YMCA ALTERNATIVE SUSPENSION PROGRAMME THEORY OF CHANGE

PROBLEM

GOAL

STRATEGIES

ACTIVITIES

OUTCOMES & OUTPUTS INDICATOR

LONG TERM IMPACT

Development and reinforcement of participants' academic and social skills

Recruit and train youth 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.

Parent and Teacher surveys

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

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.

Help participants in gaining a better understanding of

their behaviours. actions and attitudes concerning school

Develop school and community partnerships for participant referrals

based on the reason(s) for the referral. b. Assist students in reflecting on

Provide group workshops

their suspension and coaching on future decision-making.

Hold follow-up meetings with students.

Introduce YMCA AS to

b. Implement procedures for and resources.

Attend school reintegration meetings with vouth. parent(s) and school admin.

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.

- schools.
- sharing student information
- d. Refer students to other