

Theory of Change: B.A.M. is a two year school-based group intervention that guides young men to learn, internalize, and practice social-cognitive skills, make responsible decisions for their future and become positive members of their school and community. B.A.M. participants learn core skills that include self-awareness, emotional regulation, responsible decision-making, managing relationships, and social awareness. B.A.M. considers fun, safety, and respect to be foundational principles in the group environment.

B.A.M. Core Values: Integrity, Self-Determination, Positive Anger Expression, Accountability, Respect for Womanhood, Visionary Goal-Setting

Inputs	Participants	Activities	Immediate Outcomes	Intermediate Outcomes
<p>High quality BAM Counselors retained over 2 years</p> <p>BAM curriculum – years 1 & 2</p> <p>School-day access to students</p> <p>Staff supervision, training & coaching in program model</p> <p>Enabling school context, classroom space</p> <p>Documentation and monitoring technology and support</p> <p>Assessment/evaluation tools</p> <p>Funding</p> <p>Collaborative relationships with school and community partners</p>	<p>Young men who are:</p> <p>Actively enrolled in school</p> <p>Are in grades 7th-12th</p> <p>Reside in high-risk environments, at-risk for trauma and traumatic stressors</p> <p>Are economically disadvantaged</p> <p>Demonstrate voluntary commitment to pursuing personal growth</p>	<ol style="list-style-type: none"> 1) Becoming A Man (BAM™) Groups that include aspects of: cognitive behavioral therapy, men’s work, social skill development 2) Individualized supports as indicated (trauma, gangs, peer pressure, etc.) 3) Brief check-ins 4) Systemic supports within the school (classroom observations, BHT meetings, teacher consultations, etc.) 5) Assessment administration 	<p>Development of supportive trusting, mentoring staff-participant relationship.</p> <p>Improved social-emotional well-being in the following areas:</p> <ul style="list-style-type: none"> • Positive Identities • Positive Values • Social Competencies • Commitment to Learning <p>Decreased aggression:</p> <ul style="list-style-type: none"> • Decreased reactive aggression • Decreased proactive aggression • Decreased number of school conduct incidents <p>Increased academic engagement:</p> <ul style="list-style-type: none"> • Consistent school attendance <p>Improved academic achievement:</p> <ul style="list-style-type: none"> • Passing core courses • On-time grade promotion 	<p>Improved social-emotional skills</p> <p>Achievement of passing grades</p> <p>For middle school students, make a successful transition to 9th grade</p> <p>For high school students, advance grade levels to remain on-track to graduate</p> <p>Reduced involvement in the criminal justice system</p> <p>Decreased anti-social behavior</p> <p>Planning for post-secondary or employment after graduation</p>
				<p>Long-Term Impact</p> <p>Graduation from high school</p> <p>Engagement in post-secondary education or employment</p> <p>Improved decision-making, social awareness, and emotion regulation</p>