Annual Evaluation Report
2020

Prepared By:

Mary Costello
M.A. Candidate, Public Policy,

Audrey Cooper, RN
M.P.H. Candidate, Public Health,
Team Lead

Special Thanks:

Joshua Meares
Ph.D Candidate.

February 25, 2020

Saranam
A REFUGE FROM HOMELESSNESS, A JOURNEY HOME

Logic Model and Alumni Survey

Saranam is a Tamil word for "refuge," and that is just what Saranam the organization does. They provide a safe, stable environment for families who have fallen into homelessness and need a little help getting back on their feet. They are dedicated to providing tools for these families, to not only survive, but to thrive. They hope that by providing a multigenerational approach they will give both the parents and the children tools to prevent homelessness in the future; however, it is unclear if this is the case.

Saranam's leaders contracted with the Evaluation Lab to try and answer this question (the one posed in the final sentence of the previous paragraph). They attempted to do this by creating a logic model and assessing their alumni tools. Additionally, the organization would like to tell their story more clearly and fully with the data collected. Their overall evaluation questions was: "*Do the questions in the alumni survey produce all of the data that Saranam needs in order to know whether their services are making a difference? If not, what can be changed or improved?*"

The first half of the project was dedicated to creating an organization wide logical framework. This framework helped the organization map their activities all the way through their outcomes to better present how their organization hopes to achieve their mission: "Empower families to end their homelessness and poverty through housing, education, and supportive communities".

During the 2nd half of the project, the UNM team and the Saranam Leadership team met each week to work through their current alumni survey, "The Crisis to Thrive Scale". The Crisis-to-Thrive scale was developed by the Garrett County Action Committee and the EMPath Bridge to Self-Sufficiency with the same multigenerational goal (Garrett County, 2020). The Evaluation team worked to tailor the survey to better suit Saranam's model, as well as its evaluation objectives. Using the logical framework as a guide and a decision tree designed by the UNM team, the evaluation team edited the survey to better fit their needs. The decision tree provides a guide to how the organization and UNM team went through the survey question by question. This helped keep the evaluation consistent.

The result of this process was an organization wide logic model and a tailored survey that better fit with their goals as an organization.

Introduction

Saranam was established in 2004 with the mission to "Empower families to end their homelessness and poverty through housing, education, and supportive communities." They operate a 2-year housing, education, and community-building program for families experiencing homelessness in Albuquerque, New Mexico. Additionally, they offer a comprehensive range of long-term services to assist families transitioning beyond homelessness. Saranam's target group are families experiencing homelessness—at least one adult and one child with a legal connection—who have a desire and motivation to change their lives.

Saranam has adopted the 2Gen approach to address homelessness. This approach, spearheaded by the Aspen Institute in the early 2000s, builds family well-being by intentionally and simultaneously working with children and the adults in their lives together. 2Gen stresses the collaborative effort of everyone in the family striving to better themselves through health and well-being, social capital, workforce development/ economic assets, and educational success. A large number of nonprofit organizations are using this approach, but due to the comparative newness and the holistic nature of the intervention, tools for evaluation have not yet been standardized. There are two options with relatively widespread support that are currently being implemented: The Crisis-to-Thrive scale developed by the Garrett County Action Committee and the EMPath Bridge to Self-Sufficiency developed by Economic Mobility Pathways (Garrett County, 2020). Saranam has adopted the Crisis-to-Thrive scale and has collected data at intake, exit, and post-exit, although the post-exit surveys are currently administered on an ad hoc basis (See Appendix A for Saranam's Crisis-to-Thrive scale).

Saranam will soon begin construction to double their occupancy from 20 families to 40 families. However, they encountered challenges with measuring the impact of their program, particularly after program completion. Saranam is uncertain if the data they are collecting pre and post intervention are sufficient to measure the impacts they hope to make. As a result, Saranam has entered a three-year partnership with the University of New Mexico (UNM) Evaluation Lab in order to build their capacity, tools, and procedures for evaluation. In the first year, the UNM Evaluation Lab will help to document and clarify Saranam's activities, outputs, and outcomes through a logic model, and then tailor the Crisis-to-Thrive scale already in use to make sure that the best data is being collected to evaluate Saranam in subsequent years.

The goals of this evaluation are to:

Goal 1: Create an organization-wide logic model focusing on Saranam's mission and including all of its programs.

Goal 2: Edit existing survey to align with the new logic model and identify any elements of the logic model that are not being addressed by the survey.

The following section provides an explanation of our methodology of the work performed.

Logic Model

Though the Saranam team created a draft of an organization wide logic model before starting our work together, they felt they needed more direction and structure. They asked the UNM Evaluation Lab to assist in creating a logic model that would serve as a communication tool both internally and externally. Additionally, this tool is intended to help Saranam plan and evaluate their organization to ensure all activities done within their organization directly help them achieve their mission.

The UNM Evlauition Lab created an original logic model, but it lacked the structure Saranam was hoping for. The Saranam team divulged that what they desired was a more structured version (Figure 1).

Figure 1: Original Logic Model Draft
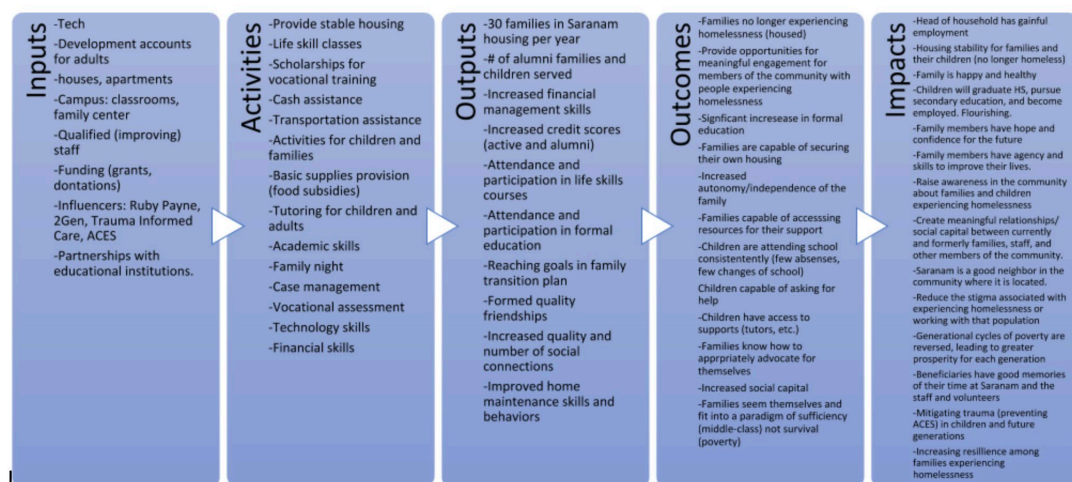
To address Saranam's request, the Evaluation Lab team drew inspiration from the Red Cross Red Crescent logical framework (Appendix E). When this was first presented to the Saranam team they reacted very positively. They noted that this logical framework would help them tell their story to internal and external audiences. This logical framework is designed to

"prove" the effectiveness of their programming through additive linkages, starting with activities to outputs to outcomes all connecting to the organizational mission.

The UNM team coached Saranam on the logical framework process: asking questions, challenging assumptions, and eliciting clarity from the Saranam team. For example, Saranam used the term "case management" as one of their activities, but an outsider may not be fully aware of what the term case management entails.

Utilizing a Google Drive service called Jam Board, the Saranam team was encouraged to write the logical framework from an outsider's perspective. Team members used this tool as a sort of "butcher paper" approach to the logic model by applying virtual sticky notes to the board. Any ideas produced through the Jam Board were considered, re-worded, and addressed as a team effort.

The UNM team created a suggested logical framework with notes describing the decision-making process to further inform Saranam's internal process. This included transcribing the Jam Board work into a logical framework template created in the likeness of the Red Cross Logical Framework (Appendix B). 3-4 logical frameworks from other organizations that focus on resilience of their clients were also included for Saranam's reference. Encouraged to use the hermeneutical spiral effect, moving back and forth between original work and supplementary materials created by experts, the Saranam team continued to revisit the logic model as they saw fit, but took breaks from it to achieve the highest level of deeper understanding. The goal was to inform and support a product that is authentically and organically produced by the Saranam team and fits their organization, their vision, and their needs.

A consolidated version of the logic model is available in Figure 2.

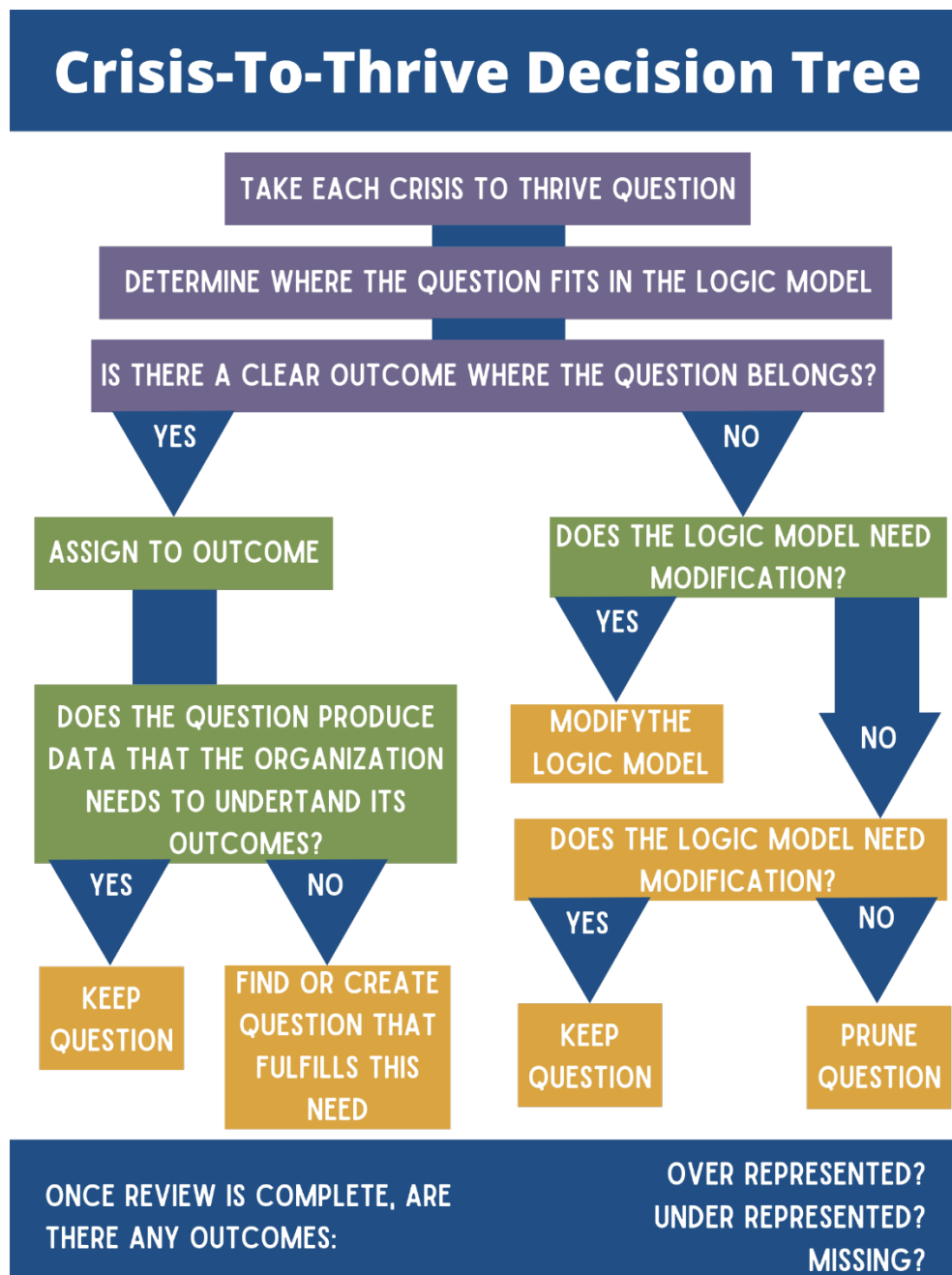**Figure 2: Consolidated Version of Logical Framework**
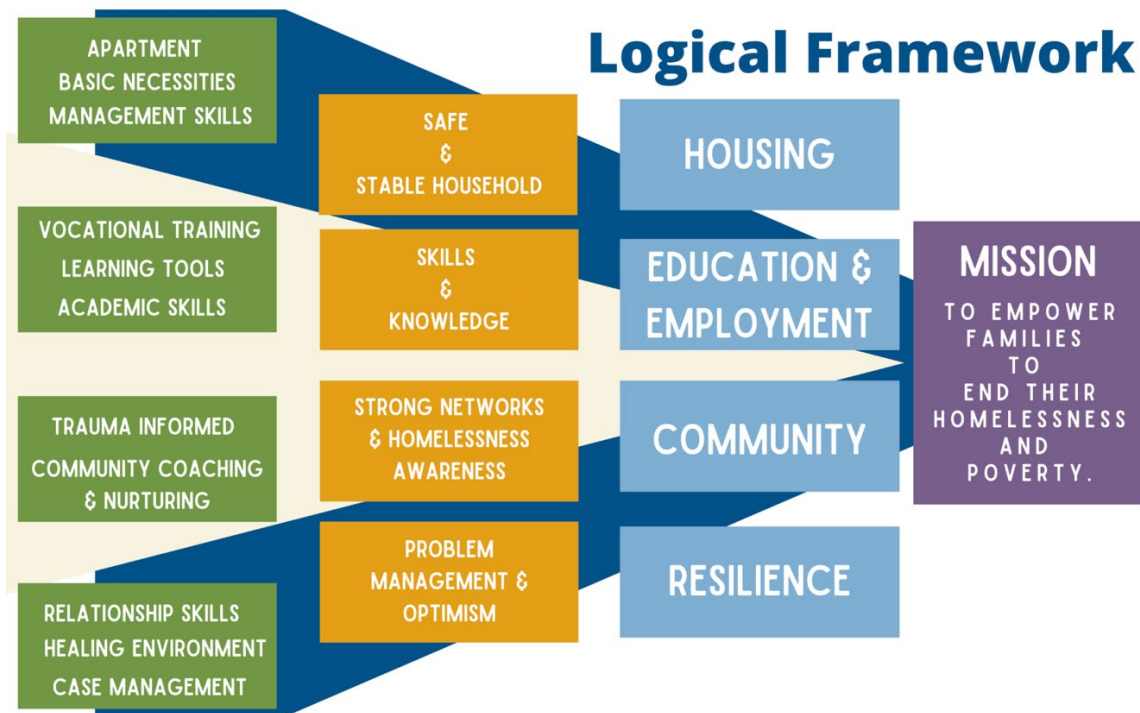
With this logical framework, we edited questions within the Alumni Survey to ensure every question related to a specific outcome or output. This process is described in detail in Figure 4. The goal of the process was to modify existing questions, add new questions, and/or remove irrelevant questions so that each outcome is represented according to Saranam's needs.

Alumni Survey

The evaluation team conducted several meetings with Saranam's Leadership team who served as the decision making panel for data collection. The panel was charged to think critically about how their alumni survey (see Appendix A) matched with their logical framework(see Appendix B). In this way, both the logic model and the survey were simultaneously tested: The survey pointed out holes within the logic model, and the survey may need to be edited to best fit their logic model. A decision tree was created to create a consistent methodological approach to evaluating how each question relates to the logical framework (see Figure 3). The decisions the team made during these meetings served as our data for this project. In subsequent meetings, we coached the Saranam Team through each step of the decision tree, documented their notes on each question, and how it related back to their logical framework. For example, in the first meeting, the discussion was about which question fit into which outcome in the logic model. In the second and third meetings the follow up discussion was if the question produced data that the organization needed to know. In other words, should the question be kept, tossed, or re-worded? In the final meetings the questions was re-worded to get at the information the organization really wanted to know. More detailed explanations of these decisions are available in the data analysis section. Due to time constraints, the group decided that the UNM evaluation team should suggest edits to the questions based on the notes from the meetings.

Figure 3: Decision Tree

Crisis-To-Thrive Decision Tree

TAKE EACH CRISIS TO THRIVE QUESTION

DETERMINE WHERE THE QUESTION FITS IN THE LOGIC MODEL

IS THERE A CLEAR OUTCOME WHERE THE QUESTION BELONGS?

YES → ASSIGN TO OUTCOME

NO → DOES THE LOGIC MODEL NEED MODIFICATION?

ASSIGN TO OUTCOME → DOES THE QUESTION PRODUCE DATA THAT THE ORGANIZATION NEEDS TO UNDERTAND ITS OUTCOMES?

- **YES** → KEEP QUESTION
- **NO** → FIND OR CREATE QUESTION THAT FULFILLS THIS NEED

DOES THE LOGIC MODEL NEED MODIFICATION?

- **YES** → MODIFY THE LOGIC MODEL
- **NO** → DOES THE LOGIC MODEL NEED MODIFICATION?

DOES THE LOGIC MODEL NEED MODIFICATION?

- **YES** → KEEP QUESTION
- **NO** → PRUNE QUESTION

ONCE REVIEW IS COMPLETE, ARE THERE ANY OUTCOMES: OVER REPRESENTED? UNDER REPRESENTED? MISSING?

Data Analysis

This evaluation answered the following question:
"*Do the questions in the Crisis-to-Thrive Survey produce all of the data that Saranam needs in order to know whether their services are making a difference? If not, what can be changed or improved?*" Using the current survey (Appendix A), the decision tree (Figure 3), and the logic model (Appendix B), the Evaluation Team made various decisions that serve as our data for this big picture evaluation. The following narrative explains the decisions that led to the final survey product. All decisions were documented in a spread sheet available in

Appendix C.

During our first meeting, the Evaluation or Saranam team?team worked on the first aspect of the decision tree to determine if the question being asked fit into their 4 outcomes of their logical framework (see Appendix B), education, housing, community, or resillience. For example, a question asking, "Are you currently satisfied with your living situation?" would fit easily into the housing output. Some questions, though important, did not fit easily into these outputs; these were questions that produced demographic information or general overarching feedback questions. Other questions created further debate. The most contentious questions were related to childcare; are questions regarding childcare a housing question or an education question? Because it was determined that childcare data are most valuable at getting at participants' financial situation, the team determined childcare questions belonged in the education/ employability outcome. Figure 4 shows which category each question was assigned. Figure 5 shows which outcome from the logic model each question is assigned.

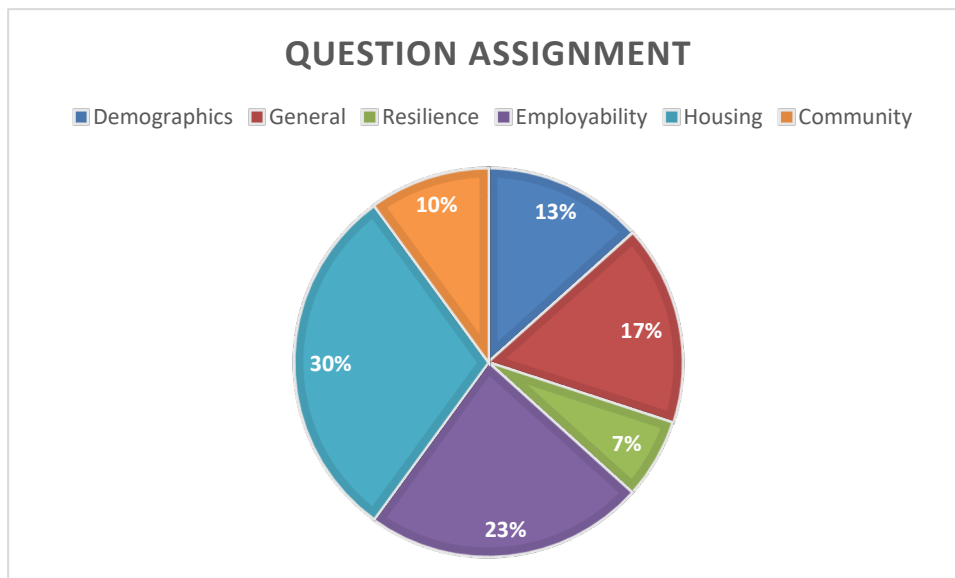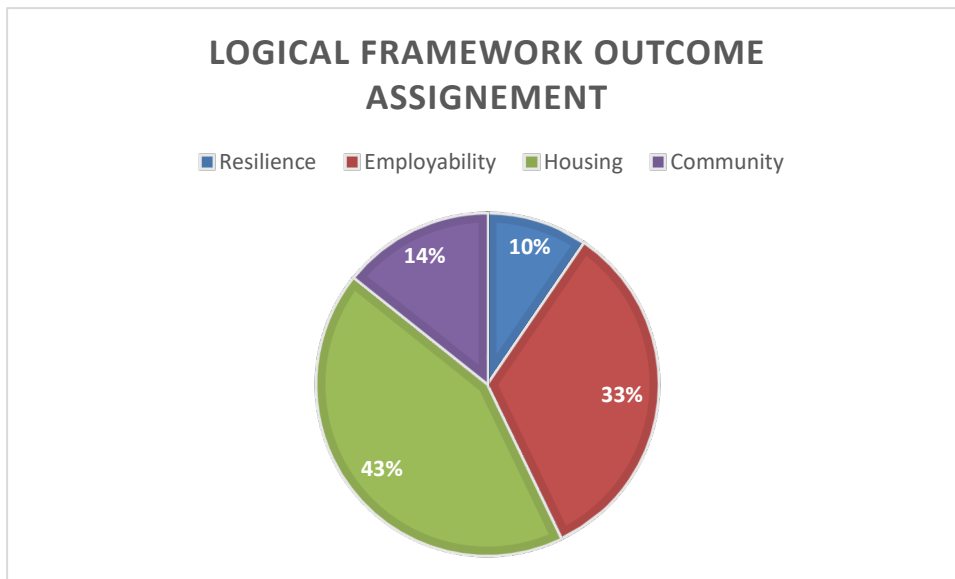**Figure 4: Percentage of questions assigned to each category**

Figure 5: Percentage of questions assigned to each outcome

LOGICAL FRAMEWORK OUTCOME ASSIGNEMENT

Resilience ■ Employability ■ Housing ■ Community

- 10%
- 33%
- 43%
- 14%

Using the decision tree (Figure 3) the team determined which questions to keep, to reword or delete (Figure 6). Deleted items did not address outcomes in the logic framework, and questions were reworded to get the most useable information.

Figure 6: Percentage of questions kept, reworded, or deleted

DECISIONS

Keep ■ Reword ■ Delete

- 6%
- 18%
- 76%
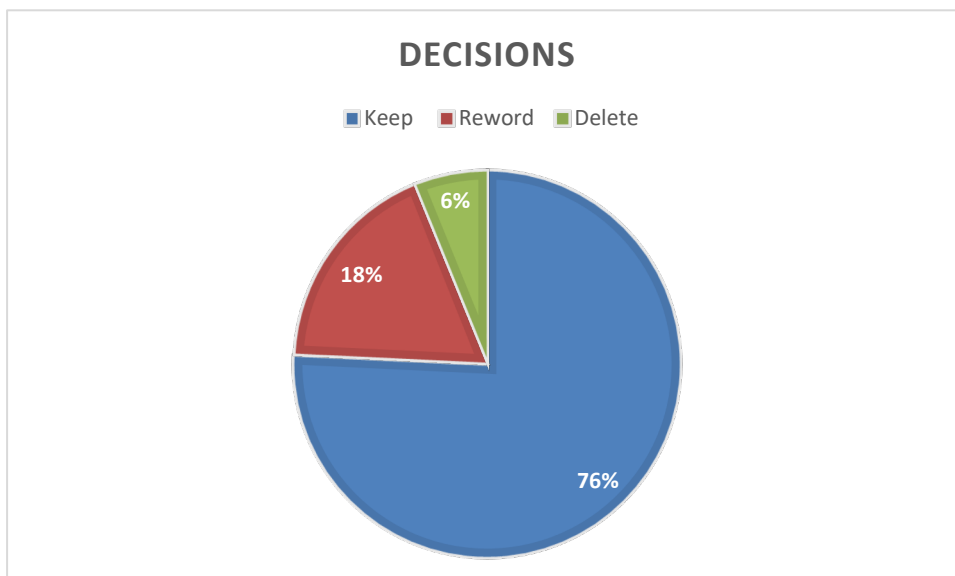
One question the UNM team was interested in that was not included in the original survey was how to measure employment stability. How to ask the families if they are temporarily employed?, are they going to have a job in a years time?, are you getting promoted at work?, etc. We researched this from what other organizations have done to get at some of these questions. After presenting them with options on question choices, the Saranam team decided on a question used by mortgage lenders to estimate risk. This question asks, "What is the probability of your continued employment?" With choices, " very likely, likely, unlikely, or unsure."

The question of childcare created a lot of debate because it did not fit into a outcome easily.

However, during this meeting it was brought up that while childcare was important for 2Gen, but it was not important for every family as childcare is only crucial during children aged 3-5. Therefore, childcare comes up very minimally in case management. This lead to a discussion that the childcare question is only used to get at income/ financial levels which have already been touched on by several questions. Therefore, it was determined that this very long complicated, multitiered question was not necessary. Instead it was shortened and better formatted to address the education/ employability category. It was reworded to "Has childcare been a barrier to your education or employment?".

Throughout this process the team used the survey to push on the logic model to determine whether or not the logic model was complete. Childcare, financial stability, and food and nutrition were areas in which the Saranam team pushed the hardest at maybe needing to go back and write into their logic model. However, all three times, the Saranam decision makers decided that these things were not necessary in the logic model but were deemed important for the survey, therefore, during the survey editing process the logic model was not edited.

There is still a working debate on whether or not the survey should have all questions distributed equally amongst the outcomes. Due to time constraints, the organization decided to tackle this problem outside of the Evaluation Lab.

With that, the alumni survey was re-worded and submitted to the Saranam team for final approval. See final version in Appendix D.

Finally, The UNM evaluation team identified two potential issues with the survey implementation: social desirability and self selection bias. Since the survey is not meant to be anonymous, respondents might be inclined to give a more positive review of their outcomes than they would have otherwise. Furthermore, alumni who may have fallen back on hard times might be unable or unwilling to respond, creating selection bias.

This problem was discussed with the Saranam team and it was determined that this survey is designed to be an individual assessment rather than a generalizable tool that can draw conclusions across the populations as a whole. Therefore, it is necessary for the survey to not be anonymous. A tool used for generalizable data that is anonymous may be something the organization would be interested in developing at a later date.

Recommendations

Based on the evaluation performed, these recommendations will shape the final products (logic model and survey) in the future.

- Saranam should take a second look at the survey and look at the proportionality of questions per outcome. Are there enough questions to validate all pieces of the model? For example, in figure 5, the resilience outcome has the least assigned questions but housing is overrepresented by questions assigned. Is this a problem?

- How can this survey be used as a data collection tool? Is the data being generalized despite the biases present within the survey?

- Beta testing: Is the survey too long? How can the survey be transfered to an electronic form that is visually simple? It is much more simple to check the boxes on their paper version rather than read A through J on online version.

Next Steps

Saranam's leadership team is extremely interested in capacity building. Next year, it may be interesting to bring in other stakeholders within the organization such as the volunteers, the families, staff members, etc. This may provide a more organization wide evaluation capacity building. It may also be easier to do this next year, as this year was limited due to the COVID-19 pandemic and meetings were virtual Zoom meetings.

Additionally, this evaluation only focused on the post treatment data. Since the organization is intersested in having better ways of telling their story, future evaluations can look at the organization from pre-intake all the way through alumni families (cradle to grave as it were) to better understand the full process.

References

Garrett County. "Crisis To Thriving Scales - Long Form." Accessed October 9, 2020. http://acaaa.org/wp-content/uploads/2016/05/Crisis_To_Thriving_Scales_Current_LONG.pdf.

———. "Crisis To Thriving Scales - Short Form." Accessed October 9, 2020. http://acaaa.org/wp-content/uploads/2016/05/Crisis_To_Thriving_Scales_Current.pdf.

Info or Table or PDF of instrument. Please use editable text when possible.
This Crisis to Thrive Survey is what Saranam is currently using for their longitudinal data on their families.

1. **How many people live in your household?**
2. **Who currently lives with you? Please include name, age and grade (for school year**
   beginning August 2020) of children.
3. **Have there been any changes to your family since leaving Saranam?**
   a.   Married?
   b.   Divorced?
   c.   Living with a significant other?
   d.   New Child
   e.   Other
4. **Please tell us what you are doing to stay involved in your community, such as attending church, volunteering, membership in a group, etc.**
5. **Is there anything else you'd like to tell us about your family?**
6. **Have you retained custody of all of your children since you've left Saranam? (Check**
   No if any of the following apply: child entered foster care, kinship guardianship was
   granted by court, 100% physical or legal custody was granted to someone else.)
7. **If you answered no above, are children still out of your care?**
8. **What is your employment situation?**
   a.   Working full time
   b.   Working part time
   c.   Not employed but looking
   d.   Not employed and not looking
9. **For your household, what is your total monthly income?**
10. **Food and Nutrition- Mark only one**
    .   I have less than a day of food, and limited ability/means to prepare or cook food.
    a.   I have less than a day of food available, and no money to purchase more.
    b.   I am consistently unable to meet basic food needs. We often didn't have enough food to eat in each of the past 3 months.
    c.   I am able to meet basic food needs most of the time. Occasionally we didn't have enough food to eat during the past 3 months.
    d.   I receive full SNAP benefits to meet basic food needs. We usually have enough food to eat.
    e.   I receive partial SNAP benefits or other subsidies to meet basic food needs. We usually have enough food to eat.
    f.   I receive occasional food assistance (such as food pantry). I'm not eligible for SNAP benefits.
    g.   I can meet all basic food needs. I'm not eligible for SNAP benefits. There's very little eating out or "extras."
    h.   I can meet all basic food needs and most extras we want. We have money to eat out or carry out.

i.   I can shop at any store of choice and purchase any food items desired. We have money to eat out or carry out.

11.   Are you satisfied with your current living situation?

12.   Housing- Mark only one

.   We are staying in a car, park, campground, or on the street, or in an abandoned building or public space.

a.   We are staying in an emergency shelter or hotel, or staying with others ("doubled up").

b.   I received a legal threat of eviction or foreclosure recently.

c.   I'm staying in transitional housing.

d.   I am receiving a temporary rent/mortgage subsidy (recently or within the last 3 months), but it will expire.

e.   I have public housing, or housing with a Section 8 voucher or other subsidy.

f.   I rent or own stable housing (with a lease or rental agreement), but it is not affordable. It costs more than 30% of our income.

g.   I rent safe housing (with a lease or rental agreement) that is affordable (it costs less than 30% of our income).

h.   I own my safe, affordable home.

i.   Other

13.   If you are renting, did you sign a lease?

14.   If you are paying rent or a mortgage, what is the monthly amount you pay?

15.   Have you experienced homelessness since leaving Saranam?

16.   Childcare- Mark one

.   Childcare is not needed for any children in our household.

a.   Childcare is not available for every child in the household who needs it.

b.   Childcare is available, but I cannot afford it.

c.   Childcare is available, but it's an unlicensed facility. Or, it does not include early childhood (Pre-K) education.

    e.   Childcare is unreliable (unreliable family or friends).

    f.   I use childcare that is subsidized, but I'm not satisfied with the childcare. The subsidy is through CYFD childcare waiver or HeadStart.

    g.   I use childcare that is subsidized, and I'm satisfied with the childcare.

    h.   I use childcare with no subsidy, but I'm not satisfied with the childcare.

    i.   I use childcare with no subsidy, and I'm satisfied with the childcare.

    j.   Family or friends provide reliable care, and I'm satisfied with it.

    k.   I can choose any childcare that best suits our family's goals.

17. Mobility - How do you get around?- Mark one

a.   I have no means of transportation. Public transportation not available when or where needed.

b.   I rely exclusively on the bus, which is unreliable.

c.   I rely exclusively on transportation from friends or family.

d.   I have a vehicle but no insurance and/or no licensed driver.

e.   I have a vehicle with insurance and licensed driver. Usually the car is reliable, but I have no alternate transportation.

f.   I have a vehicle with insurance and licensed driver. Usually the car is reliable, and I have options for alternate transportation.

g.   Transportation is generally accessible to meet basic travel needs. May have some funds available for ride-share (Lyft or Uber).

h.   Transportation is generally accessible to meet basic travel needs. Multiple options and backup options.

i.   Our household has at least one reliable and affordable vehicle and back up transportation (someone to call, another vehicle, etc.).

j.   Our household has a sufficient number of reliable and affordable vehicles for the family.

18. Employment/Income: Give your answer based on the primary wage earner in the household.

a.   Unemployed and no income. Cannot cover basic expenses.

b.   Employed for fewer than the desired number of hours. Cannot cover basic expenses.

c.   Unemployed and receiving TANF or other supplemental income. Cannot cover basic expenses.

d.   Employed for the desired number of hours. Cannot cover basic expenses.

e.   Receiving SSI for disability. Able to cover basic expenses.

f.   Employed in 2 or more jobs in order to earn basic wages. Able to cover basic expenses and maybe some extras.

g.   Employed for the desired number of hours per week. No benefits, but wages are adequate to cover expenses and a few extras.

h.   Employed for the desired number of hours per week. Adequate pay and benefits.

i.   Employed in field of study for the desired number of hours per week. Adequate pay and benefits.

j.   Employed in field of study for the desired number of hours per week, with opportunity for advancement. Adequate pay and benefits.

19. Credit Building - for when you need to sign a lease or purchase your house.

a.   Uses high interest loans (payday loans, etc); no other credit available. See Stephanie to find alternate paths..

b.   No credit history when needed for signing lease or car loan or mortgage. Ask Stephanie how to start.

c.   Unable to get credit from a bank or credit card (credit problems). Find a trusted advisor.

d.   Very limited credit history. Ask Stephanie for first steps!

e.   Has secured a credit card. Pays bills on time usually. Pays minimum on debt. Keep going, you're off to a great start!

f.   Loan on own. Or regular credit card with $500 limit. Pays bills and debt in timely manner. Baby steps, Baby!!

g.   Pays all current bills and debt on time. Pays more than minimum on debt. You got this,
keep going!

h.   Credit report is good. Able to sign lease or get desired loan. Pays all current bills and debt on time. Wow, look at you!

i.   Credit report is excellent. Great work!

j.   Debt-free. Pays all current bills on time. You are a rock star.

20. Asset Building. Answer from the perspective of the entire household.

a.   No savings, no homeownership. Very limited income (limited hours at work, or income is from benefits such as TANF or SSI.

b.   No savings, no homeownership. Regular income from employment.

c.   I have savings of less than $2,500, and I am not contributing to savings.

d.   I have savings of less than $2,500. I regularly contribute to savings.

e.   I have savings over $2,500 in cash, CD, or some other investment.

f.   I have savings over $2,500. I regularly contribute to savings.

g.   House with mortgage and no savings. It's tough to meet the monthly expenses.

h.   House with mortgage and savings. We can always cover our monthly expenses.

i.   I own my home and I have savings. Or, I have savings and retirement.

j.   I own my home (no mortgage). Also, I have savings and retirement.

**21. Asset Building during COVID19: How has the shutdown affected your spending and
saving?**

22. Community Involvement: Think of school groups, sports, community organizations,
faith organizations. Choose the best answer, given the recent shutdown due to COVID-19.
a.   My family and I do not feel safe in community.
b.   My family and I are isolated or we feel alienated from community.
c.   My family and I are uninvolved in community.
d.   My family and I are not aware of community events, history, and issues.
e.   My family and I do not currently participate in community events and activities, but we have in the past.
f.   My family and I do not currently participate in community events and activities, but we would like to.
g.   My family and I sometimes participates in community events, activities, and groups.
h.   My family and I are increasingly participating in community events, activities, and groups.
i.   My family and I frequently participate in community events, activities, and groups.
j.   My family and I frequently participate in community events, activities, and groups. We encourage others to participate.

23. Supportive Social Networks
a.   My friends and family are a negative influence.
b.   I do not have any friends or family to rely on.
c.   My friends and family are not accessible or available to supply support.
d.   My friends and family are not a reliable source of support.
e.   I am comfortable asking my family or friends for support.
f.   My relationships with family or friends are developing, growing, and strengthening.
g.   I can rely on friends and family during a real crisis.
h.   My friends and family are reliable most of the time.
i.   My friends and family always give reliable support.
j.   My friends and family always give reliable support, and I am able to give them support as well.

24. Supportive Social Networks during COVID-19: How has the shutdown affected your relationships and social networks? *
25. Tell us about your current education:
a.   Currently enrolled full time
b.   Currently enrolled part time
c.   Not attending but planning to enroll
d.   Not attending and not planning to enroll
e.   Other.
        If other, explain

26. Have you completed any degrees, certificates, or licensures since leaving Saranam?
27. If yes, please share your details! When? Where? What field?
28. Looking back at your time in Saranam what was most helpful and how did it impact your life?
29. What was least helpful or would you change?
30. How likely are you to recommend Saranam to others on a scale from 1-5?
31. How did being at Saranam impact your children?
32.Let Saranam continue to be a part of your community! This year our focus is asset building and financial management in partnership with Prosperity Works. Alumni can choose to save for specific assets such as purchasing a car, a down payment on a home, starting your own business or continuing your education. Would you like the Family Stability Advocate, Stephanie Johnston, to contact you with more information about our savings program and/or financial education classes?

**33. What other information about yourself, your family or the Saranam program do you
think we should know?**

	Original
Goal	Empower families to end their homelessness and poverty through housing, education, and supportive communities.
OUTCOME 1	Increased autonomy or independence in securing and managing household for the family
Output 1.1	Safe and predictable (stable) place to sleep and live
1.1.1	Provide fully furnished apartment
1.1.2	Provide stable housing
1.1.3	Provide hygiene and cleaning supplies
Output 1.2	Support on maintaining and procuring housing
1.2.1	Increase assets through PW and savings
1.2.2	Teach financial management skills
Output 1.3	Increased assets
1.3.1	Provide encouragement, direction and support
1.3.2	Coach on household management
Output 1.4	Provided bridging necessities to build opportunities to practice with the intention for clients to procure and manage resources for themselves
1.4.1	Pay for internet access
1.4.2	Provide clothing vouchers
1.4.3	Provide cash assistance for basic expenses and savings
1.4.4	Provide transportation assistance
OUTCOME 2	Head of household has gainful and stable employment
Output 2.1	Ability to secure stable job in field of choice
2.1.1	Participation in vocational training program
2.1.2	Provide employability training
2.1.3	Provide vocational assessment
Output 2.2	Significant increase in formal education
2.2.1	Provide scholarships for vocational /post-secondary training
2.2.2	Provide tutoring for children and adults
2.2.3	Teach technology skills
2.2.4	Teach academic and study skills to prepare for college
2.2.5	Provide computer and internet access for classes
Output 2.3	Ability to manage household
2.3.1	Participation in Life skills education programming
2.3.2	Provide life skills classes for children and adults

2.3.3	Provide parenting classes and opportunities to practice new skills
OUTCOME 3	**Increased social capital for families and whole community**
Output 3.1	**Increased network of healthy relationships for families and whole community**
3.1.1	Provide opportunities for families to create meaningful, healthy relationships
3.1.2	Cohort model - bring families in as a group, participate together in activities
3.1.3	Mitigation and prevention of trauma (ACES) by providing supportive adults
3.1.4	Ongoing activities and engagement with alumni
3.1.5	Bring in community speakers on specific topics
3.1.6	Adults and children are able to ask for help and access supports
Output 3.2	**Increased ability to get and give the practical help when needed**
3.2.1	Family has social support
3.2.2	Family feels safe in community
3.2.3	Trauma-informed care training for staff / organization
3.2.4	Provide encouragement, direction and support for increasing education and employability (case management)
3.2.5	Group activities - getting to know each other well
Output 3.3	**Families have good memories of being at Saranam**
3.3.1	Provide family nights and activities for children and adults
3.3.2	Participation in activities as a group
3.3.3	Understand and work on ACES
3.3.4	Families frequently participate in community events, activities, and group. Families encourage others to participate
OUTCOME 4	**Increased resilience in families**
Output 4.1	**Families have addressed trauma**
4.1.1	Address trauma (mental health) through case management, education, opportunity to take time to deal with it
4.1.2	Connect to outside resources, counseling, IOP, etc
4.1.3	Provide space for growth (not allowed to work), so there is time to work on one's self and family
Output 4.2	**Family members have confidence and hope**
Output 4.3	**Family is healthy and happy**
4.3.1	Mitigation and prevention of trauma (ACES) by providing supportive adults
Output 4.4	**Families have agency and skills to improve their lives**

Question	Question	Choices	Outcome	Notes	Keep/ Rev	d/ logic model review/ Delete
1	How many people live in y		Demographic	demo- keep	Keep	
2	Who currently lives with y		Demographic	demo- keep	Keep	
		a. Married?				
		b. Divorced?				
		c. Living with				
		d. New Child				
3	Have there b	e. Other	Demographic	demo- keep	Keep	
4	Please tell us what you are		Community	Yes, keep the question. This gives the alumni coordinator an in. Clear indi	Keep	
5	Is there anything else you		Demographic	demo- keep	Keep	
		a. Working fu		Alumni outreach question. Employment stability. Are you working hours you want? Are you a stabley employed employee? Addressed by question 17. Do you have a backup financially? Quick assessment.		
		b. Working pa				
		c. Not emplo				
7	What is your	d. Not emplo	Employability		Keep	
8	For your household, what		Employability	Staying	Keep	
		a. I have less		Another crisis-to-thrive question, need to look at paper copy and columns.		
		b. I am consi		Housing, income, stability on logical framework. Goes into household management, basic expenses/ savings.		
		c. I am able t		Saranam has classes on basic nutrition/food.		
		d. I receive f		**Missing in log frame currently.**		
		e. I receive p		Food stability could be an output.		
		f. I receive o		Jennifer- unsure if we need measurement of output in survey.		
		g. I can meet		Ellen- speaks to financial well being, likes this in the survey.		
		h. I can meet		Jennifer- likes this question.		
		i. I can shop		Josh- is this something you want to talk about with folks?		
				Decision: Revisit the logframe on this question		
				Jennifer- worried that people are not reading full question due to "wordiness". Can team work through making this efficient and lessen the wordiness?		
9	Food and Nu		Housing	*Audrey- We can beta test our survey.*	Keep, review logic model	
				Gets at the idea are they truly, financially providing for themselves. As opposed to living with parents.		
				Mckinney Vento definition of homelessness- public schools use this definition. This can be perfectly stable when two generations live under one roof. This is stable only if head of household is stable.		
				Audrey- can we ask this question that gets more at the heart of this definition		
				Jennifer- this can be a perfectly great situation, however, they are still eligible for the homelessness definition. So it is more about eligibility then stability.		
				HUD defintion- different eligibility/ definition.		
				If doubled up- still considered homeless.		
				Ellen- argues that doubling up is important social capital		
11	If you are rer		Housing	This question is very specific about eligibility as opposed to stability and w	Keep	
				This goes to financial assets and financial well being and stability to a point.		
				Josh- How are you going to interpret this?		

Question	Question	Choices	Outcome	Notes	Keep/ Rev	d/ logic model review/ Delete
				Josh- How are you going to interpret this?		
12	If you are pa		Housing	Jennifer- earlier asked about household income. Figuring out what percen	Keep	
		a. I have no		Goes to housing more than employability because financially about household management. Can I get to...? Which is more household management.		
		b. I rely exclu		Ellen- likes this question as it stands.		
		c. I rely exclu		Jennifer- same		
		d. I have a ve				
		e. I have a ve				
		f. I have a ve				
		g. Transporta				
		h. Transporta				
		i. Our househ				
15	Mobility - Ho	j. Our househ	Housing		Keep	
		a. Unemploy				
		b. Employed				
		c. Unemploy				
		d. Employed				
		e. Receiving				
		f. Employed i				
		g. Employed				
		h. Employed				
		i. Employed i				
16	Employment	j. Employed i	Employability	Doesn't touch on stability or duration. This is more of a snap shot in time.	Reword	
		a. Uses high		Can take out Stephanie sentences out. But she wants people to know that she is there to help.		
		b. No credit h		Lots of positivity.		
		c. Unable to		See spreadsheet Ellen put in chat about how paper crisis to thrive is laid out.		
		d. Very limite		f. Loan on own- means doesn't need someone to help you get a loan		
		e. Has secur		secured credit card vs. secured a credit card.		
		f. Loan on ow		**Needs re-wording.** J. has some cut and paste issues.		
		g. Pays all cu				
		h. Credit repo				
		i. Credit repo				

17	Credit Buildin	j. Debt-free. I	Housing		Reword
	a. No savin				Speaks to tangible assets. Maybe need to distinguish no mortgage on both i and j. Ellen- no need for that. Tracy- re worded i to make it read differently.
	b. No savin				This gets at poverty and gives concrete measure.
	c. I have sa			
	d. I have sa			
	e. I have sa			
	f. I have sav			
	g. House w			
	h. House w			
	i. I own my			
18	Asset Build	j. I own my	Housing		Reword
19	Asset Building during C		Housing	Temporary question: will remove.	Delete
	a. My family				Keep, but lose COVID 19. Look at original crisis to thrive survey and include the column from crisis situation to trhiving and include in question.
	b. My family				Take COVID 19 piece out for the original organizational survey and add it back if any other emergency comes back.
	c. My family			
	d. My family			
	e. My family			
	f. My family			
	g. My family			
	h. My family			
	i. My family			
20	Community	j. My family	Community		Keep
	a. My friend			
	b. I do not h			
	c. My friend			
	d. My friend			
	e. I am com			
	f. My relatio			
	g. I can rely			
	h. My friend			
	i. My friends			
21	Supportive	j. My friends	Community	Similar to previous question, keep. Look at original crisis to thrive survey a	Keep
22	Supportive Social Netw		Community	COVID specific- not needed for long term	Delete

21	Supportive j. My friends	Community	Similar to previous question, keep. Look at original crisis to thrive survey a	Keep
22	Supportive Social Netw	Community	COVID specific- not needed for long term	Delete
	a. Currently			
	b. Currently			
	c. Not atten			
	d. Not atten			
23	Tell us about e. Other. If c	Employability	Want this.	Keep
	Have you c		want this question but will need to add question. What have you completed since leaving Saranam? vs have you completed xxx? **Did you finish what you started at Saranam?** How can we support them as alumni to finish something? Comparat	
24	Has any of	Employability	Maybe phone call after the survey to discuss education specifically as a fo	Reword
25	If yes, please share you	Employability	Want this.	Keep
26	Looking back at your tin	General	tool for storytelling- are we getting good feedback on one aspect of progr	Keep
27	What was least helpful	General	tool for storytelling- are we getting good feedback on one aspect of progr	Keep
28	How likely are you to re	General	tool for storytelling- we are getting good feedback.	Keep
29	How did being at Saran	General	tool for storytelling- we are getting good feedback.	Keep
30	Let Saranar	Housing	Keeper question, but needs editing. Jennifer- speaks to asset building, ending poverty generationally. This is for alumni only.	Reword
31	What other information	General	tool for storytelling- we are getting good feedback. Expression of gratitude	Keep
10*	Are you satisfied with your	Resilience	Addresses financial well being, do you have the resources to make chang	Keep
	a. We are st			
	b. We are st			
	c. I received			
	d. I'm staying			
	e. I am recei			
	f. I have publ			
	g. I rent or o			
	h. I rent safe			
	i. I own my s			
10B	Housing - An j. Other	Housing	It does produce the data, keep it. Very dense. Developed by Saranam.	Keep
13*	Have you experienced ho	Housing	Yes, keep the question. More about client perception.	Keep

	Childcare	a. Childcare		**Can I go to school/ can I go to work because of childcare.** Who's paying for it and am I happy with it? A lot of stuff going on with this question. What do we do with the satisfaction aspect of this question? Jennifer: it doesn't really give us anything fro
		b. Childcare		Important for income/ fianancial managment. What people can accomplish if they do or do not have childcare. Supports financial well being, home stability. Jennifer- do we need this question. Ellen- agrees. Doesn't need it as an in, as if this is a proble
	Has childcare	c. Childcare		Wanted to track the education for children, but maybe not childcare. Unsure of questions purpose.
		d. Childcare		Because we are looking at families, this is relevant. More for the parents of young children. Option a. move after option k. Mary to research a smaller version of the question?. How does this go to tracking children? 2gen effectiveness- quality childcare
		e. Childcare		Is your preschool what you want it to be? Is this question giving us 2gen?
		f. I use childe		Has childcare been a barrier for your education or emplotyment?
		g. I use child		
		h. I use child		
		i. I use childc		
		j. Family or fr		
14*		k. I can choo	Employability		Delete and reword.
6*	Have you retained custod	Resilience	Keep	Keep

DECISIONS

■ Keep ■ Reword ■ Delete

1. How many people live in your household?
2. Who currently lives with you? Please include name, age and grade (for school year beginning August 2020) of children.
3. Have there been any changes to your family since leaving Saranam?
   a. Married?
   b. Divorced?
   c. Living with a significant other?
   d. New Child
   e. Other

4. Please tell us what you are doing to stay involved in your community, such as attending church, volunteering, membership in a group, etc.
5. Is there anything else you'd like to tell us about your family?
6. Have you retained custody of all of your children since you've left Saranam? (Check No if any of the following apply: child entered foster care, kinship guardianship was granted by court, 100% physical or legal custody was granted to someone else.) If you answered no above, are children still out of your care?
7. What is your employment situation?
   a. Working full time
   b. Working part time
   c. Not employed but looking
   d. Not employed and not looking

8. For your household, what is your total monthly income?
9. Food and Nutrition- Mark only one
   a. I have less than a day of food available, and no money to purchase more.
   b. I am consistently unable to meet basic food needs. We often didn't have enough food to eat in each of the past 3 months.
   c. I am able to meet basic food needs most of the time. Occasionally we didn't have enough food to eat during the past 3 months.
   d. I receive full SNAP benefits to meet basic food needs. We usually have enough food to eat.
   e. I receive partial SNAP benefits or other subsidies to meet basic food needs. We usually have enough food to eat.
   f. I receive occasional food assistance (such as food pantry). I'm not eligible for SNAP benefits.
   g. I can meet all basic food needs. I'm not eligible for SNAP benefits. There's very little eating out or "extras."
   h. I can meet all basic food needs and most extras we want. We have money to eat out or carry out.
   i. I can shop at any store of choice and purchase any food items desired. We have money to eat out or carry out.

10. Are you satisfied with your current living situation?

11. Housing - Answer from the perspective of your entire family

    a. We are staying in a car, park, campground, or on the street, or in an abandoned building or public space.

    b. b. We are staying in an emergency shelter or hotel, or staying with others ("doubled up").

    c. I received a legal threat of eviction or foreclosure recently.

    d. I'm staying in transitional housing.

    e. I am receiving a temporary rent/mortgage subsidy (recently or within the last 3 months), but it will expire.

    f. I have public housing, or housing with a Section 8 voucher or other subsidy.

    g. I rent or own stable housing (with a lease or rental agreement), but it is not affordable. It costs more than 30% of our income.

    h. I rent safe housing (with a lease or rental agreement) that is affordable (it costs less than 30% of our income).

    i. I own my safe, affordable home.

12. If you are paying rent or a mortgage, what is the monthly amount you pay?

13. Have you experienced homelessness since leaving Saranam?

14. Has childcare been a barrier for your education or employment?

15. Mobility - How do you get around?- Mark one

    a. I have no means of transportation. Public transportation not available when or where needed.

    b. I rely exclusively on the bus, which is unreliable.

    c. I rely exclusively on transportation from friends or family.

    d. I have a vehicle but no insurance and/or no licensed driver.

    e. I have a vehicle with insurance and licensed driver. Usually the car is reliable, but I have no alternate transportation.

    f. I have a vehicle with insurance and licensed driver. Usually the car is reliable, and I have options for alternate transportation.

    g. Transportation is generally accessible to meet basic travel needs. May have some funds available for ride-share (Lyft or Uber).

    h. Transportation is generally accessible to meet basic travel needs. Multiple options and backup options.

    i. Our household has at least one reliable and affordable vehicle and back up transportation (someone to call, another vehicle, etc.).

    j. Our household has a sufficient number of reliable and affordable vehicles for the family.

16. Employment/Income: Give your answer based on the primary wage earner in the household.

    a. Unemployed and no income. Cannot cover basic expenses.

    b. Employed for fewer than the desired number of hours. Cannot cover basic expenses.

    c. Unemployed and receiving TANF or other supplemental income. Cannot cover basic expenses.

    d. Employed for the desired number of hours. Cannot cover basic expenses.

    e. Receiving SSI for disability. Able to cover basic expenses.

    f. Employed in 2 or more jobs in order to earn basic wages. Able to cover basic expenses and maybe some extras.

    g. Employed for the desired number of hours per week. No benefits, but wages are adequate to cover expenses and a few extras.

       h. **Employed for the desired number of hours per week. Adequate pay and benefits.**

       i. **Employed in field of study for the desired number of hours per week. Adequate pay and benefits.**

       j. **Employed in field of study for the desired number of hours per week, with opportunity for advancement. Adequate pay and benefits.**

17. What is the probability of continued employment?

       a. **Very likely**

       b. **likely**

       c. **unlikely**

       d. **unsure**

18. Credit Building - for when you need to sign a lease or purchase your house. Please see Stephanie if credit building is a current concern.

       a. **Uses high interest loans (payday loans, etc); no other credit available.**

       b. **No credit history when needed for signing lease or car loan or mortgage.**

       c. **Unable to get credit from a bank or credit card (credit problems).**

       d. **Very limited credit history.**

       e. **Has secured a credit card. Pays bills on time usually. Pays minimum on debt.**

       f. **Loan on own. Or regular credit card with $500 limit. Pays bills and debt in timely manner.**

       g. **Pays all current bills and debt on time. Pays more than minimum on debt.**

       h. **Credit report is good. Able to sign lease or get desired loan. Pays all current bills and debt on time.**

       i. **Credit report is excellent.**

       j. **Debt-free. Pays all current bills on time.**

19. Asset Building. Answer from the perspective of the entire household.

       a. **No savings, no homeownership. Very limited income (limited hours at work, or income is from benefits such as TANF or SSI.**

       b. **No savings, no homeownership. Regular income from employment.**

       c. **I have savings of less than $2,500, and I am not contributing to savings. No homeownership.**

       d. **I have savings of less than $2,500. I regularly contribute to savings. No homeownership.**

       e. **I have savings over $2,500 in cash, CD, or some other investment. No homeownership.**

       f. **I have savings over $2,500. I regularly contribute to savings. No homeownership.**

       g. **House with mortgage and no savings. It's tough to meet the monthly expenses.**

       h. **House with mortgage and savings. We can always cover our monthly expenses.**

       i. **I own my home (no mortgage) and I have savings. Or, I have savings and retirement.**

       j. **I own my home (no mortgage). Also, I have savings and retirement.**

20. Community Involvement: Think of school groups, sports, community organizations, faith organizations.

       a. **My family and I do not feel safe in community.**

       b. **My family and I are isolated or we feel alienated from community.**

       c. **My family and I are uninvolved in community.**

       d. **My family and I are not aware of community events, history, and issues.**

e. My family and I do not currently participate in community events and activities, but we have in the past.

f. My family and I do not currently participate in community events and activities, but we would like to.

g. My family and I sometimes participates in community events, activities, and groups.

h. My family and I are increasingly participating in community events, activities, and groups.

i. My family and I frequently participate in community events, activities, and groups.

j. My family and I frequently participate in community events, activities, and groups. We encourage others to participate.

21. Supportive Social Networks

a. My friends and family are a negative influence.

b. I do not have any friends or family to rely on.

c. My friends and family are not accessible or available to supply support.

d. My friends and family are not a reliable source of support.

e. I am comfortable asking my family or friends for support.

f. My relationships with family or friends are developing, growing, and strengthening.

g. I can rely on friends and family during a real crisis.

h. My friends and family are reliable most of the time.

i. My friends and family always give reliable support.

j. My friends and family always give reliable support, and I am able to give them support as well.

22. Tell us about your current education:

a. Currently enrolled full time

b. Currently enrolled part time

c. Not attending but planning to enroll

d. Not attending and not planning to enroll

e. Other. If other, explain

23. Have you completed any degrees, certificates, or licensures since leaving Saranam?

24. Has any of your children completed any degrees, certificates, or licensures?

25. If yes to question 23 or 24, please share your details! When? Where? What field?

26. Looking back at your time in Saranam what was most helpful and how did it impact your life?

27. What was least helpful, or would you change?

28. How likely are you to recommend Saranam to others on a scale from 1-5?

29. How did being at Saranam impact your children?

30. Let Saranam continue to be a part of your community! This year our focus is asset building and financial management in partnership with Prosperity Works. Alumni can choose to save for specific assets such as purchasing a car, a down payment on a home, starting your own business or continuing your education. Would you like the Family Stability Advocate, Stephanie Johnston, to contact you with more information about our savings program and/or financial education classes?

31. What other information about yourself, your family or the Saranam program do you think we should know?

(What you want to achieve)	(How to measure change)	(Where & how to get information)	(What else to be aware of)
Goal: Reduce death and illness related to Water and Sanitation related diseases in the targeted communities	G1 % (percentage) reduction in water and sanitation related diseases among target population G2 % of children under 36 months with diarrhoea in the last two weeks	Ministry of Health / WHO statistics Records from village clinics	
Outcome 1 Improved access to and use of sustainable sources of safe water in target communities	1a % of people in the target communities using minimum 25L of safe water per day 1b % of targeted households with access to an functional water source 1c % of water points managed by local WatSan committees 1d # hours spent by women in fetching water daily	1a,b,d Household survey 1c Key informant interviews with WatSan committee members	Civil war / hostilities do not return Improved access to clinical health facilities
Outputs 1.1 Community water points constructed or rehabilitated	1.1a # (number) of water points constructed to national standard (*140*) 1.1ab% of water handpumps rehabilitated to national standard (*35*)	"Community Facility Inspection" field report	Low rainfall does not limit overall water supply.
1.2 Community management of water points is improved	1.2a # of communities with a WatSan committee established 1.2b # of WatSan committees with technicians trained to perform basic maintenance on water points 1.2c % of WatSan committees collecting adequate charges to maintain the water points	1.2a Household survey Key informant interviews with WatSan committee members	No major disputes or conflicts within the community