YMCA ALTERNATIVE SUSPENSION PROGRAMME THEORY OF CHANGE

PROBLEM

GOAL

STRATEGIES

ACTIVITIES

OUTCOMES & INDICATOR

LONG TERM

Development and reinforcement of participants' academic and social Recruit and train vouth workers/coaches

b. Hold discussions with student, parent(s) and school admin to create an individualized intervention plan.

c. Provide students with schoolwork support and 1-on-1 sessions.

Provide group workshops

referral.

students.

based on the reason(s) for the

their suspension and coaching

b. Assist students in reflecting on

on future decision-making.

c. Hold follow-up meetings with

Parent and Teacher surveys

OUTPUTS

Participation rate

40-50 students (y1)

60- 75 students (y2)

Group sessions held

Skills assessments

Students surveys and interviews

of school reintegration meetings attended

of MOAs with schools

Increased access to educational support services.

Increased access to practices that reduce achievement attainment gaps.

Improved academic mindset and Improved selfesteem.

A decline in the number of disciplinary incidents

Improvements in school-year achievement

Strengthening of social support networks

IMPACT

School suspensions can fuel academic disengagement , higher dropout risks and their associated economic costs.

Provide a safe, structured, and educational experience for students on out-ofschool suspension.

skills Help participants in

gaining a better understanding of their behaviours, actions and attitudes concerning school

participant

referrals

Develop school and community partnerships for

- Introduce YMCA AS to schools.
- sharing student information and resources.
- meetings with youth, parent(s) and school admin.
- d. Refer students to other supportive programs/services

All young people in Bermuda receive sufficient educational and emotional support to reach their full potential. **Fueling** increases in upward social mobility and community

prosperity.

- b. Implement procedures for
- c. Attend school reintegration

THEORY OF CHANGE

Sometimes merged

MISSION

GOALS

STRATEGIES

ACTIVITIES & OUTPUTS

OUTCOMES & INDICATOR

LONG TERM IMPACT

SOCIETAL VISION

The reason an organization exists, the need it is meeting in the community. It provides the basis for judging the success of the organization and its

Interventions.

A broad primary outcome that is typically longer term. These derived from your Mission statement, and includes your high level areas of work.

The buckets or groupings of interventions, programmes, or services provided in service of goals, and which produce the outcomes.

Sometimes called tactics or referred to as an action plan.

Plus their quantifiable and tangible target amounts delivered. The change that needs to happen that can contribute to progress towards impact and how to measure them.

Speaks to
world as if the
problem
you identified
no longer
exists. The
visionary,
inspirational,
positive
change that
will happen
over time

What you see in the future for your community if your organization succeeds at its mission

PEAK POTENTIAL BERMUDA ORGANISATIONAL THEORY OF CHANGE

MISSION

GOALS

STRATEGIES

Provide

educational

instruction.

Facilitate greater

access to skill-

building

OUTCOMES & ACTIVITIES & OUTPUTS INDICATOR

LONG TERM IMPACT

SOCIETAL

confident,

resilient

families in

providing

engaging

programs,

and

supportive

resources in a

Help children and youth To help build that will full potential. Bermuda by

discover and develop skills enable them to reach their

Provide

parents with

the resources

they need to

create a safe

and healthy

environment

for their

children.

programs. Help children and parents to build

relationships.

strong

Provide parenting support services to families.

Operate learning center tutorial support K - 12

Provide scholarships to educational programs

Provide an alternative to out-of-school suspension program

Supervised Visitation & Exchange Services

Alternative Dispute Resolution Services

Parent Support Line

Collaboration with other service providers Improvements in academic skills & competency (# of tutoring hours)

- 2) Increased school attendance (program participant rates)
- 3) Greater socialemotional competencies (skills assessment)
- Improved relationships between parents and children(# of participants)
- 2) Changing potential harmful relationships for more positive ones (# of mediation hours)
- Children feel respected, valued, loved, and cared about.

Increased access to educational support, services, and practices that reduce attainment

gaps.

Students attend school, achieve academically, and graduate at higher rates.

Youth have stable and supportive relationships with their parents and teachers.

VISION

community where all children discover and develop skills to live the best life possible.

welcoming environment.