

2020-2021

Evaluation Plan for Saranam

November 24, 2020



Prepared By:

Audrey Cooper, Public Health, Team Lead
Mary Costello, Public Policy, Evaluation Lab Fellow
Joshua Meares, Economics, Evaluation Lab Fellow

NM EVALUATION LAB
University of New Mexico



1. 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, NM. Additionally, they offer a comprehensive range of long-term services to assist families in 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 to end their homelessness.

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. 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 expanded and 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 into 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.

2. Purpose of Evaluation

This evaluation will address the following evaluation 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?

This evaluation question will be answered by accomplishing two primary goals:

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.

3. Logic Model and Survey Design

The Saranam team had an organization-wide logic model that they felt needed more direction and structure. Saranam asked the UNM Evaluation Lab to assist in creating a logic model that serves as a communication tool both internally and externally. Additionally, this tool will help Saranam plan and evaluate their organization to make sure all activities done within their organization are directly helping them achieve their mission.

Together, we created a first logic model, but it lacked the structure Saranam was hoping for (Figure 1). The Saranam team shared that they would be more comfortable with a more structured version. To rectify this, we drew inspiration from the Red Cross Red Crescent logical framework (see Appendix B). Saranam noted that this logical framework would help them tell their story to internal and external audiences since it is very granular and structured compared to the original logic model. Similar to that of a mathematical proof, it is designed to “prove” the effectiveness of their programming (see Figure 2).

Figure 1: Original Logic Model Draft

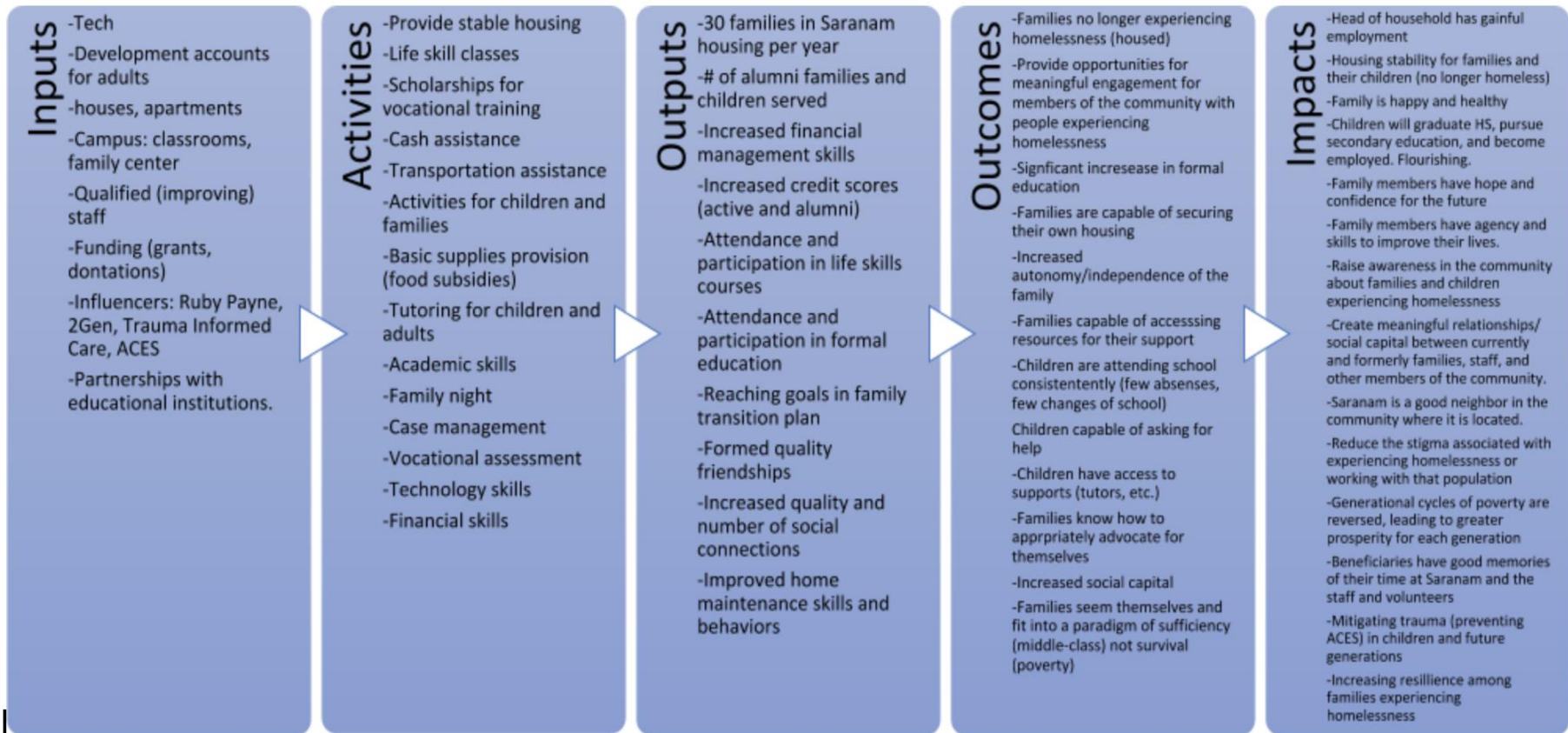
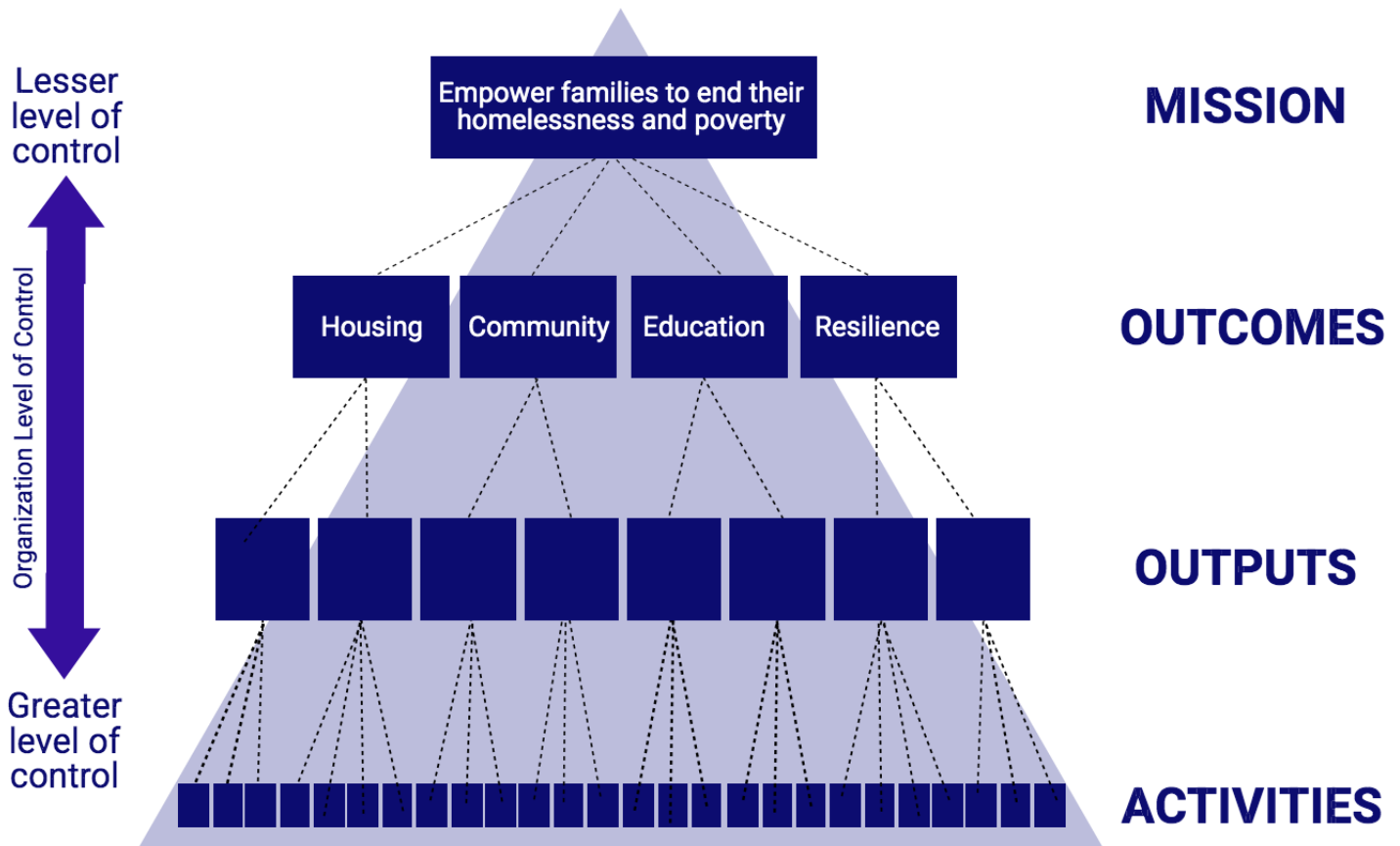


Figure 2: Logical Framework

Logical Framework Process

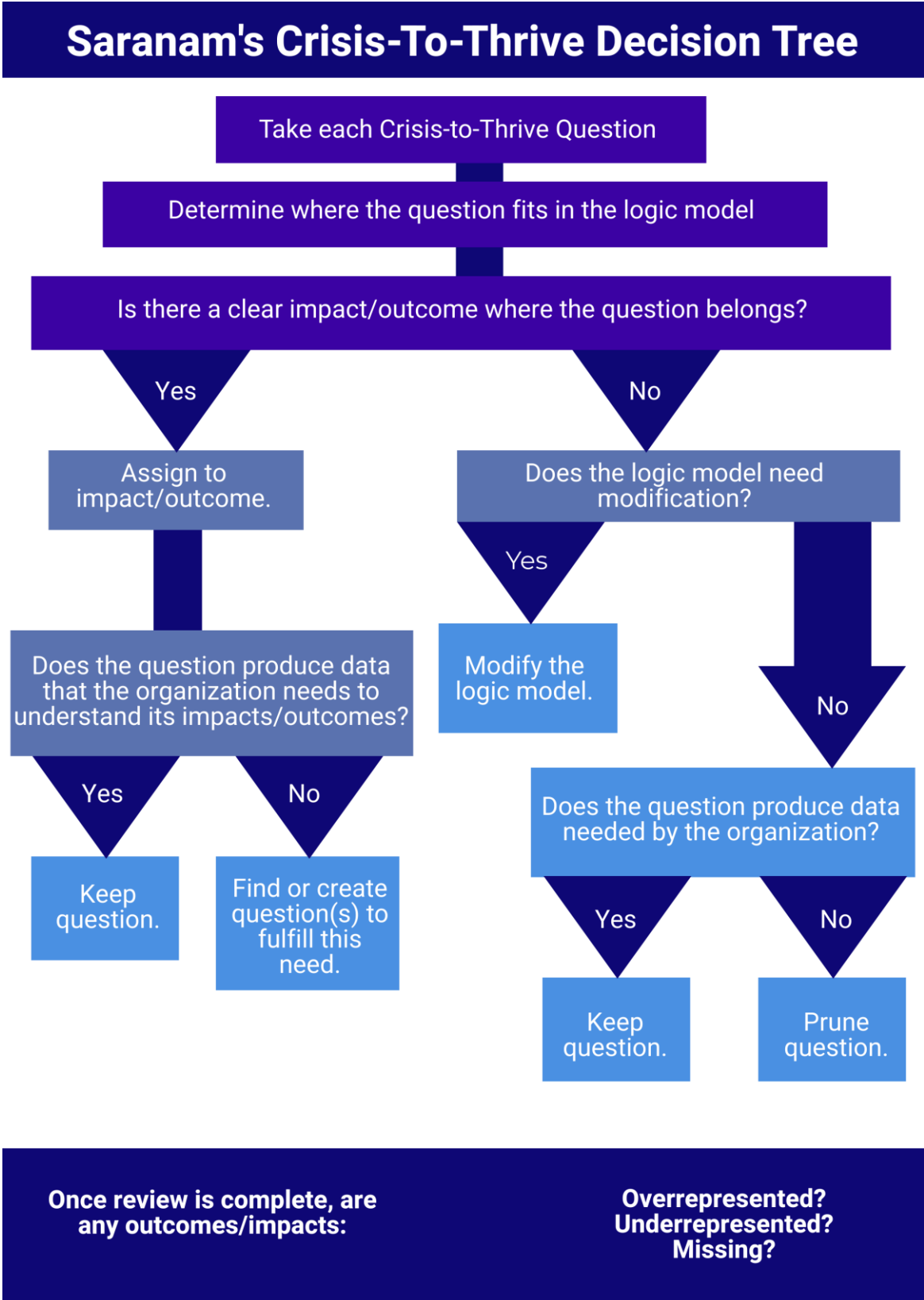


To create this logical framework, the UNM team coached Saranam leadership on the logical framework process: asking questions, challenging assumptions, and eliciting clarity from the Saranam team. For example, Saranam used the term “case management” as one of their activities, but an outsider may not be fully aware of what that entails. Utilizing a Google Drive service called Jam Board, we encouraged the Saranam team to write the logical framework from an outsider’s perspective. Team members were encouraged to use 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. At the end of the fall semester, there was still one outcome outstanding. This outcome, increased resilience in families, is difficult to describe in concrete terms, but is an important desired outcome to Saranam. The Saranam team will continue to develop their own capacity by working on this outcome with support from the UNM Eval lab team.

The UNM team created a suggested logical framework with notes describing the decision-making process to further inform Saranam's internal process. The will include transcribing the Jam Board work into a logical framework template created in the likeness of the Red Cross Logical Framework (Appendix B). We would also include 3-4 logical frameworks from other organizations that focus on resilience of their clients, 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 will continue to revisit the logic model over the winter break as they see fit, but will take breaks from it to achieve deeper understanding. The goal is 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.

With this logical framework, we will edit questions within the Crisis to Thrive Survey to ensure every question relates to a specific outcome or output. This process is described in detail in Figure 3. The goal of the process is to modify existing questions, add new questions, and/or remove irrelevant questions so that each outcome is well-represented.

Figure 3: Crisis to Thrive Survey Modification Process



4. Literature Review

According to the White House, there are 552,830 homeless people in the United States. Of those, approximately 58,000 are families with children (Family Homelessness in The United States, 2018). A large number of nonprofit organizations are using an approach called “2Gen” to support self-sufficiency within these homeless families. This approach, which was spearheaded by the Aspen Institute (n.d.), builds family well-being by intentionally and simultaneously working with children and the adults in their lives together. It stresses the collaborative effort of everyone in the family striving to better themselves through health and well-being, social capital, workforce development and economic assets, and educational success. The theory has been tied to the success and sustainability of homeless families attaining a home.

A collaborative research study done by two nonprofit organizations, LIFT and AppleTree (n.d.) showed to have promising results for this 2Gen approach. In a one-year study they measured the impact on children and adults after applying 2Gen practices. For children they studied attendance and social-emotional skills. For adults they measured if the parents maintained or increased household income, increased their net savings or reduced debt, and persisted in or completed an education program. Children had 50 percent greater increases in their social-emotional skills and above-average attendance rates of 92.2 percent compared to the network average of 89.6 percent. All adults included in the project at 3 months demonstrated significant improvement to at least one of the goals outlined earlier. The takeaways that as children or adults become more successful in their life, it encourages the other to do the same.

The Educational Alliance (2017), an organization utilizing 2Gen made a presentation available showing how they measure the 2Gen outcomes and how frequently. These outcomes include education, economic support, social capital, health and well-being. Each of these outcomes is measured through different indicators, most of them every 3 months while families are in their program, but did not specify how often after graduation. In fact, one of their questions on measuring outcomes is “How do we understand how ‘sticky’ our interventions are over time?”. This very closely resembles Saranam’s own long-term evaluation goal.

The Atlanta Partnership, the Educational Alliance, and Garrett County Community Action Committee (2018) were evaluated for their 2Gen approaches. Results show that this approach led to “high-quality early education and early supports for children, supports to improve the executive function, confidence, and care-giving skills of parents and other caretakers; and family economic supports” (James Bell Associates, 2018, p. 1). The evaluation showed that 2Gen improved outcomes for families with children under 5. This source additionally has the 3 logic models for each of the organizations. This will be very useful when developing our own.

Finally, the the McDowell group stresses autonomy and self-sufficiency within the 2-Gen approach (2017). It offers explanations and evidence behind 2Gen, including the Crisis to Thrive which is being utilized by Saranam. McDowell states that the Crisis-to-Thrive survey:

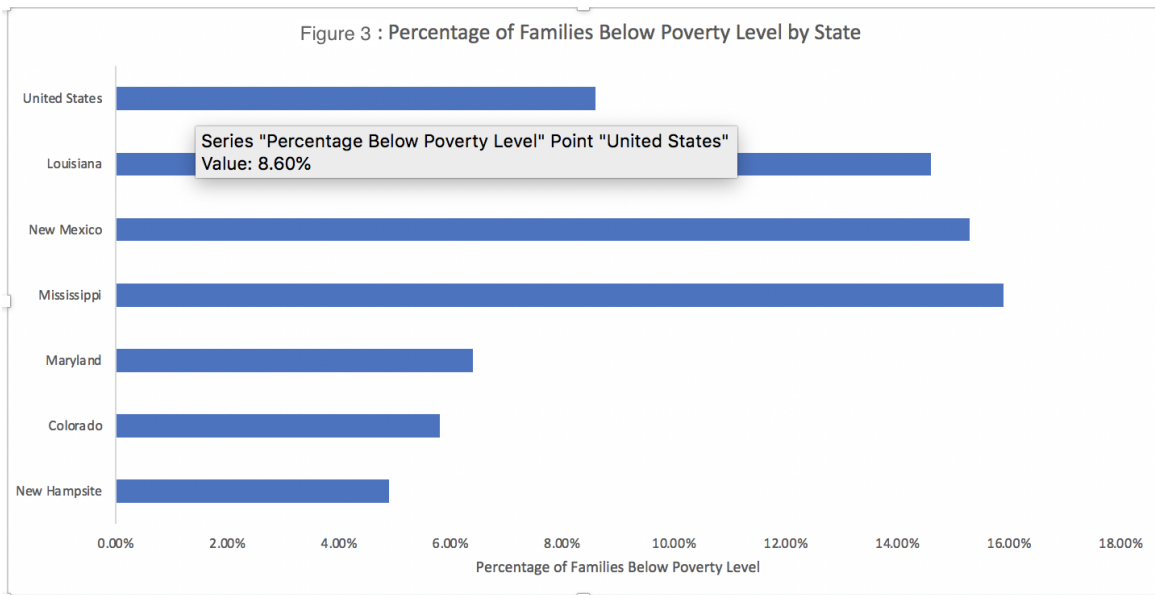
“explores a set of domains linked to family self-sufficiency. Families rank themselves in each category and receive an overall score. Families review their scores with a coach to identify why they are where they are, select goals to move the family forward, and articulate the barriers they face— transportation, education, interview skills, lack of savings, etc. The scale contains five different states for each factor: in-crisis, vulnerable, safe, steady, and thriving. A primary short form measures five domains: food and nutrition, housing, childcare, transportation and housing. A short form for seniors covers six domains: senior health insurance, nutrition, food and nutrition, housing, transportation, and socialization. Additional domains on a long form include credit-building, child and youth development, education/job skills, employment/income, health insurance, energy/utilities, asset-building, community involvement, and supportive social networks.” (Mcdowell group, 2018)

Additionally, the authors discuss several alternative scales adopted to measure self-sufficiency such as Gowdy and Pearlmutter Self-Sufficiency Scale, Employment Hope Scale, Perceived Employment Barrier Scale, and Snohomish County Self-Sufficiency Matrix. All of these scales may be useful when developing the crisis-to-thrive scale Saranam already has in place. The survey that is utilized by Saranam can be found in Appendix B.

5. Context

Saranam works to empower families who are experiencing homelessness in Bernalillo County, New Mexico. By most measures of poverty, New Mexico is in the bottom ten percent of the states in the U.S. According to the American Community Survey results published by the United States Census Bureau (2019), New Mexico is ranked 49 out of 50 based on the percentage of people living in poverty. Figure 3 uses Census data to plot the top 3 and bottom 3 states in the US based on percentage of poverty. The gap among the poorest and the least poor is substantial. New Mexico is also almost 5% above the national average.

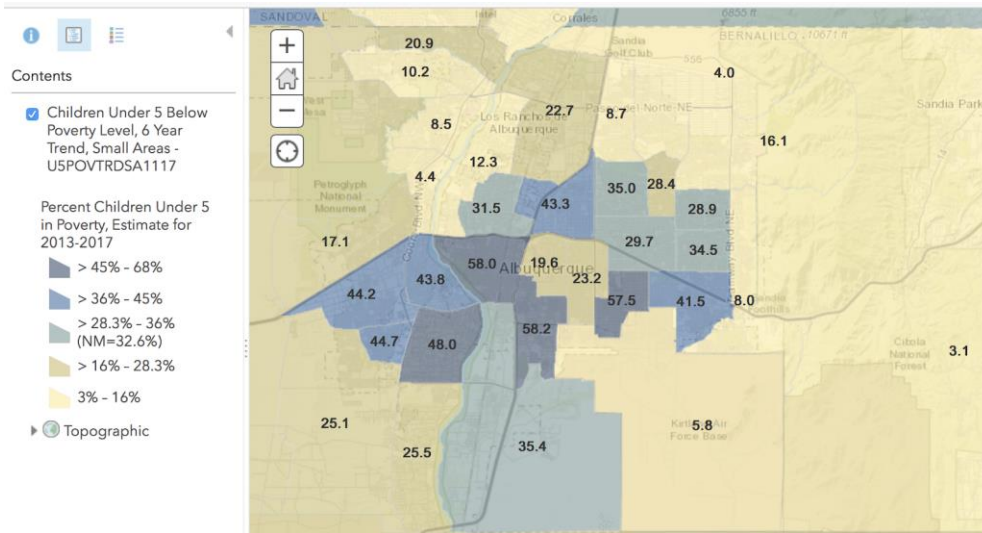
Figure 4: Percentage of Families Below Poverty Level by State



Saranam focuses on families and a family-centric approach to dealing with homelessness. According to the American Community Survey and the Current Population Survey (2020), 28.5% of children under 5 are living in poverty in New Mexico. More than half of those children (15.8% of all children) live in extreme poverty.

Poverty is highly concentrated among the urban areas of New Mexico. The maps below from the New Mexico Community Data Collaborative (n.d.) shows that concentration. The dark blue coloration indicates a higher level of children under the age of 5 below the poverty level. While the light yellow is lessened concentration of impoverished children. As you can see, the closer you get to the center of Albuquerque, the most populous city in New Mexico, the higher the concentration of impoverished children seems to get. Additionally, the figure below shows families in poverty and additionally points to a higher concentration of families in poverty in higher urban areas. This is perfect for the locality of Saranam to help the most number of families.

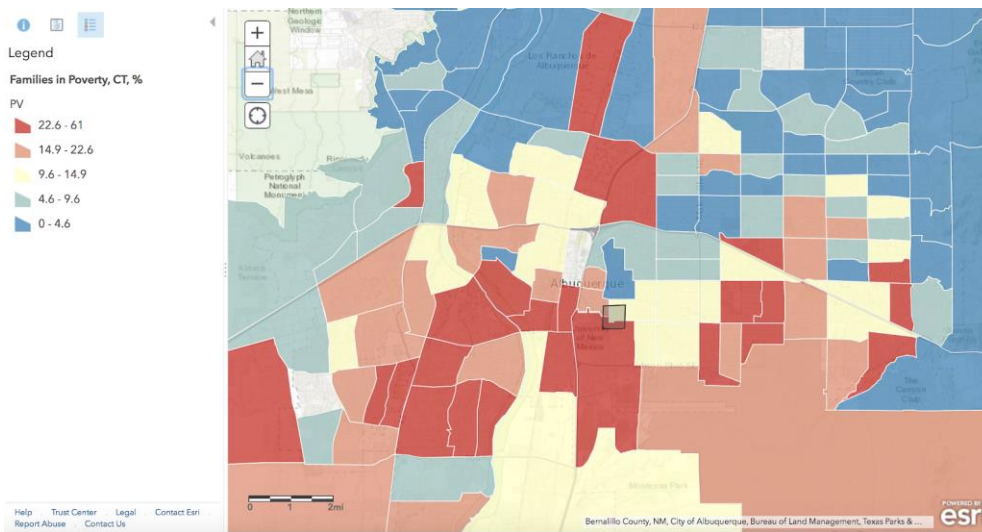
Figure 5: Percentage of Children Under 5 Below Poverty Level In Albuquerque Area



Map courtesy of New Mexico Data Collaborative:

https://www.arcgis.com/home/webmap/viewer.html?url=https://services.arcgis.com/LGtNQDIIZBdntoA9/ArcGIS/rest/services/NM_2013_ACS_DP03_by_Census_Tract_-_7_Layer_Geodatabase/FeatureServer/6&source=sd

Figure 6: Percentage of Families Below Poverty Level in Albuquerque Area.



Map courtesy of New Mexico Data Collaborative:

<https://nmcdc.maps.arcgis.com/home/webmap/viewer.html?useExisting=1&panel=gallery&suggestFeld=true&layers=6f83b602114c4368a630b5b3e93d19f1>

While poverty increases the risk of becoming homeless, homelessness is a complex problem with many antecedents. It is helpful, therefore, to look at the data on those experiencing homelessness in New Mexico. According to the United States Interagency Council on Homelessness, in 2019 “New

Mexico had an estimated 3,241 experiencing homelessness on any given day, as reported by Continuums of Care to the U.S. Department of Housing and Urban Development (HUD). Of that Total, 246 were family households, and 1,455 were individuals experiencing chronic homelessness.” (United States Interagency Council on Homelessness, 2019) While Saranam targets families experiencing chronic homelessness, the percentage of families experiencing chronic homelessness is difficult to quantify. But it is clear that 246 households experiencing homelessness on any given day is a significant problem. Saranam’s contribution to house on the order of 20 homeless families for 2 consecutive years is a significant contribution to the fight against homelessness in New Mexico.

6. Evaluation Activities and Timeline

This evaluation uses a participatory evaluation approach. The evaluation team expects that the results of this foundational stage will encourage in-depth longitudinal understanding of participants in 2021-2022.

The proposed activities of this evaluation are focus groups with Saranam leadership and staff. These are expected to occur as follows:

Initial interviews (up to 2) with Saranam evaluation team (Tracy Weaver, Jennifer Mullen, and Ellen Shepherd). These first interviews will provide the following information:

- The current state of monitoring and evaluation at Saranam
- How the current evaluation tools help and hinder Saranam’s larger organization goals
- Determine the year one goals of the evaluation, as well as a schedule that will allow the evaluation team to meet these goals

To achieve the stated goal of the evaluation, we propose the following timeline:

October 2020

- Biweekly meetings with Saranam leadership team.
- Conduct desk research on the 2-Gen approach and other Non-Governmental Organizations utilizing similar approaches.
- Archival research into Saranam’s existing materials and data to facilitate the discussion.
- Brainstorming activities for logic model. Conduct literature review.

November-December 2020

- Biweekly meetings with Saranam leadership team.
- Provide training on the Logical Framework Approach to Saranam team as a form of capacity building, and then construct this logical framework over the next 3-4 meetings. Logical framework should be completed by the start of the Spring semester.
- Continue to conduct desk research on the context of poverty, homelessness with regard to the family in New Mexico.
- Review other evaluation instruments similar to the Crisis-to-Thrive scale.
- Complete and present evaluation plan.

January – February 2021

- Biweekly meetings with Saranam leadership team to document the connections between each question and response of the Crisis-to-Thrive and the new logical framework.
- Modify the Crisis-to-Thrive scale to match the logical framework outcomes and outputs by pruning unneeded questions.
- Modify logical framework if Crisis-to-Thrive reveals oversights which the Saranam leadership find helpful to include.

March – May 2021

- Create any new questions necessary to supplement the Crisis-to-Thrive scale, and field test them using appropriate qualitative and quantitative verification techniques.

7. Work So Far (As of Dec. 3rd, 2020)

To date, the evaluation team fulfilled several activities needed to complete this evaluation.

- 1) Established direction of evaluation with Saranam and established set meeting times.
- 2) Conducted literature review and researched context of Saranam’s work in New Mexico
- 3) Established an original logic model which was deemed not structured enough, changed course, and created a highly structured logical framework influenced by the Red Cross Red Crescent (see Appendix B).
- 4) Coached Saranam on creating a logical framework with in-depth questioning in order to create a product that is more specific.
- 5) Create decision tree for crisis to thrive survey on how to edit survey to meet Saranam’s needs.

Figure 7: New Draft of Saranam’s Logical Framework

No	Description
Goal	Empower families to end their homelessness and poverty through housing, education, and supportive communities.
OUTCOME 1	Increased family autonomy in securing and managing housing
Output 1.1	Families provided with a safe, stable housing for 2 years
Activity 1.1.1	Provide fully-furnished apartment
Activity 1.1.2	Provide security services
Activity 1.1.3	Provide hygiene and cleaning supplies
Activity 1.1.4	Drug test all residents on a bimonthly basis
Output 1.2	Increased knowledge and experience of household management
Activity 1.2.1	Provide cash assistance and vouchers for basic family expenses and savings
Activity 1.2.2	Teach financial management skills

Activity 1.2.3	Facilitate access to banking services
Activity 1.2.4	Coach families on household management
OUTCOME 2	Increased ability of family members to procure and maintain gainful employment
Output 2.1	Targeted job skills training provided
Activity 2.1.1	Assess adults for vocational capacities and interests
Activity 2.1.2	Provide vocational training in field of interest
Activity 2.1.3	Provide employability training (optional: focusing on soft skills, etc.)
Output 2.2	Significant increase in formal education facilitated
Activity 2.2.1	Provide computer and internet access
Activity 2.2.2	Provide tutoring for children and adults
Activity 2.2.3	Teach academic and study skills
Activity 2.2.4	Provide educational scholarships for vocational / post-secondary training
OUTCOME 3	Improved support network for families who have experienced homelessness in New Mexico
Output 3.1	Size and quality of relational network of families who have experienced homelessness increased
Activity 3.1.1	Provide opportunities for families to create meaningful, supportive relationships with their cohort and Saranam staff / volunteers
Activity 3.1.2	Create regular opportunities for interaction and relationship building with the surrounding community
Activity 3.1.3	Introduce adults and children to other community-based organizations that can provide support
Activity 3.1.4	Coach families on how and when to reach out for help appropriately
Activity 3.1.5	Provide opportunities for continued engagement and follow-up with alumni
Activity 3.1.6	Facilitate relationships between children and several safe, trained adults who can provide support over the long-term
Activity 3.1.7	Assist families to participate in community events, activities, and groups.
Output 3.2	Increased awareness of the homelessness problem in Albuquerque
Activity 3.2.1	Ted talks
Activity 3.2.2	Speaking at various kinds of venue
Output 3.3	Capacity to assist families experiencing homelessness developed

Activity 3.3.1	Provide trauma-informed care training for staff / volunteers
Activity 3.3.2	Provide training on ACES model of childhood trauma
Activity 3.3.3	Provide a forum for community speakers to talk
OUTCOME 4	Increased resilience in families
Output 4.1	Families have developed coping skills to deal with mental and emotional trauma
Activity 4.1.1	Case managers provide support and encouragement during the healing process and as new strategies for coping are adopted
Activity 4.1.2	Connect families with outside resources for mental health, counseling, IOP, etc
Activity 4.1.3	Provide space and time for reflection and healing
Output 4.2	Increased capacity to manage problems within the family and with others
Activity 4.2.1	Provide life skills classes for children and adults
Activity 4.2.2	Teach parenting classes and provide opportunities to practice new skills
Activity 4.4.3	Encourage and support families as they adopt new behaviors and beliefs
Output 4.3	Increased confidence and hope
Activity 4.3.1	In Progress

8. Evaluation Team and Other Stakeholders

Tracy Weaver- M.A., Executive Director

Jennifer Mullen- M.A., Director of Family Services

Ellen Shepard- M.B.A., Director of Continuous Improvement

Audrey Cooper- RN, MPH Student, UNM Evaluation Lab Team Lead

Mary Costello- MPP Student, Evaluation Lab Fellow

Josh Meares- Economics Ph.D. candidate, Evaluation Lab Fellow

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Appendix A: Crisis To Thrive Survey

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?

Appendix B: Sample of Red Cross Red Crescent Logical Framework

(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