, self-esteem, pro-social behaviors, and peer relationships.

**Baseline data was collected for 66% of WOW scholars at Somerville Highschool and suggested that they were experiencing significant mental health challenges at enrollment.** Descriptions of the assessments utilized to assess WOW scholars is available in the Appendix (Table 4).

## TRAUMA EXPOSURE & POST TRAUMATIC STRESS SYMPTOMS

**73% of WOW scholars at Somerville High School reported experiencing at least one traumatic event in their lifetime.** On average, WOW participants reported that they'd experienced 2.2 traumatic events- such as witnessing or experiencing violence- as measured by the Child and Adolescent Trauma Screen (CATS). 53% of WOW scholars at Somerville

"WOW helped me understand where my anxiety is coming from. I haven't had a panic attack this year because I get it now." - Somerville WOW Scholar

Highschool scored in the clinical range for post-traumatic stress symptoms at pre-test. **62% of WOW scholars who started in the clinical range for PTSD and had matched pre & post assessments had fewer PTSD symptoms following WOW participation.**

## DEPRESSION

45% of WOW scholars at Somerville High School scored in the clinical range for depression at pre-test, as measured by the Patient Health Questionnaire (PHQ). Furthermore, 14% of scholars reported suicide ideation at least once in the previous two weeks at pre-test.

I wish our moms could have had this back in the day. It is really so helpful!" - Somerville WOW Scholar

**By post-test, 64% of WOW scholars who started in the clinical range for depression and had matched pre & post assessments had lower depression following WOW participation.**

## GENERALIZED AND SOCIAL ANXIETY

The majority of WOW scholars at Somerville High School with pre-test data were experiencing clinical symptoms of anxiety at enrollment, as measured by the Screen for Child Anxiety Related Disorders (SCARED). 69% of WOW scholars scored in the clinical range for social anxiety and 67% scored in the clinical range for generalized anxiety. **71% of scholars experiencing clinical generalization at pre-test had lower generalized anxiety while enrolled in WOW. Similarly, 50% of WOW scholars experiencing clinical social anxiety had lower social anxiety at post-test.**

Responding to the high rates of trauma, depression, and anxiety among WOW scholars in Somerville, WOW youth specialists' provided circles where participants found a safe, consistent, and supportive space for WOW scholars to develop internal protective factors and tools to address these challenges.

## ACADEMIC PERFORMANCE OF BAM & WOW SCHOLARS

Academic outcomes are key metrics for BAM & WOW, providing insight into the patterns of attendance, behavior, and grades of scholars and assessing whether participants are meeting program targets.



School attendance and grade data was provided to Youth Guidance by Somerville through a data sharing agreement. Data for 218 participants (153 BAM; 65 WOW) was included in the data pull provided to Youth Guidance from Somerville. A breakdown of academic outcomes for BAM & WOW students is available in the Appendix (Table 3).

Youth Guidance administered a year-end Participant Experience Survey to capture scholars' perceptions of BAM & WOW's impact on their school engagement.

## SCHOOL ATTENDANCE

Participants across the district maintained an average daily attendance rate of 92%. 84% of students improved their school attendance or maintained a high attendance (See Table 1 in appendix).

## GRADES & PERSISTENCE

100% of participants across BAM & WOW were promoted to the next grade or graduated following the 2022-2023 school year. Amongst scholars for whom data was available, 81% of 9th graders were on track and 84% failed no more than one semester course in a core subject. In the Year-End Experience Survey, 89% of BAM & WOW scholars reported that BAM/WOW helped them find ways to improve their school performance and will help them graduate.

## BAM & WOW SCHOLAR'S PROGRAM SATISFACTION AND PERCEPTIONS OF IMPACT

Youth Guidance administered a Participant Experience Survey (PES) at the end of the school year to assess scholars' perceptions of the programs. 79% of BAM & WOW participants completed Participant Experience Survey (n=173). A full breakdown of PES survey data is available in the Appendix (Table 5).

Overall, BAM & WOW scholars expressed high satisfaction with the programs. **99% of participants reported that they liked the activities in BAM & WOW.** 99% reported that they would recommend BAM or WOW to a friend. Regarding their relationship with their BAM & WOW counselors, **99% of scholars reported that their BAM or WOW counselor cares about them and 96% reported that they trust their counselor.**

"BAM has taught me how to be a better man and how to respect myself and others. I never really gave myself credit for anything and always treated myself badly. I was my worst enemy and hated myself but after BAM I learned how to love myself and how to be more focused on my goals and Mr. J taught me how to care for my goals and myself. I will use what BAM has taught me now and in the future."

## Appendix

Table 1: Program Enrollment and Demographic Data for BAM & WOW in Somerville Public Schools

Enrollment Metric	BAM	WOW	TOTAL
# Program Participants (youth who received one or more program services) during full 2022-2023 fiscal year	153	65	218
# BAM & WOW Schools:	3	1	3
<b>Race/Ethnicity:</b>			
Black	15.0% (23)	26.2% (17)	18.3% (40)
Latinx/a	31.4% (48)	33.8% (22)	32.1% (70)
Multi-Racial	23.5% (36)	18.5% (12)	22.0% (48)
White	17.0% (26)	12.3% (8)	15.6% (34)
Asian	3.9% (6)	4.6% (3)	4.1% (9)
Cape Verdean	0.7% (1)	--	0.5% (1)
Other/Unknown	8.5% (13)	4.6% (3)	7.3% (16)
<b>Gender:</b>			
Female	0.7% (1)	98.5% (64)	29.8% (65)
Male	99.3% (152)	--	69.7% (152)
Non-Binary	0%	1.5% (1)	0.5% (1)
<b>Grade Level:</b>			
<i>Elementary/Middle School</i>	71.9% (110)		
6 <sup>th</sup>	17.6% (27)	--	12.4% (27)
7 <sup>th</sup>	30.1% (46)	--	21.1% (46)
8 <sup>th</sup>	24.2% (37)	--	17.0% (37)
<i>High School</i>	28.1% (43)	100% (65)	
9 <sup>th</sup>	5.2% (8)	33.8% (22)	13.8% (30)
10 <sup>th</sup>	21.6% (33)	55.4% (36)	31.7% (69)
11 <sup>th</sup>	1.3% (2)	10.8% (7)	4.1% (9)
12 <sup>th</sup>	--	--	--
<b>Eligible for free/reduced lunch:</b>	<b>82.4% (126)</b>	<b>98.5% (64)</b>	<b>87.2% (190)</b>

†Note: Percentages may not total 100 due to rounding

Table 2: BAM & WOW Services Delivered in Somerville Public Schools During SY 2022-23

Service Metric	BAM	WOW	SOMERVILLE Total
Avg. # total services per student ( <i>among those receiving one or more</i> ) during the full fiscal year	25.8	21.9	24.6
Avg. # services per student per month of the full fiscal year ( <i>among those receiving one or more</i> )	4.7	3.9	4.5
<b>Group Counseling Services</b>			
# Groups (circles) operating	14	7	21
Total # of group sessions held	223	110	333
Average group attendance rate	87.1%	78.2%	84.7%
% (#) of participants receiving one or more group services ( <i>during the school year</i> )	98.7% (151)	96.9% (63)	98.6% (215)
Avg. # group services received by participants ( <i>among those receiving one or more</i> )	14.1	10.7	13.5
<b>Individual Counseling Services</b>			
% (#) of participants receiving one or more Brief Encounters	96.7% (148)	98.5% (64)	97.2% (212)
Avg. # Brief Encounters ( <i>among those receiving one or more</i> )	11.2	9.4	10.7

Table 3: Academic Outcomes Data for BAM & WOW Scholars in Somerville Public Schools

	Target	BAM % (#)	WOW % (#)	Overall % (#)
% participants who maintain high attendance rate (i.e., 90% for high school students; 95% for middle school students) or who have improved attendance over the previous year	60%	81.7% (125/153)	87.7% (57/65)	<b>83.5%</b> <b>(182/218)</b>
Average attendance rate	Within 5% of schools' average	92.0%	91.7%	<b>91.9%</b>
% of participants who fail no more than one semester course in a core subject	75%	90.7% (39/43)	80% (52/65)	<b>84.3%</b> <b>(91/108)</b>
% of 9 <sup>th</sup> grade participants on track (DISD metric)	75%	Suppressed	83.3% (15/18)	<b>80.8%</b> <b>(21/26)</b>
% of participants who are promoted to the next grade level (including graduation)	90%	100% (153/153)	100% (65/65)	<b>100%</b> <b>(218/218)</b>



% of participants who have dropped out by the end of the school year†	<5%	0% (0/43)	1.5% (1/65)	<b>0.9%</b> <b>(1/108)</b>
% of Seniors who graduate	90%	Suppressed		
% of participants with misconducts in the previous school year who had the same or fewer misconducts in the most recent school year*	67%	Did not receive data from district		

†Reported for high school students only.

Table 4: Mental Health & SEL Assessment Utilized for WOW

SCALE	Explanation/Calculation	Interpretation
<b>DEPRESSION:</b>  <b>Patient Health Questionnaire for Adolescents (PHQ-A)</b>	<ul style="list-style-type: none"> <li>- 9-item scale asking how often in the last two weeks respondents experienced various depression-related symptoms.</li> <li>- Response options: <i>not at all</i> = 0 points; <i>several days</i> = 1 point; <i>more than half the days</i> = 2 points; and <i>nearly every day</i> = 3 points.</li> <li>- Score ranges between 0 and 27; calculated by adding up points for each of the 9 questions</li> </ul>	5: mild depression 10: moderate depression 15: moderately severe depression 20: severe depression  10 and above = clinically significant
<b>TRAUMA EXPOSURE:</b>  <b>Child and Adolescent Trauma Screen (CATS) – Trauma Exposure Scale</b>	<ul style="list-style-type: none"> <li>- 15-item scale asking whether (yes/no) respondents have experienced each of 15 traumatic events</li> <li>- Response options: <i>Yes</i> = 1 point; <i>No</i> = 0 points</li> <li>- Score ranges between 0 and 15; calculated by adding up “yes” answers.</li> </ul>	Higher score = higher level of trauma exposure  One or more lifetime exposures to trauma (one or more “yes”)
<b>PTSD SYMPTOMS:</b>  <b>Child and Adolescent Trauma Screen (CATS) – PTSD Symptoms Scale</b>	<ul style="list-style-type: none"> <li>- 20-item scale asking how often in the last two weeks respondents experienced various symptoms.               <ul style="list-style-type: none"> <li>o Scale is aligned with DSM-5 PTSD diagnosis</li> </ul> </li> <li>- Response options: <i>Never</i> = 0 points; <i>Once in a While</i> = 1 point; <i>Half the Time</i> = 2 points; <i>Almost Always</i> = 3 points.</li> <li>- <u>Total PTSD Severity Score</u> ranges between 0 and 60; calculated by adding up points for each of the 20 items</li> <li>- <u>PTSD Criteria</u> Calculated separately for Re-experiencing, Avoidance, Negative Mood/Cognitions, Arousal, Functional Impairment</li> </ul>	<u>Total PTSD Severity Score (out of 60):</u> 0-14: Normal/Not clinically elevated PTSD 15-20: Moderate trauma-related distress 21+: Probable PTSD  15+ clinically significant PTSD symptoms  <u>DSM-5 Criteria:</u> Re-Experiencing: yes/no Avoidance: yes/no Negative Mood/Cognitions: yes/no Arousal: yes/no Functional Impairment: yes/no
<b>SOCIAL ANXIETY:</b>	<ul style="list-style-type: none"> <li>- 7-item scale asking how true (generally) each statement is for them</li> </ul>	0-7: Not Clinically Significant 8+: Clinically significant

<b>Screen for Child Anxiety Related Disorders (SCARED) -Social Anxiety Subscale</b>	<ul style="list-style-type: none"> <li>- Response options: <i>Not True or Hardly Ever True</i> = 0 points; <i>Somewhat True or Sometimes True</i> = 1 point; <i>Very True or Often True</i> = 2 points</li> <li>- Score ranges between 0 and 14; calculated by adding up points for each of the 7 questions</li> </ul>	
<b>GENERAL ANXIETY:</b>  <b>Screen for Child Anxiety Related Disorders (SCARED) -General Anxiety Subscale</b>	<ul style="list-style-type: none"> <li>- 9-item scale asking how true (generally) each statement is for them</li> <li>- Response options: <i>Not True or Hardly Ever True</i> = 0 points; <i>Somewhat True or Sometimes True</i> = 1 point; <i>Very True or Often True</i> = 2 points</li> <li>- Score ranges between 0 and 18; calculated by adding up points for each of the 7 questions</li> </ul>	0-8: Not Clinically Significant 9+: Clinically significant
<b>SELF ESTEEM:</b>  <b>Rosenberg Self-Esteem Scale</b>	<ul style="list-style-type: none"> <li>- 10-item scale measuring global self-worth by measuring positive and negative feelings about the self</li> <li>- Response options: <i>Strongly Agree, Agree, Disagree, Strongly Disagree</i>; 5 items are reverse-scored</li> <li>- Score ranges between 10 and 40; calculated by adding up points</li> </ul>	Higher scores = higher self-esteem.  0-24: below midpoint; problematic  25+: above midpoint; not problematic
<b>PEER PROBLEMS:</b>  <b>Strengths &amp; Difficulties Questionnaire (SDQ) - Peer Problems Subscale</b>	<ul style="list-style-type: none"> <li>- 5-item scale asking about strengths/challenges with peer relationships</li> <li>- Response options <i>Not True (0); Somewhat True (1); Certainly True (2)</i></li> <li>- Scores range from 0 – 10; calculated by adding up items with 2 items reverse scored</li> </ul>	0-3: Normal 4-5: Borderline 6-10: Abnormal  <i>For WOW, we use “Not Problematic” (Normal &amp; Borderline) and “Problematic” (Abnormal)</i>
<b>PROSOCIAL BEHAVIORS:</b>  <b>Strengths &amp; Difficulties Questionnaire (SDQ) – Prosocial Behaviors Subscale</b>	<ul style="list-style-type: none"> <li>- 5-item scale asking about strengths/challenges with peer relationships</li> <li>- Response options <i>Not True (0); Somewhat True (1); Certainly True (2)</i></li> <li>- Scores range from 0 – 10; calculated by adding up items with 2 items reverse scored</li> </ul>	0-4: Abnormal 5: Borderline 6-10: Normal  <i>For WOW, we use “Not Problematic” (Normal &amp; Borderline) and “Problematic” (Abnormal)</i>

Table 5: Participant Experience Survey Data for Somerville Public Schools

Participant Experience Metric	BAM	WOW	Somerville Total
<b>Response rate for Participant Experience Survey</b> <i>(% of participants who completed the Participant Experience Survey)</i>	75.8% (116/153)	87.7% (57/65)	79.4% (173/218)
<b>Program Satisfaction:</b>			

% of participants who reported that they like the things they do in BAM or WOW	98% (114/116)	100% (57/57)	99% (171/173)
% of participants who reported that they would recommend BAM or WOW to a friend	98% (114/116)	100% (57/57)	99% (171/173)
<b>Participant-Counselor Relationships:</b>			
% of participants who reported that they believe their BAM or WOW counselor cares about them	98% (113/115)	100% (57/57)	99% (170/172)
% of participants who reported that they feel comfortable with their BAM or WOW counselor	96% (108/113)	100% (57/57)	97% (165/170)
% of participants who reported that they trust their BAM or WOW counselor	95% (107/113)	100% (57/57)	96% (164/170)
% of participants who reported that their relationship with their BAM or WOW counselor is important to them	91% (103/113)	100% (57/57)	94% (160/170)
% of participants who reported that they look forward to the time they spend with their BAM or WOW counselor	91% (104/114)	100% (57/57)	94% (161/171)
<b>Participants' Perceived Impact - Academic Engagement and Post-Secondary Success:</b>			
% of participants who reported that BAM or WOW helped them identify ways to improve their school performance	85% (99/116)	98% (53/54)	89% (152/170)
% of participants who reported that BAM or WOW has helped them believe that they will graduate	85% (99/116)	96% (54/56)	89% (153/172)
<b>Participants' Perceived Impact– Personal Development:</b>			
% of participants who reported that BAM or WOW helped them make better decisions for themselves	93% (107/115)	100% (57/57)	95% (164/172)
% of participants who reported that BAM or WOW helped them learn to try again when things don't go as planned	90% (104/116)	100% (57/57)	93% (161/173)