Mapping the long view

Outcomes of the CFCA program for today’s alumni

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“Looking at the map that you created, that we collaborated, there is so much more there – it is a dream come true. CFCA is not about the money. People ask what we get, what benefits, money; but it is about getting so much more. CFCA is not about the money – we are doing something and they are there to help us.”

CFCA-Antipolo alumnus, November 2013

Introduction

The sponsorship program of the Christian Foundation for Children and Aging (now known as Unbound) helps families in 21 countries build a path out of poverty by connecting them with individual sponsors. Through letters, concern and a monthly financial contribution, sponsors experience a true exchange of cultures, understanding and love. Participating families utilize financial assistance to help achieve their personal life goals through education, assistance with basic needs, and leadership and economic development programs (e.g. financial literacy, youth retreats and skill development for parents). Sponsorship requires active participation from families as they take a central role in selecting benefits for their children and building stronger communities.

The CFCA service-scholarship program exists to help dynamic, talented older students who, because of economic circumstances, are struggling to continue their education. The program is founded on the principles of perseverance, leadership and service to the community. Scholarships are used for secondary and post-secondary tuition, vocational school, transportation, school supplies and books. Recipients perform service projects as a requirement of the program. The scholarship program complements the sponsorship program and has allowed thousands of students in communities around the world to see their dreams become reality.

Groups of CFCA sponsorship and service-scholarship program alumni of the Antipolo and Quezon projects in the Philippines have self-organized in recent years. Alumni group participation is voluntary and participants receive no financial support from the project. Group members meet several times a year and communicate online. The groups serve as a network for support, with job-seeking, friendship, and service as components.

In 2013, CFCA international programs staff contacted these alumni groups with an interest in better understanding the current and long-term impact of the CFCA program on former program participants. In November of the same year, CFCA evaluation specialists Becky Spachek and Melissa Velazquez, along with support from the Philippines regional team members Trisha Pitts, Rama John and Caitlin Gasaway, conducted an evaluation on-site in the Manila metro area using an adaptation of a method called Ripple Effect Mapping. The purpose of the evaluation was to help CFCA better understand the intended and unintended results of the CFCA program. This was the first evaluation of the CFCA program to engage former program participants for data collection and analysis.
**Method**

Ripple-Effect Mapping is a qualitative evaluation method that can be used to better understand the intended and unintended results of a program. Participants begin by dividing into pairs to conduct Appreciative Inquiry interviews about the results they have experienced because of the program. Participants then return to the larger group and create a mind map of the identified program results. The map is a tool to depict the continued “ripples” or long-term outcomes of the program. Connecting lines are added to indicate causal, contributing and influencing relationships between outcomes.

After the conclusion of the group mapping sessions, follow-up interviews are conducted with volunteers from each session to validate the maps and provide context for analysis.

**Participants**

The evaluators sent an open invitation to any former program participant in the Philippines to participate in the outcome evaluation. Invitations were disseminated through the alumni groups of the Quezon and Antipolo projects, as these serve as a primary way of maintaining contact with former program participants. Participation was voluntary.

Eighty-six alumni participated in the evaluation, six of whom also participated in follow-up interviews. Thirty-four participants were former members of Quezon project and 51 participants were from the Antipolo project. The number of participants per session ranged from 17 at Quezon to 26 participants in a session at Antipolo. The time that passed since participants left the CFCA program ranged from less than 1 to 16 years. However, the average year of retirement was 2010 and the median was 2011.

In the Antipolo project’s alumni group there was a mix of former sponsored members and scholarship students. In the Quezon project’s alumni group, all of the students had scholarships and most also were sponsored. The length of time spent in the program ranged from 1 year to 18 years. The mean length of time participants spent in the program was 9.2 years and the median was 10 years.

Participants mentioned such current employment as teachers, nurses, architectural designers, call-center representatives and accountants. Forty-four of the participants listed undergraduate degree as their highest level of education completed. Thirty-one of the participants listed a graduate degree as their highest level of education completed. Seventy-one reported holding full-time salary employment.

**Limitations**

**Specific to the Philippines**

While the findings of this evaluation demonstrate great depth and complexity to the outcomes of the CFCA program, it is also important to understand the limitations of the evaluation in understanding the general CFCA experience. One of the clearest limits of the evaluation is simply the geography. Alumni
from just two projects in one country contributed their thoughts and experiences to the evaluation and we cannot be sure that other CFCA program participants in other projects or countries experience the same outcomes.

**Positive bias**
Ripple-effect mapping, being a qualitative method, can help us to better understand the stories of the program participants in the evaluation. However, since ripple-effect mapping uses appreciative inquiry to discover program outcomes, these outcomes may have a positive bias. This bias is exaggerated by the selection of participants in the evaluation. Since participation in an alumni group is voluntary, and there is no continued official programmatic support, financial or otherwise, alumni group members are likely to be those who have had positive experiences with the program. Because of the manner of selection of evaluation participants and the method of evaluation, the results of this evaluation best describe the potential of what the program can be and are not generalizable.

**Language barrier**
Language and culture are also important to note as potential limiting factors in the implementation and analysis of the evaluation, as the evaluators were North American English speakers and the participants were all speakers of both Filipino and English as a second language. Therefore, opportunities for misunderstanding in both language and context exist. However, several aspects of the method worked to mediate these challenges. Participants first discussed program outcomes in pairs using the language they were most comfortable using. This way, ideas could be explored and vetted, before shared with the group in English. In addition, the group mapping process allowed the group to visually make connections and ensure that the evaluators made appropriate links. Finally, group analysis and follow-up interviews allowed for additional validation.

**Size of groups**
In ripple-effect mapping, ideally there are 10 to 15 participants. This small number allows for each evaluation participant to have a prominent voice in the creation of the map. In Antipolo, the evaluation groups reached 25 and 26 alumni. While all participants had the opportunity to place their individual outcomes on the map through the appreciative inquiry process, some alumni did not have the opportunity to contribute during the mapping session as much as they may have if there had been a smaller group. The size of the evaluation group may have impacted the number of connections between the outcomes on the maps. The maps from the Quezon group display more connections between outcomes than the maps of the Antipolo group. This may be at least partially due to time constraints created by the number of participants in Antipolo.

**Evaluators not both present for mapping**
While both evaluators worked closely in the preparation for the evaluation, follow-up interviews and in analysis of the findings, they split the ripple-effect mapping sessions, each evaluator facilitating two. The evaluators followed identical methods for the mapping sessions; however, slight variations in implementation are likely. Each evaluator only has the ability to understand the participants of the sessions they did not facilitate through the map and interpretation of the facilitating evaluator.
Map description
The CFCA scholarship and sponsorship programs offer more than financial aid benefits. The depth and complexity of all four maps created in the evaluation convey CFCA’s holistic approach with individualized benefits and personalized interventions. “The map is an accurate reflection. Deep. Complex,” observed an interviewee upon reviewing the document (digital copies of the maps can be found in the appendix).

Diversity of outcomes
The outcomes present on the maps are diverse in nature. Financial stability is represented by outcomes of “support self” and “support family;” however, outcomes of skill development, character and behavior traits, spiritual development and relationships dominate the majority of the maps’ area. Alumni view the personalized and holistic approach of the program as a strong asset. One former sponsored member mentioned when his friends would ask him for the amount that his family receives financially each month he would reply by explaining, “CFCA is not about the money. We are doing something and they are there to help us.” This statement highlights the personalization of the program and suggests that outcomes are highly dependent on the goals and intentions of the program participant. Program participants are the primary agents in their own development.

Connection of outcomes
A review of all of the maps also reveals the extreme interconnectedness of outcomes. Few ripples are linear or strictly hierarchical. Instead contribution and influence create a web, linking such outcomes as goal orientation to spiritual development and an open mind to fulfillment. Much of the strength of the outcomes of the CFCA program seems to draw from the strength of this complex web. It reflects an approach to development and a reality of development that is not linear, but rather complex and holistic. The personalized approach of the CFCA program means that not all sponsored members or scholar students experience the same benefits or programming. However, the ripple-effect maps demonstrate that the program achieves many common outcomes through diverse and interconnected paths. Both the program diversity and complexity, which often make it challenging to describe or evaluate the program, are truly an advantage for participants in producing deep and lasting change.
**Key ripples**
The maps reveal many similarities among the diverse outcomes of the program. One commonality of the maps is in the participant identified “key ripples.” Education and faith/spiritual growth were identified as key ripples on all four maps. The additional “key ripples” of leadership and social skills (which were directly connected to leadership on the map) were identified on 2 of the maps.

**Education**
Education is the most consistently identified and one of the more far-reaching ripples of the CFCA program. Education serves as an outcome in and of itself, as a good education is a stand-alone goal for many of the participants. They feel that attaining a good education means laying hold of something with inherent value, something that cannot be taken from you. Alumni see the opportunity to continue their education as a great privilege and that they should take advantage of that opportunity. CFCA encouraged college and vocational school options for students that might not have considered it, challenging them to go further with their education.

Education also stands at the gateway to many other significant ripples and positive outcomes for participants. Education is defined as the way to success by many and has impact both on a mental state of fulfillment and the ability to physically provide for one self and others. With the support of the sponsorship and scholarship programs, the majority of alumni completed a university degree and many hold a graduate degree as well.

The ripple of education is the gateway of the path to economic self-sufficiency. Education opened up job opportunities, and almost all evaluation participants are currently working in fulltime salary positions in careers such as teaching, tech support, bookkeeping, nursing and architecture. This employment in turn means that alumni are financially stable and able to not only provide for their own basic needs but also indulge in luxury items. During the evaluation many alumni utilized smart phones, digital cameras and tablet computers. One even mentioned stopping by the mall to treat himself to an occasional Starbucks coffee, a luxury that his family could previously not afford.

In addition, alumni provide for their own young families, other family members, parents and siblings with these resources. Assistance includes financial support, paying sibling tuition or even purchasing a home for family. Participants in the evaluation stressed that the ability to support their family financially is an important outcome and personal goal.

**Faith/spiritual development**
Spiritual development fosters in CFCA participants a positive moral compass. Some described personal challenges with peers and ethical challenges in the workplace that they face on a daily basis. They point to the confidence and strength they have in their faith as the foundation for making positive choices and
remaining firm in their convictions. When asked what components he considered crucial if he built his own program, one interviewee adamantly responded: “Spiritual development. It is so rare to get that kind of support and development. Moral skills prepare you to face challenges.”

Follow-up interviews described the unique nature of the key ripple of spiritual development. While many social programs focus on education, and even others on health or leadership, the emotional and spiritual components are absent. Participants noted that CFCA treated them as whole persons and directly invested in personal spiritual growth through activities such as retreats, Bible studies and recollections.

Relationships are also a key aspect of faith and spiritual development. Principally, relationships to God grew. Young people feel connected to their god and feel the support of love. Several participants described an evolution of relationship catalyzed by the pressure or encouragement of the CFCA staff. One interviewee shared how he was initially obligated to attend Mass and participate in formation. It was treated as a requirement. However, years later, his faith feels personal and something that he carries forward free of obligation.

Other relationships also formed in connection to faith and spiritual development. Spiritual and emotional bonds were built between program participants as friends and support network. Both relationships to God and others in a spiritual/emotional network contribute to outcomes in the areas of leadership, goal orientation and positive interaction with others. Character traits such as perseverance, compassion, patience and productivity flow out of a spiritual base. Similar traits are also connected to goal orientation, along with a sense that “I have the love and support necessary” to actually get to my goals and persevere through challenges with prayer.

Leadership
Leadership stands as a hub for many ripples on all four maps. Two groups specifically identified leadership as a key outcome and the other two groups highlighted its connection to key ripples and subsequent impact. Alumni developed leadership through seminars and training specific to the topic, but also gained skills through ripples from other outcomes. For example, one map indicates that spiritual development leads to character and transformational leadership. Social skills and a sense of confidence also create the ripple of leadership on other maps.

Leadership is just the start of many outcomes. Alumni identified as an inspiration and role models for family members, community members, youth and co-workers. They demonstrate responsibility and lead with a strong work ethic. As a result, alumni are influencing others, there is hope and joy in their communities and new leaders are emerging. Leadership feeds the cycle of the CFCA program described below in the analysis of map nuances.

Leadership built through CFCA is also influencing the decision-making of alumni in their current work environment. One alumnus explained that she learned to work with different people and resolve conflict as part of CFCA. These experiences along with leadership skills helped her get her current job as a nurse and begin it with an understanding of a holistic approach.
Others map commonalities

Sense of giving, service
Alumni are engaged in a lifestyle of community service. This deep motivation to give back and orientation toward community service appear on three of the maps in the form of mentoring, community building, sense of giving and helping others. The sense of giving ripples from social skills, humility, the alumni group and education, and connects to strong relationships, sharing knowledge and values. A feeling of gratitude is the driving force behind their personal commitment to community service. One alumus stated that she would like to give others the opportunity to achieve their dreams like she has been able to do with the CFCA scholarship program.

Participants described ways they have and continue working to help others. One alumnus who grew up without access to technology shared how he established a computer center in his hometown after earning his computer science degree so that the community youth could learn valuable computer skills. A former scholar from Antipolo and a scholar from Quezon mentioned their desire to become sponsors through the program in the future, so that they can offer the opportunity they experienced to another child. Another alumus discussed how she has become a “sponsor” herself by mentoring and financially supporting four individuals at her church to pursue their education. The desire to give back to their community was demonstrated when participants in the Antipolo evaluation donated the funds allotted for transportation costs to those impacted by Typhoon Haiyan.

When pressed about the value of giving back, participants described caring for one’s family as Filipino culture, but giving back to community outside of family is part of CFCA’s community of compassion.

Confidence
CFCA inspires confidence in program participants. Confidence provides the base for overcoming obstacles, leadership, and skill and talent development. Alumni described how their confidence came from CFCA believing in their potential. One way CFCA shows they believe in the potential of the sponsored member is through personalized attention from staff and the individualization of the program. One interviewee described times when she would stay away from the program, or drift, but the staff personally pursued her. “CFCA was always looking for me and encouraging me. CFCA made me feel like I was the only one in the program.” Participants described how they felt special that they were selected for the program and special that the CFCA staff believed they could achieve their specific dreams. And the diversity of outcomes on the maps represents the personal paths of each individual.

The program also inspires confidence through providing participants with the responsibility of developing and leading program activities. For some, confidence came from leading tutorials, preparing curriculum and helping other sponsored members understand the topics. A scholarship alumnus from Quezon reported gaining self-confidence from assisting with the awareness trip.

Social groups
Alumni expressed the value in the social groups formed with other CFCA scholars and sponsored members. Friendships within the program are present on 3 of the 4 maps. In a follow-up interview, an alumnus described the strength of these friendships as “camaraderie.” The social groups within CFCA at
times act as a support network, where members provide each other with encouragement and accountability. Friends in the CFCA program have a shared goal of completing their education and obtaining a profession of their choice. When they experienced pressure from friends outside the program to stray from their long-term goals, they knew they could turn to their friends within the program for inspiration to continue on their academic path. CFCA helps program participants see the big picture, and the social groups created among the participants help maintain focus on the big picture through a network of mutual accountability and support.

Alumni groups
These social groups have continued beyond their participation in the CFCA program with the development of alumni groups. Alumni groups appears as an outcome on 2 of the maps and were mentioned in a separate mapping session but was not added to the map. On the maps alumni groups are connected to ongoing inspiration, a means to influence current program participants, encouragement to continue giving back and a network for locating jobs. Alumni shared how they network to help each other obtain work. Alumni have directed other alumni to jobs and have provided recommendations to potential employers for other alumni.

Nuances

Program as a cycle
All of the ripple maps indicate the development of other youth and community members as outcomes of the alumni’s leadership, responsibility and sense of giving; however, 2 maps specifically listed those outcomes as the development of CFCA youth and the CFCA program. CFCA is both at the center and at the periphery of the outcome ripples, suggesting an ongoing, cyclical impact. Quezon alumni, through their own analysis, concluded that that the CFCA program is truly a cycle. However, it is not a perpetuating cycle of sponsored members going on to enroll their own children in the program. It is a cycle of development and giving. As the current alumni were invested in by the program staff and resources in the past, those former sponsored members and scholars are investing in current sponsored members and scholars. Contributions to the CFCA program and its participants include both staff and volunteer roles in the areas of values formation, role-modeling and leadership development.

Encompassing ripples
Two of the maps display an outlying and encompassing outcome of the program ripples. While these outcomes do not directly connect to the program they connect to all of the program’s ripples. One of the maps labels this outcome as confidence, while another labels it as fulfillment. This outlying outcome was discussed in the interviews and one interviewee labeled it as self-actualization. The essence and meaning given to these encompassing outcomes was the opportunity to pursue and achieve their potential.
**Path to success**

One of the evaluation sessions identified their experience of the formula or roadmap to success. Success began with personal empowerment, goal orientation and education. Education led to new skills, a job and the ability to support oneself. The end point of success, which was identified as being crucial to the alumni, is the ability to support one’s family.

![Diagram of the Path to Success](image)

(Excerpt from map created by CFCA program alumni, Antipolo, Philippines, on November 16, 2013)

It is important to note that this path is not isolated from the rest of the map. Education is connected to the outside skill and talent development, and the ability to support oneself is connected to the ability to overcome obstacles. These outside connections highlight the importance of the program’s holistic approach in supporting program participants and alumni along their identified path to success. Although it is interconnected to the rest of the map, the path to success focuses on professional achievements and financial independence. This differs from the previously mentioned concepts of fulfillment and confidence. Where success was described in terms of financial and career benefits, fulfillment was described as a more comprehensive and emotional outcome that includes not only success, but also social skills, faith, personal strength and social responsibility.

**Livelihood development**

While 3 out of the 4 mapping sessions did not mention the influence or ripples of livelihood programs, one Quezon session did explore it, with further development in the follow-up interviews. Through the CFCA program both sponsored members and their parents developed livelihood skills. Parents started new small businesses or boosted existing personal enterprises. Alumni saw their parents grow their ability to provide for daily family needs and also play a larger role in the financial support of their education.

The impact of these livelihood programs also rippled into the community, improving the overall economy and reducing unemployment in some communities. One interviewee described how the local government actually recognized CFCA for its contributions and began to model a government-run livelihood program after the CFCA program.

While youth also engaged in production, marketing and selling their own products, the ripples of youth livelihoods were less connected to income from a specific business and more connected to general
business and life skills they carry forward in different applications. Youth learned to relate well with others, communicate, and promote themselves and their products in a positive way. Their current careers demand these specific skills, and their past livelihood projects offered a space for those to grow. In addition, alumni developed money management skills through the practical work of the youth livelihood projects. One interviewee described the impact of selling street foods with other CFCA youth: “We became more responsible with spending our resources. It influences how we manage money now, differentiating wants and needs.” He contrasted this to patterns of spending and mismanagement he saw in peers and siblings. He indicated he would not have been the same without the experience in CFCA.

Scholars vs. sponsored
Quezon alumni groups described the difference between outcomes for sponsored members and for those who have been scholars as a difference of degree. While all of the Quezon evaluation participants were scholars (and many sponsored as well), they explained that they could tell the difference between their experience and the general outcomes for those who were only sponsored members, citing the stories of friends and family members. The specific outcomes noted on the map were not necessarily any different; each one could apply to someone who was just sponsored. However, the depth and strength of the outcomes would generally be lesser. One scholar expressed gratitude to her mother for taking the initiative to pursue the foundation that later had a deep impact. “When I started I thought of CFCA as fun activities, recreation; when I became a scholar CFCA molded me in a new and different way.” Stronger leadership, responsibility, goal orientation and higher academic achievement characterize scholars.

The depth of outcome development stems partly from the additional motivation provided by the greater financial assistance of the scholarship. One interviewee explained how the scholarship helps a lot with thesis costs, uniforms and photo copies, among other things. And the simple assurance that you have the support to complete your degree means you are more motivated to do so. If you believe there is little chance that you will be able to go to college, why apply yourself in your studies? But if you believe that you can go to college and even get a graduate degree, you are far more motivated in every area of your development and participation.

In addition, the level of responsibility given to scholar students as part of the service component feeds maturity and future outcomes. Students are transformed from a shy group of young people to mature and articulate leaders. “We are given more responsibility, as leaders and facilitators,” shared an alumnus. This allows them to apply skills and influence other youth and aging participants. Several interviewees independently described a mutual learning that impacted their futures. “I was teaching children but also learning from them. If they have gone through an experience, when I do, too, I can remember,” stated one. And another explained, “I learned from past facilitators, but also from the children. It was reciprocal learning.”

Service hours for the scholars program were mentioned as vital professional experience during the follow-up interviews. Alumni discussed the importance of service hours in gaining valuable work experience to help them obtain future jobs. Even office work and administrative skills learned during
fulfilling service requirements now mean alumni have experience and familiarity with a work environment that otherwise seemed unfamiliar and challenging to negotiate. Specific skills, such as teaching and curriculum preparation, carry into alumni’s work as many have chosen teaching as a profession.

The education, skills and professional experience gained, along with the network created with other program alumni, place former scholars in a competitive position in the international job market. To alumni this can mean higher paying and more reputable jobs. Working abroad presents adventure and often better pay, but this group of alumni expressed their intention to remain strongly connected to the communities they grew up in. Alumni explained that working abroad could place them in a better position to financially support their families and communities.

One negative ripple associated with the differences between the scholars and those who are just sponsored without the scholarship is a feeling of envy. Some sponsored members see scholars as receiving favoritism in the form of both the additional financial boost for their education, but also as they become leaders and facilitators of activities, instead of simply participants.

**Improved family relationships**

Although little discussed during the mapping process, improved family relationships appear on two maps, one from Quezon project and one from Antipolo project. Improved family relationship in Antipolo project appears isolated on the map, stemming directly from the program with no connections. On the Quezon map it appears as a ripple from “sharing values and knowledge” with no connections or further ripples.

During the follow-up interviews, alumni explored the ripple of improved family relationships. One elaborated that when she first joined CFCA as a scholar, the CFCA Antipolo staff noticed her relationship with her father was unhealthy. The staff counseled her father, providing him with tools he needed to be a better parent. She reports that because of CFCA Antipolo’s help her relationship with her father is now greatly improved and that he became a leader of an ERPAT father’s group. Another alumnus expressed how he was able to reconnect and emotionally bond with his father when his father returned from working overseas. He attributed this to his father’s participation in an Antipolo parent group. Jealousy and isolation in the family turned to respect from and inspiration for the siblings of another alumnus in Quezon when his family participated together in activities organized by the program.

**Conclusions**

**Value of program requirements**

Basic program requirements, not just benefits, are pathways to long-term outcomes for CFCA participants. The value of program requirements was a surprising finding in the discussions with the alumni. As mentioned, service scholar alumni found importance in performing even basic tasks around the CFCA office. Exposure to a professional office setting was credited with helping alumni achieve a level of comfort in working in an office environment as well as helping alumni learn about professional behavior and relationships. For sponsored alumni, letter writing was mentioned as important in
developing writing skills and one former sponsored youth mentioned how the requirement of decorating Christmas cards led him to discover his talent in drawing and art.

Program requirements also developed a sense of commitment in program participants. A requirement of the program in the Philippines is the participation in spiritual formation. As was mentioned in the faith/spiritual development section above, one alumnus initially felt obligated to attend Mass only to now appreciate the results of personal spiritual development. Maintaining requirements participants must fulfill develops goal orientation, and while program participants may not be interested in the requirement they learn that the result is worth it.

**Space and opportunity**

Long-term CFCA program outcomes stem primarily from opportunity and space to develop their own capacity for personal and economic growth. In the area of education, opportunity was key to completing a degree, which opened up opportunity for a job, etc. However, resources that provided opportunity to go to college also meant outcomes of goal orientation, motivation, leadership and perseverance, among others. Alumni described the internal changes as a function of opportunity.

Likewise the opportunity and space to develop spiritually through study, retreats and recollection did create spiritual depth and relationship with God. But at the same time these spaces were the incubators of leadership, working with others, social skills, confidence and decision-making. Even teaching and curriculum development skills came out of the opportunity to facilitate formation and the spaces of collaboration. These skills were not given or taught, but developed in space and over time.

Even family relationships are most heavily impacted by the spaces of interaction in the CFCA program. Alumni cite recreational activities, family day, and the welcoming space of the office as places of reconciliation and reconnection for family relationships. Siblings and parents grew together, and as sponsored members explored and demonstrated their talents and potential they began to also see it in family members.

Finally, another example and surprising nuance articulated in the evaluation was the centrality of opportunity and space in youth livelihood programs. Income from the small businesses or even specific trades never made it onto the outcome map; however the skills learned and practiced when youth were given the opportunity to take responsibility are helping alumni flourish in their careers.

**Gaining experience**

The opportunity to gain responsibility and to practice key life skills also makes CFCA program alumni more competitive for jobs. Alumni described the competitive nature of both the domestic and international job markets that require not just a good education, but practical experience in their field. Many students struggle to make the transition from a degree to the workplace, not being able to get the experience needed for the job because each job requires experience. CFCA provides the opportunity for that experience. By passing ownership and responsibility of the program to both sponsored youth and scholars, CFCA gives students the space to practice job skills, gain confidence and build leadership. Current teachers cite the formation classes they taught in CFCA, office workers claim administrative skills practiced in the CFCA office and a nurse describes the communication skills needed for her
preparation connected to her leadership in CFCA. In stark contrast to a social service recipient feeling a sense of shame, CFCA alumni are proud to share their deep involvement in CFCA and they see CFCA on their resumes as an asset, a stamp of leadership, skills and service.

**Sponsors’ absence**

Sponsors’ relationships and role in CFCA is experienced independently from the program and not seen as a long-term outcome. Sponsors remained absent from the maps and the interviews. This was not because of lack of importance. When asked about this absence a group of mapping participants responded with their personal stories about how their relationship with their sponsors impacted them. They encouraged sponsors to write their sponsored members explaining how sponsors’ belief in their sponsored member powerfully encourages the development of confidence. Sponsors are important in supporting their friend’s participation in the program both financially and emotionally; however, they are not viewed by sponsored members as being a part of the outcomes or results of the program.

**Prominence of the “intangibles”**

Much of the long-term impact of the CFCA program lies in the intangibles. The ripple of education leading to career and financial stability is the only, while complex, aspect of any of the 4 maps that directly addresses financial outcomes or meeting basic needs. Spiritual, character, leadership and social development build the remainder of lasting value for program participants. These are what they carry forward. This conclusion provides powerful validation for the relevance of psycho-social-spiritual aspects of programming.

It is important to note, however, that the deep linkages between the educational and career ripples to other outcomes, and the weight of their own ripples, suggest that these are in no way optional or undervalued. They are key in also developing and sustaining the intangibles and vice versa.

In relating this to programmatic emphasis again, we might have to question the prominence of “providing for basic needs” or benefits of food, housing, health care, etc., in our language and understanding of the program. Is the absence of these benefits in the outcome mapping a question of their short-term nature? For example, do these program components provide the necessary platform for the other outcomes that were mapped to find their footing and they are therefore buried as unmapped program outputs? Would they be more prominent in a data collection done with parents? Does this suggest that the financial support and physical needs really transform into lasting character change? Or are these benefits, from the sponsored youth’s perspective, truly less relevant to long-term change and development of sponsored persons? When directly asked in follow-up interviews what program components would be essential if they were to create their own sponsorship program, spiritual and leadership development were the only ones named.

**Breadth of people impacted by CFCA’s ripples**

CFCA’s impact reaches a breadth of people, far beyond the sponsored person. The ripples of effect mapped by program alumni did not just demonstrate scope of change but also the scope of people changed. Parents and siblings stand as the first group impacted by many ripples with financial resources and economic development affecting the home and the educational opportunities of siblings. Family
relationships were repaired or strengthened as well. Siblings are experiencing the financial support, but also the mentoring and encouragement of an older sibling. Peers and co-workers are directly affected by the ethics and leadership of alumni and youth in the current CFCA program receive mentoring, tutoring and motivation.

Even communities are different due to the contributing influence of CFCA on small-scale economic development, leadership and a sense of hope. Youth in one small town are building computer skills and, in another, girls are pursuing their schooling because of direct investments made by alumni. Local governments and communities are reaping the benefit of Biangot community projects and service initiated by current and former CFCA participants. At risk of hyperbole, the talents and skills of alumni, cultivated and encouraged in the CFCA program, are making our global economy stronger, educating a new generation of Filipinos, supporting a global IT business, and designing displays for world luxury brands. CFCA alumni stand as leaders and agents of change in their own communities. There was no sense of trying to escape their context in the path out of poverty, but instead a demonstration of ongoing investment.

Even communities are different due to the contributing influence of CFCA on small-scale economic development, leadership and a sense of hope. Youth in one small town are building computer skills and, in another, girls are pursuing their schooling because of direct investments made by alumni.

Credible nature of the findings
Finally, the findings of this evaluation are rooted in a credibility that comes from independent elaboration and participant analysis. While we have described the limitations of the findings, it is important to say that aside from the limitations we find great credibility in the data. This conclusion principally comes from the high level of consistency across maps despite their independent construction. All 4 groups created maps with very similar and sometimes identical, key outcomes. Long-term ripples were also very consistent across maps and even common connections were made.

Ultimately in the groups’ analysis of their own maps they also all independently identified the outcomes of education and spiritual development as the top 2. Groups were not privy to the discussion or maps of any other group and were offered no leading questions regarding outcomes. Even the evaluators and support staff were different between the Antipolo and Quezon staffs, limiting the ability of the evaluators to in any way direct or influence the groups toward similar outcomes. While the division of the evaluators may have created some limitations for the analysis process, in regard to credibility and reliability we believe it actually created a form of triangulation to validate findings. We can also confidently conclude that outcomes were related more to CFCA as a program in general than to the composition of the group or the character of the project.
Recommendations

Further evaluation for specialists
The design of the evaluation did not specifically address understanding differences in outcomes between the sponsorship program and scholarship program. Some differences were highlighted by the groups and in follow-up interviews. These nuances are of particular interest to the evaluators and international programs team, and perhaps project staffs, as we continue to grow, develop and improve programming targeting youth. We, therefore, recommend further research and evaluation on this question.

The prominence and significance of spiritual development on all 4 maps surprised the evaluators and prompted the desire for further evaluation. While we now have a far better understanding of the spiritual component of the CFCA program, we question how this outcome is, or is not, experienced in other projects in other countries where CFCA works.

Information use in Unbound-Kansas
This report and the created maps will be made available for leadership and the staff in Unbound-Kansas to review. Results from this analysis may be shared with sponsors but only within the context of the limitations. Results may also be taken into account for strategic decision-making as well as provide areas for further investigation, specifically in youth program development and character formation.

The analysis provides a deeper understanding of the real outcomes of Unbound’s scholarship and sponsorship programs. It is important that this deeper understanding influence the way we discuss Unbound’s scholarship and sponsorship programs internally as well as how we communicate Unbound’s programs to donors, sponsors and potential sponsors.

Finally, this evaluation and other similar efforts must continue to vet the list of global outcomes tracked by the organization, confirming present measures and identifying areas of previous omission.

Regional team
This report will be made available to the regional team. The regional team will review and draw relevant recommendations as well as areas for further investigation and understanding. One of these areas for further investigation discussed by the regional team is the difference in experience of the scholarship program and the sponsorship program and the potential for feelings of preference or jealousy.

Project teams
This report and the created maps will be made available for the Antipolo and Quezon project teams. Project teams will review and draw relevant recommendations. Alumni also recommended that project teams share the finding of the evaluation with parents of sponsored members who could benefit from better understanding the holistic approach and outcomes of the program.

Alumni groups
This report and created maps will be made available for the alumni groups. The alumni groups will review and draw relevant recommendations.
APPENDIX

Digital versions of maps created by program alumni on November 16, 2013, in metro Manila, Philippines:

**CFCA Antipolo Project**
http://www.xmind.net/m/QX29/

http://www.xmind.net/m/iuFU/

**CFCA Quezon Project**
http://www.xmind.net/m/6nHf/

http://www.xmind.net/m/vg8u/