Effectiveness of *61 Promises*, "Beauty for Ashes" mentor program
The increase in Spiritual Intelligence will provide a better quality of life
Program Evaluation Plan

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SWK 628- Social Work Program and Practice Evaluation
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"Beauty for Ashes" How Spiritual intelligence increases quality of life

Overview of the Program

Webster's dictionary defines spirit as "the animating or vital principle: that which gives life to the physical organism in contrast to its material elements: the breath of life." Wigglesworth, Cindy (2012) defines spirituality as "the innate human need to be connected to something larger than over selves, something we consider to be divine or of exceptional nobility. It's stated in World Health Organization (WHO) that a man is a psychological, social, and spiritual creature. Considering the new spiritual orientation, it's relationship with religion, and other psychological issues like mental health, some experts have intended to introduce new concepts into the religion and spirituality. There have been concepts like spiritual health, spiritual welfare, that have been added to the academic literature of the psychology. (F Sohrabi – 2007)

The ultimate purpose of *61 Promises,* "Beauty for Ashes," mentor program is to help improve individual spiritual growth. The "Beauty for Ashes" mentor program was created to help women identify and discover who they are, who they want to become, and how to become their ideal self. In addition, the ideal goal is to help women identify their areas of pain, hurt, rejection, and abandonment and use those setbacks as tools to build the person they desire to be. This twelve-month program will be administered through weekly Zoom meetings in a group setting, along with individual meetings with assigned mentors. This gives women the ability to join from across the country. *61 Promises,* "Beauty for Ashes" addresses the lack of self-concept, the lack of emotional development, and poor coping skills. The goal is to provide Christian coping skills to help with life stressors, develop how to pray properly and increase motivation to pray more, and increase intimacy with Christ.

Program Setting & Location

61 Promises "Beauty for Ashes" mentor program serves women nationally and internationally through via Zoom. The agency has options for in-home sessions if a client is local to their assigned Mentor. The group sessions are on Sundays from 7-8:30pm. The individual sessions vary on the availability of both parties, mentor, and mentee. These sessions are monthly. Additionally, the prayer line training is bi-weekly on Sunday mornings at 7-8am.

"Beauty for Ashes: Mentor Program

Program Logic Model

Program Inputs (or Resources)	Program Activities (or Interventions)	Outputs (Direct Products from Activities)	Short-Term Outcomes (or Goals)	Intermediate Outcomes (or Goals)	Long-Term Outcomes (or Goals)
61 promises mentors Intern(s) Staff Zoom Mentor's residence	"Beauty for Ashes" workbook Prayer Line Training Individual & Group Sessions	100% of the women who complete the weekly assignments will grow in obtaining & utilizing effective coping skills. In addition to growing in intimacy with Christ 100% of the women will grow in their prayer life by interacting on a bi-weekly prayer call 100% of women who participate in weekly sessions will grow in relationship and community	Increasing in knowledge of self, self- awareness and gain Christian coping skills To increase intimacy and for one to be motivated to pray more Improve and increase inter-personal skills, communication, engagement, and build friendships and networking skills	Decrease ineffective coping mechanism Decrease negative self-talk Increase positive self-image Improving the use of prayer techniques Use of Christian services/ community services.	Increase quality of life Ability to identify triggers Increase knowledge of self Restoration of relationships Building confidence in self. Confidently pray through any situation

Program Consumers, Clients, & Patients Served

61 Promises, "Beauty for Ashes" mentor program target population is young women ages 25–35. Women in this age group have observed to be committed to the level of work required. They can identify with the founders which allow for greater empowerment and confidence in achieving the goal in defining their identity in Christ. Although, the program can be utilized for young adolescents ages 15-18, these young women need ongoing support in addition to the worksheets "Beauty for Ashes" created tailored to a younger demographic, such as anger worksheets, community engagement, parent-child relationship interventions. They also identified when young girls are being signed up by a parent instead of committing themselves the level of commitment wavers and isn't genuine.

The agency has recently started serving clients since 2020. Although *61 Promises* is new, they have established strong community-based relationships with other community-based programs, in addition to building strong rapports with their clients. Some of the first-year graduates have come back to serve as staff members and desire to be future mentors after training.

Characteristics of Program Staff

"Beauty for Ashes" program staffing varies based on the need of the program. Currently, there are three staff members. Two mentors who run groups, and an administrative assistant to both mentors. The program is designed to have multiple small groups of women meeting on a weekly basis and following the same curriculum across the board. There are two mentors to each group of four to five women. As the program continues to grow the staff members will need to grow as well, if the numbers of clients increase before staff members, then there will be multiple group sessions held on different days ran by the same staff member. The goal is to keep the group intimate to help with cultivating intimacy and build

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intentional meaningful relationship with each other. To become a staff member, one must undergo training provided by the founders. This criteria for a staff member would be one of the Christian faith, have a clear and evident knowledge of the scripture, Lives there life according to the word of God.

Program Cost and Funding

"Beauty for Ashes" program is funded monthly by the clients paying a monthly fee, currently the fee is $60. Additional money that funds the program are through donations from people and/or organizations, which varies. *61 Promises* also makes revenue through the book sells through Amazon; the book is priced at $25. The $60 is charged for the duration of the year program from each client. The other revenue that is received from outside resources varies on the source. The standard amount for the program of $60 is not limited to the goals of the program that *61 Promises* hopes to reach. The desire is to increase the fee amount once the program accepts insurance and provides other desired services such as Christian based therapy given by licensed therapist. This program is not funded through any local or governmental resources now. The money *61 Promises* receives all come from the client and donations. The program stability can be threatened if clients do not sign up. Currently, the founders are not taking a salary from the program. The funds are currently being used to do activities or get products for services.

PROGRAM GOALS AND OBJECTIVES

The mission of *61 Promises*, "Beauty for Ashes" mentor program is to help women uncover who they are. To allow the ashes of past hurts and disappointments to reveal the true diamond inside. "Beauty for Ashes" wants to help illustrate how pain can cultivate beauty. "Beauty for Ashes" wants to show women how to use their setbacks as a step in the right direction. "Beauty for Ashes" wants to show women how

to discover their inner strength and inner ability to be resilient in every area of their lives, by providing a

program that is intentional about restoration and dealing with wellness. To help each women attain

spiritual growth and become prepared to face life stressors. According to Sinha (2013) It was believed

that in the early part of the twentieth century that a person high on rational intelligence will succeed in

their life. Later, they thought it would be emotional intelligence towards the end of the century, but it

highlighted that spiritual intelligence (SQ) is the ultimate intelligence, necessary for effective functioning

of IQ and EQ. Howard Gardner defines intelligence as "The ability to create an effective product or offer

a service. A set of skills that make it possible to solve problems. The potential for finding or creating

solutions for problems, which involve gathering new knowledge." Howard, continue to say that he

believes that a human being is endowed with multiple intelligences. Each person has a unique

combination. It is stated that a person who has a high SQ responds appropriately in a particular

circumstance and can analyze why they are in that situation and how they can better the situation.

(Wigglesworth, 2010)

Program Goal # 1: To help women gain knowledge of self

　- **Objective #1:** To provide weekly mentorship to mentees. To help guide and provide answers to the curriculum and homework assignments that helps promote spiritual growth.

　- **Objective #2:** To provide a safe place for women to cultivate friendships and network within the groups. To create a place where women can journey together as they share similar issues and working towards the same end goal.

Program Goal # 2: To cultivate how to properly pray

　- **Objective #1:** To equip and guide women on a prayer line, by providing spiritual language, techniques, and methods through a training.

- **Objective #2:** To join on a bi-weekly prayer line and each individual practice cultivating their prayer language with different monthly topics. The women will apply their teachings to sharpen their skills.

Program Goal # 3: To connect clients to appropriate community-based resources.

-**Objective #1:** To assist and provide clients with the appropriate community-based resources needed to help in their individual and spiritual growth.

PURPOSE OF EVALUATION AND STAKEHOLDER ENGAGEMENT

Purpose of the Evaluation

This outcome evaluation study is implemented to show the effectiveness of *61 Promises*, "Beauty for Ashes" mentor program on clients. This outcome evaluation focuses on what happens to clients or participants after the completion of the program. (Weiss, 1998) These studies will concentrate on assessing program goals and outcomes, the program's level of success and its usefulness and failures. (Smith) *61 Promises*, "Beauty for Ashes" needs this evaluation so it can test the effectiveness of the program goals and projected outcomes. This evaluation is to help identify the effectiveness of the interventions put in place to address the need. An outcome evaluation will highlight areas of weakness, areas of strength, and areas that need to be adjusted for intended goals to be met. This evaluation will provide the program with insight on the impact of increased spiritual intelligence on one's quality of life. It will be able to show the importance of this program for women and the life improvement it can have on an individual who is intentional on wanting a better quality of life. This program is not limited to an ethnic group, career path, or a person's social economic status. This evaluation will show the impact of *61 Promises,* "Beauty for Ashes" mentor program and how it can produce a more effective life for your mental, emotional, social, and spiritual quality of life.

Hypothesis: The increase in Spiritual Intelligence will provide you will a better quality of life.

Stakeholders Engagement

There are several stakeholders who are interested in the outcome of *61 Promises*, "Beauty for Ashes" mentor program. One key stakeholder is the clients who partake in the program, and the staff who help run the program. Another stakeholder are the individuals who purchase the books through Amazon, in addition to the sponsors who donate money to the program. Lastly, the other stakeholders include the community-based programs that *61 Promises* collaborate with in the community.

Each stakeholder is interested in the effectiveness of the program. People are seeking purpose, peace, and in increase on their quality of life. The success of the program will produce a financial increase, potential sponsorship, and partnerships with other major companies to implement this service. There is a gain for both the stakeholder and *61 Promises* founders, because there is a bigger purpose being fulfilled. People are walking away with evolving and a sense of self concept.

References

Smith, M. J. (2010). *Handbook of program evaluation for social work and health professionals*. Oxford University Press.

Moallemi S. Spiritual Intelligence and high-risk behaviors. Int J High risk behave Addict. 2014 Feb 15;3 (1): e18477. Doi:10.5812/ijhrba. 18477. PMID: 24971302; PMCID: PMC4070194.

Sinha Jyotsna Dr. (2013). International Journal of Scientific and Research Publications, Vol. 3, Issue 5 ISSN 2250-3153

Program Evaluation Grading Form

This is the 5-point Likert scale that will be used to grade your mid-term paper

5	4	3	2	1
Excellent	Very Good	Good	Fair	Poor

Each section below is worth10 points!

1. Clarity and comprehensiveness in describing the program	
2. Clarity and comprehensiveness in completing your logic model	
3. Clarity and comprehensiveness in discussing the program goals and objectives	
4. Clarity and comprehensiveness in discussing the purpose of the evaluation	
5. Clarity and comprehensiveness in discussing the stakeholders of the evaluation	
6. Clarity in identifying and discussing a research design: in addition to a rationale for selecting it	
7. Clarity in identifying and discussing a data collection method; in addition to a rationale for selecting it	
8. Clarity in developing a data collection instrument(s)	
9. Clarity in identifying and discussing a sampling plan and rationale for its selection	
10. Clarity and comprehensiveness in discussing the data analysis section	
11. Clarity and comprehensiveness in discussing the prospective findings and implications	
12. Clarity of writing, including syntax and use of APA style throughout your paper	

Total Points:	Letter Grade:

Program Evaluation					
	1 Unsatisfactory	2 Developing	3 Basic	4 Proficient	5 Exemplary
Description of the program	Many key items are not	Not all key items are	Key items are addressed, but	All key items are addressed and	All key items are addressed and

Clarity and comprehensiveness in describing the program	addressed or descriptions are significantly incomplete or faulty.	addressed or descriptions are somewhat incomplete.	not fully addressed.	descriptions are reasonably complete.	descriptions are complete.
Logic Model Clarity and comprehensiveness in completing your logic model	Most Components are not placed in correct columns. Most outputs, and outcomes are not linked logically to Activities. Most outcomes are not measurable.	More than 50% of components are not placed in correct columns. More than 50 % of outputs, and outcomes are not linked logically to Activities. More than 50% of outcomes are not measurable.	Some Components are not placed in correct columns. Some outputs, and outcomes are not linked logically to Activities. Some outcomes are not measurable.	Most components are placed in correct columns. Most outputs, and outcomes are linked logically to Activities. Most outcomes are measurable.	Most components are placed in correct columns. Most outputs, and outcomes are linked logically to Activities. Most outcomes are SMART
Program Goals and Objectives Clarity and comprehensiveness in discussing the program goals and objectives	Program goals and objectives are not addressed. Program goals and objectives are not linked to outcomes, outputs and activities.	Program goals and objectives are not clearly addressed. Program goals and objectives are inaccurately linked to outcomes, outputs and activities.	Program goals and objectives are addressed, but it could've been better. Program goals and objectives are somewhat linked to outcomes, outputs and activities.	Program goals and objectives are addressed. Program goals and objectives are linked to outcomes, outputs and activities.	Program goals and objectives are clearly addressed. Program goals and objectives are accurately linked to outcomes, outputs and activities.
Discussing Stakeholders Clarity and comprehensiveness in discussing the stakeholders of the evaluation	Does not discuss stakeholders.	Minimally describes the stakeholders and their roles.	Describes the stakeholders and their roles.	Adequately described the stakeholders and their roles.	Extensively describes the stakeholders and their roles.
Purpose of study Clarity and comprehensiveness in discussing the	Generally unclear; Incomplete, unfocused, or absent. Purpose of	Needs to be more focused. Purpose of study is little linked to research design	Purpose of study is somewhat linked to research design and logic model.	Clear purpose of study is linked to research design and logic model.	Readily apparent to the reader. Purpose of study is 100% linked to

purpose of the evaluation	study is not linked to research design and logic model. A research question is not addressed. Provides no evidence of rationales that the program is effective to help clients who are served; showed no understanding of theoretical rationales of the program.	and logic model. Research question is not appropriate. Provides little evidence of rationales that the program is effective to help clients who are served; Showed little understanding of theoretical rationales of the program.	A research question is addressed but needs to be improved. Provides a little evidence of rationales that the program is effective to help clients who are served; Showed a little understanding of theoretical rationales of the program.	A research question is developed based on purpose of the study. Provides evidence of rationales that the program is effective to help clients who are served; Showed understanding of theoretical rationales of the program.	research design and logic model. Research question is well developed based on purpose of the study. Provides a plenty of evidence of rationales that the program is effective to help clients who are served; Showed advanced understanding of theoretical rationales of the program.
Research design Clarity in identifying and discussing a research design: in addition to a rationale for selecting it	Evaluation design is not clearly specified. Evaluation design is inappropriate and does not allow for answering the evaluation questions. Limitations are not addressed or are significantly incomplete, inappropriate or erroneous.	Evaluation design is not clearly specified. Evaluation design allows for answering some parts of evaluation questions. Limitations are described a little.	Evaluation design somewhat specified. Evaluation design allows for answering the evaluation questions but less well than other designs. Limitations are described but incomplete.	Evaluation design clearly specified. Evaluation design allows for answering the evaluation questions. Limitations are clearly described.	Evaluation design clearly specified. Evaluation design allows for answering the evaluation questions. Limitations of evaluation design to answer the evaluation questions are clearly described..
Data collection method Clarity in identifying and	Descriptions for data collection method are faulty.	Descriptions for data collection method are provided, but	Descriptions for data collection method are provided, but	Descriptions for data collection method are clear and	The quantitative or qualitative data collection methods and

discussing a data collection method; in addition to a rationale for selecting it.	Methods do not address the evaluation questions. Methods do not link to outputs, outcomes or impact being measured.	incomplete. Methods will address the evaluation questions inadequately. Methods have inadequacies.	are not clear and fully described. Methods will somewhat address the evaluation questions	reasonably fully described. Methods will clearly address the evaluation questions. Methods are clearly linked.	techniques to be used are clearly and fully described. Methods will clearly address the evaluation questions. Methods are clearly linked to outputs, outcomes or impact being measured.
Measurement Clarity in developing a data collection	Measurement will not answer evaluation questions. Measurement are not linked to program activities, outputs and outcomes	Measurement might answer evaluation questions. Measurement are a little linked to program activities, outputs and outcome, but Measurement are not valid and reliable.	Measurement will somewhat address the evaluation questions. Measurement are somewhat linked to program activities, outputs and outcomes, but not completely linked to them.	Measurement will address the evaluation questions. Measurement are linked to program activities, outputs and outcomes.	Measurement will clearly address the evaluation questions. Measurement are appropriately linked to program activities, outputs and outcomes.
Sampling Clarity in identifying and discussing a sampling plan and rationale for its selection	Shows no ability to develop sampling plan and have minimal knowledge of sampling	Its sampling method is rarely described, or most of the contents are not correct.	Describe its sampling without consistency and accuracy.	Describes its sampling method but could have been clearer.	Describes its sampling clearly and accurately.
Data Analysis Clarity and comprehensiveness in discussing the data analysis plan	Descriptions for data analysis method are faulty. Analysis do not address the evaluation questions. Analysis do not link to	Descriptions for analysis method are provided, but incomplete. Analysis will address the evaluation questions inadequately.	Descriptions for analysis method are provided, but are not clear and fully described. Methods will somewhat address the	Descriptions for analysis method are clear and reasonably fully described. Methods will clearly address the evaluation	The quantitative or qualitative data analysis methods and techniques to be used are clearly and fully described. Methods will

	outcomes or impact being measured.	Methods have inadequacies.	evaluation questions. It is also somewhat linked to measurement.	questions. Methods are linked to measurement.	clearly address the evaluation questions. Methods are clearly linked to outcomes and measurement.
Findings and Implications	Shows no ability to draw logical findings and implications that contribute to social work practice.	Shows a little ability to draw logical findings and implications that contribute to social work practice.	Shows a somewhat satisfactory ability to draw logical findings and implications that contribute to social work practice.	Shows a satisfactory ability to draw logical findings and implications that contribute to social work practice.	Shows an excellent ability to draw logical findings and implications that contribute to social work practice.
Clarity of Writing, including syntax and use of APA style throughout your paper	Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference section missing. Contents are not supported by evidence. Errors in APA style detract substantially from the paper.	Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is very challenging to read due to poor writing flow. Improper reference section. Contents are rarely supported by evidence. Errors in APA style are noticeable.	Writing has minimal awkward of unclear passages. Contents that support ideas are generally acceptable but not peer-reviewed research based. A few errors in APA style were found.	Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Reference section adequate. Most contents are supported by evidence. Rare errors in APA style that does not detract from the paper.	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference section properly formatted. Contents are fully supported by evidence. No errors in APA style.