Veteran Suicide Prevention through Effective Evaluation Practice:

Veteran Suicide Prevention Program Evaluation Workbook

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2024

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I. Introduction

Why were the Veteran Suicide Prevention Program Evaluation (VSPE) Toolkit and Workbook created?

Veterans are disproportionately impacted by suicide compared to the U.S. general population. In 2021, 6,392 veterans died by suicide. In the same year, the age-adjusted suicide rate of veteran men was 43% greater than that of non-veteran U.S. adult men, and the age-adjusted suicide rate of veteran women was 166% higher than that of non-veteran U.S. adult women. From 2020 to 2021, the age-adjusted suicide rate increased 6% among veteran men and 24% among veteran women, reinforcing the urgency to act.[1]

Suicide is preventable.

Research shows that several programs, policies, and practices can prevent suicide in veteran populations. Designing and sustaining effective suicide prevention programs requires strong evaluation. Program evaluation helps ensure that a program is designed for success, that programs have the information they need to continually improve, and that key results are captured to demonstrate progress and help sustain the program.

This toolkit focuses on what you need to know to design a strong evaluation for your veteran suicide prevention work. Let's briefly review key concepts and resources for suicide prevention in veteran populations before we walk through key evaluation steps.

How do we prevent suicide among veteran populations?

There are several evidence-based upstream suicide prevention strategies that can help prevent suicide in veteran populations. Upstream suicide prevention strategies focus on either promoting protective factors or addressing risk factors for suicide.

For example, protective strategies include improving access to protective social and economic supports. Some examples of such strategies include improving household financial security and stabilizing housing. Risk factor strategies include preventing and addressing exposure to trauma, financial stress, or limited access to healthcare. Some examples include supporting resilience through education programs, offering unemployment support practices, or increasing provider availability in underserved areas. The Centers for Disease Control and Prevention (CDC) **Suicide Prevention Resource for Action** describes what works to prevent suicide, including upstream approaches.[2]

Many veteran serving organizations (VSOs) across the U.S. are already successfully taking an upstream approach to suicide prevention and implementing programs that address the unique needs of veterans and military families, providing several examples to inspire action and learn from. The **Suicide Prevention Resource for Action** highlights many of these examples.

Why is program evaluation so important, and why should I be thinking about evaluation from the outset?

Program evaluation provides data-driven decision-making to design and improve programs. Improving programs helps improve health outcomes. Program evaluation also helps track and share progress, a key component to sustaining the work. The **VSPE Toolkit** and Workbook focus on two types of program evaluation:

- **Formative evaluation:** A type of evaluation conducted to inform program planning and adjustments.
- **Process evaluation:** A type of evaluation conducted to understand how a program is implemented and if it is happening as intended.

Formative and process evaluations are the building blocks for program design and improvements and serve as steppingstones to monitoring program outcomes and impacts later. The toolkit and workbook focus on building critical capacity to develop and monitor program processes from the outset, helping to set the program up for success.

How will this workbook help me design a strong evaluation?

Use the VSPE Workbook with the **VSPE Toolkit**. The workbook is based on the **CDC Framework for Program Evaluation in Public Health**. The toolkit provides VSOs with usable content on formative and process program evaluation of upstream veteran suicide prevention programs.

This workbook includes worksheets relevant to each section of the toolkit. This workbook also has two VSO case example evaluation projects. We recommend using the toolkit sequentially to work through each section and related worksheet, but you can use any toolkit or workbook component as needed.

This workbook does not provide information on outcome evaluations which assess whether the program has achieved it's intended goals, such as a reduction in suicide ideology. Additionally, this workbook does not provide worksheets for outcome evaluations.

Introduction

What is included with the VSPE Toolkit versus the related VSPE Workbook?

This document is the VSPE Workbook. The worksheets within this document can be completed using concepts from the **VSPE Toolkit**. See more about each document below.

The VSPE Toolkit

The toolkit is intended to provide evaluation concepts and considerations for newcomers to evaluation. The toolkit includes:

- **Educational content:** Each section starts with educational content that describes evaluation concepts and considerations for evaluation in practice.
- **Illustrative examples**: Each section highlights examples throughout to illuminate key concepts and steps. These are pulled from fictional case example evaluations, adapted from real VSO projects. The case examples can be found in the VSPE Workbook.
- **Glossary:** Key evaluation concepts and terms throughout each section are included in a Glossary. Glossary terms are underlined throughout the document.

The VSPE Workbook

The workbook is intended for use alongside the toolkit sections to support each step. The workbook includes:

- **Worksheets:** There is an accompanying worksheet for each section of the toolkit. Use these to apply evaluation concepts in practice.
- **Full case example evaluation projects:** Two fictional evaluation project examples, adapted from real VSO projects, are provided for user reference. The **VSPE Toolkit** includes illustrative examples from these throughout its sections, but the full case examples can be found within the workbook. Examples include:
  - Olivetown for Vets case example of formative evaluation.
  - The Team Reconnect case example of process evaluation.

What will the toolkit and workbook help me learn and achieve?

The toolkit and workbook will help you:

- Understand the purposes of formative and process evaluation.
- Understand interest holder* roles in program evaluation and plan how to engage them in your evaluation.
- Develop a clear description and visual logic model of your program, including inputs, activities, outputs, outcomes, contextual factors, and assumptions to guide your evaluation.
- Identify which part(s) of your program to evaluate and develop appropriate evaluation questions.
- Develop a data collection, management, and analysis plan, including indicators and data sources.
- Develop a strong plan to guide your evaluation project.
- Implement your data collection and analysis plan to interpret key findings.
- Justify your conclusions and make relevant recommendations.
- Plan how to communicate and share your evaluation findings with interest holders.

*The term "interest holder" is used to describe persons or organizations who have an investment in the evaluation, such as those served or affected by the program, those planning or implementing the program, those who might use the evaluation findings, and those who are skeptical about the program. This group was previously referred to as "stakeholders." The decision to use the term "interest holder" was made to be sensitive to negative historical context and experiences, particularly among Indigenous communities, and to reflect the diverse individuals, organizations, and communities served by VSOs. We understand that some still use the former term, but we encourage a shift in language to "interest holder". For more information, please refer to CDC's Preferred Terms for Select Population Groups and Communities.[3]

Who can I contact to learn more?

Visit the **VSPE webpage** or email **vspevaluation@cdcfoundation.org** for information on the CDC Foundation Veteran Suicide Prevention Evaluation Project. The VSPE webpage includes additional examples of VSPE project ideas, the impact of the VSPE project, and opportunities to collaborate with others working in veteran suicide prevention and program evaluation.

🤝 II. Worksheet 1: Develop an Evaluation Engagement Plan

Complete this worksheet to identify key interest holders and develop an engagement plan for this evaluation.

Develop an evaluation plan to appropriately enagage interest holders throughout each part of the evaluation. For example, the interest holders you identify through this process will be the same interest holders you share your findings and action steps with at the end of the evaluation project.

Step 1.1: Consider the following questions to help guide the development of an evaluation engagement plan.

- Who does the program aim to serve?
- Who does the program currently serve?
- Who will help implement the program evaluation?
- Who will directly use the program evaluation findings?
- Who will likely be affected by the evaluation findings?

> ✖ Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

Worksheet 1: Develop an Evaluation Engagement Plan

Step 1.2: Complete the evaluation engagement table to list interest holders who are relevant to the planning and implementation of your evaluation project. You should refer to this table throughout each step of your evaluation to make sure that you are on track with how you intended to engage and communicate with interest holders throughout the evaluation project.

Interest Holder Category	Interest Holder Identification Identify the people, groups, and organizations in each interest holder category relevant to your evaluation project.	Evaluation Findings of Interest Identify at least one type of anticipated evaluation finding that each interest holder may be interested to learn from this evaluation.	Interest Holder Engagement and Role List how you plan to initiate engagement and maintain engagement with each interest holder listed in the first column. This plan should include how you will keep them updated throughout the evaluation process. You can also include the interest holder's role in the evaluation.
Program Implementers/ Staff			
Decision Makers/ Leadership			
Collaborators/ Partners			
Funders			
Program Participants and Community Members			
[Include any other types of interest holders that may be relevant]			

III. Worksheet 2: Develop a Logic Model

Complete this worksheet to develop a program logic model.

Step 2.1: Consider the questions below to identify key components of the program. Include relevant interest holders in these discussions to ensure your logic model appropriately reflects the program.

Questions to Identify Each Logic Model Component	Notes
Inputs: What are the necessary or anticipated resources needed for each activity?	
Activities: How are we (or will we be) accomplishing the program goals? What are (or should be) the program activities? What exactly are we doing (or planning to do)?	
Outputs: What are the immediate and direct products from the activities?	

Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

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Worksheet 2: Develop a Logic Model

Questions to Identify Each Logic Model Component	Notes
Short-term outcomes: What are the intended results immediately or soon after implementing activities?	
Mid-term outcomes: What are the intended results within a couple years of implementing activities?	
Long-term outcomes: What are the ultimate desired results or effects of program implementation?	
Assumptions: What assumptions are being made about the program and its expected results?	

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Step 2.2: Use the answers from **Step 2.1** to draft your logic in the template on the next page.

Start by using the row headers in the template to organize your logic model components. For example, list all the proposed or existing activities under 'Activities'. Include relevant resources needed to complete those activities under 'Inputs'.

Use arrows to identify the relationships between components. Arrows should demonstrate 'if this happens–then that happens' from left to right. This will help illustrate how the inputs contribute to activities, which produce outputs, and ultimately lead to expected outcomes. It may make sense to start with outcomes and work backward. It can be helpful to work forwards and backwards as you develop the logic model to ensure your related components remain aligned throughout this process.

This is a very simple template to start building your logic model. You can then use Microsoft Word or Microsoft PowerPoint to further develop your logic model details. There are several other free online tools you can use as well. Some of them include:

- Creately (free plan): **https://creately.com/**
- Dylomo (free plan): **https://dylomo.com/**

Step 2.3: Share your completed logic model with interest holders to get their perspectives on what looks right, what may be missing, and to ensure that they understand and agree with the theory of change for the program. Update the logic model based on their feedback as necessary.

Worksheet 2: Develop a Logic Model

Logic Model Template

Program name:

Goals of the program:

Inputs:	Activities:	Outputs:	Outcomes		
			Short-term outcomes:	**Mid-term outcomes:**	**Long-term outcomes:**
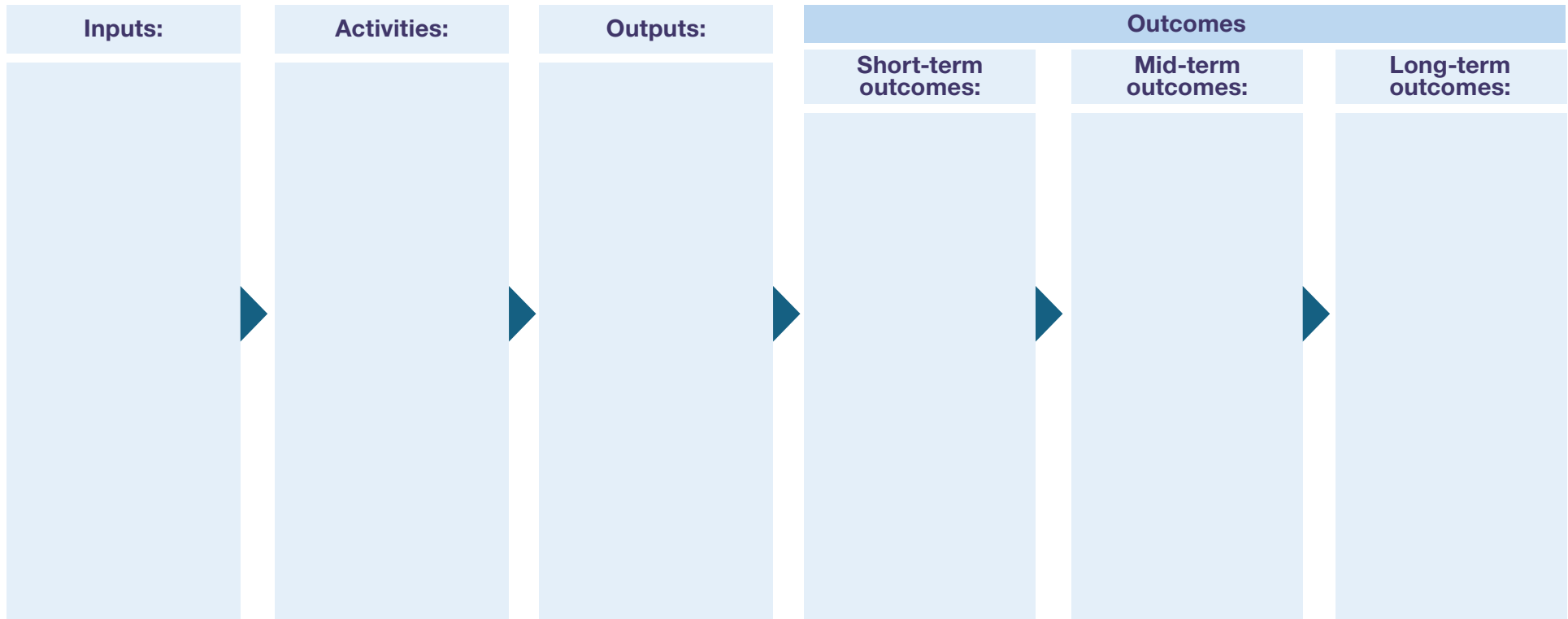
Assumptions:

IV. Worksheet 3: Describe the Program

Complete this worksheet to develop your program description.

Step 3.1: Use the outline below to build each section. An estimated length for each of the sections is also included, but this may also based on your writing style and your organization's writing guidelines.

Section *(recommended length)*	Notes
Description of your organization *(2-5 sentences)*	
Population being served by the program *(1-2 paragraphs)*	
Program goals and high-level description *(1-2 paragraphs)*	
Program stage of development *(1-2 sentences)*	

Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

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Worksheet 3: Describe the Program

Section *(recommended length)*	Notes
Logic model components	
Inputs *(1 paragraph)*	
Program activities *(2-5 paragraphs)*	
Outputs *(1-2 paragraphs or bulleted lists)*	

Worksheet 3: Describe the Program

Section *(recommended length)*	Notes
Short-, mid- and long-term outcomes *(3-5 paragraphs or bulleted lists)*	
Assumptions *(2-5 sentences)*	
Contextual factors *(1 paragraph)*	
Alignment with an upstream suicide prevention approach *(2-3 sentences)*	

🔍 V. Worksheet 4: Focus the Evaluation

Complete this worksheet to help identify your evaluation purpose and key evaluation questions.

Step 4.1: Identify the purpose of your evaluation below. Engage relevant interest holders as appropriate to ensure their perspectives are considered. Engagement can range from discussing high-level evaluation purpose to in-depth involvement to complete each step of this worksheet.

Purpose of the Evaluation
State the purpose of your evaluation by describing what is important to learn right now in two to five sentences. Also include the type of evaluation (formative or process) and how the evaluation findings will be used. Refer to your **program description** and/or **logic model** as needed.

Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

Worksheet 4: Focus the Evaluation

Step 4.2: Use the left side of the table below to develop draft evaluation questions that align with the purpose of your evaluation.

Step 4.3: Share your questions with relevant interest holders for their feedback. Reflect on whether your evaluation questions meet the **Federal Evaluation Standards**. Refine your evaluation questions and include them in the right side of table below.

Draft Evaluation Questions	Final Evaluation Questions
Draft Evaluation Question 1:	Final Evaluation Question 1:
Draft Evaluation Question 2:	Final Evaluation Question 2:
Draft Evaluation Question 3:	Final Evaluation Question 3:

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VI. Worksheet 5: Collect Evaluation Data

Complete this worksheet to identify your data collection methods.

This worksheet has three major steps:

      Step 5.1: Identify indicators, data sources, and appropriate, ethical data collection methods.
      Step 5.2: Specify data collection details.
      Step 5.3: Plan data management methods.

Step 5.1: Identify indicators, data sources, and data collection methods for each evaluation question. Some evaluation questions may need more than one indicator.

Use the table on the next page to complete the following for each of your evaluation questions:

- Include the evaluation question in the top row. You can duplicate this page for each evaluation question or create your own table in Microsoft Word using this table as a guide.
- Identify appropriate indicators that can help you fully answer each evaluation question. Enter one indicator per row in the first column.
- Include appropriate data sources used to provide information for each indicator in the second column.
- Detail how you will collect these data from identified data sources, such as participant surveys or staff interviews in the third column.
  - Include whether the data collection method will be in-person, over the phone, or virtual, and note any software you may use, such as Survey Monkey (survey) or Zoom (focus group).
  - Include the specific data collection instrument item for each indicator to show where and how this information will be collected. Please also note if you need to develop a new instrument to collect this.

Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

Evaluation Question:		
Indicators	**Data Sources**	**Data Collection Methods**

Step 5.2: Specify data collection details for each method. Use the table on the next page to complete the following for each of your data collection methods:

- List each data collection method identified in **Step 5.1** in the first column. Enter only one data collection method per row. This column should include all data collection methods for your indicators across each of your evaluation questions.
- Identify who is responsible for collecting the data in the second column. This can be the title/position of the person responsible, the department, or the name of the organization/agency. Be as specific as possible to increase accountability.
- Describe when and how frequently data collection will occur for each method in the third column.

Note: You may need to build data collection instrument(s) or update existing instruments to appropriately collect your indicator data. Please see the case examples for data collection instrument examples.

Data Collection Methods	Person Responsible for Data Collection	Collection Timeline and Frequency

Step 5.3: Plan data management methods for each data method. Use the table on the next page to complete the following for each of your data collection methods:

- Include data methods in the first column, including how you will transfer the data from the data collection instrument, store the data, and check for quality.
- Describe how each type of data will be stored and managed in the second column. Include any program, software, or resources you will need to store and manage the data.
- Include who is responsible for management in the third column. Consider if you will need to de-identify data to protect participant privacy, as well as any plans to destroy data after it is used. This can be the title/position of the person responsible, the department, or the name of the organization/agency. Be as specific as possible to help increase accountability.

Data Collection Methods	Data Management Plan	Person Responsible for Management

VII. Worksheet 6: Analyze Evaluation Data

Complete this worksheet to develop your evaluation plan.

Step 6.1: Use the table on the next page to identify appropriate data analysis methods and details.

- List your data collection methods drafted in **Worksheet 5: Collect Evaluation Data** in the first column.
- Describe your analytical approach for each type of data in the second column. Keep your evaluation questions in mind to ensure your methods will result in relevant results. Also include any program or software you intend to use for the analysis if relevant.
- Identify who will do these analyses, when, and how often. Include these details in the third and fourth columns for each of your data analysis methods. Be as specific as possible to increase accountability. Describe when and how frequently data analysis will occur in the last column.

Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

Data Collection Methods	Data Analysis Methods	Person Responsible for Analysis	Analysis Timeline and Frequency

Complete this worksheet to develop your evaluation plan.

Step 7.1: Use the information below to develop each section of your evaluation plan. Much of this has already been developed in previous worksheets. Please see relevant worksheets for each section. Follow your organizational guidelines for formatting the evaluation plan.

Title Page

Create a title page that includes the information listed below to orient the reader.

- Title of the evaluation plan
- Name of your organization
- Name of the program being evaluated
- Type of evaluation (formative or process) being conducted
- Author names and their affiliations
- Finalization date of the evaluation plan (this date can be adjusted when updates are made to the plan)

Table of Contents Page

Create a table of contents to list all of the sections of the evaluation plan including page numbers. Microsoft Word has a feature to easily create this using section headers. Try to keep the table of contents within one page.

Background

> Information about the organization and mission should come directly from the completed **Worksheet 3: Describe the Program** (organization and mission section).

Provide a brief description of the organization, its mission, and information about the need for veteran suicide prevention programs.

> Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

⚙️ Worksheet 7: Develop and Implement an Evaluation Plan

Program Description

> 📄 This information should come directly from the completed **Worksheet 2: Develop a Logic Model** and **Worksheet 3: Describe the Program**.

Describe the program, including:

- Population being served by the program.
- Program goals.
- Program's stage of development.
- Logic model components, including how these components relate to one another and move from activities to intended outcomes. Please include your logic model in this section or as an Appendix.
  – Inputs
  – Activities
  – Outputs
  – Outcomes
  – Assumptions
- Contextual factors that can influence the program.
- Alignment with an upstream suicide prevention approach.

Evaluation Focus

> 📄 This information should come directly from the completed **Worksheet 4: Focus the Evaluation**.

Describe the focus and purpose of this evaluation, including:

- Evaluation interest holders and contributors for this project.
- The type of evaluation and purpose, including evaluation questions for this project.
- How the evaluation standards informed the evaluation focus.
- Any anticipated barriers or facilitators to the evaluation process and ways you plan to overcome anticipated barriers.
- Please describe any relevant, previous program evaluations, findings, and how this current evaluation builds upon or supports that work.

Worksheet 7: Develop and Implement an Evaluation Plan

Evaluation Methods

> 📄 This information should come directly from the completed **Worksheet 5: Collect Evaluation Data** and **Worksheet 6: Analyze Evaluation Data**. You can copy and paste each table directly into your plan, then write a paragraph to describe the information in each table.

Describe the evaluation methods, including:

- Indicators, data sources, and data collection methods that will be used to support each of the evaluation questions. It is best to show this for each evaluation question separately.
- How each data source will be collected, managed, and analyzed. This section must include specific details about who will carry out these responsibilities and any data software you plan to use.
- Describe plans for new data collection instruments and include any existing instruments in the Appendix.

Intended Utilization of Evaluation Findings

> 📄 This information should come directly from **Worksheet 4: Focus the Evaluation**.

Describe how the evaluation findings will be used, including by the program and any interest holders inside and outside of the organization.

Communication and Dissemination

> 📄 This information can be used to complete the **Worksheet 9: Develop a Communication and Dissemination Plan**.

Describe how you plan to communicate the findings to internal and external interest holders.

Timeline

Include a timeline using a table, a visual representation, or a written narrative of evaluation activities including dates and who is responsible.

Appendices

Include the logic model, data collection instruments, and any other supporting materials that provide addtional context.

Worksheet 7: Develop and Implement an Evaluation Plan

Step 7.2: Ensure the evaluation plan includes all relevant information. Use the checklist below to make sure your evaluation plan sections are complete. Refer to the sections above to add additional content or determine if the information is not applicable for your organization if anything is missing.

Section of the Evaluation Plan	Required Information	Completed (check if complete)
Title Page	Title of the evaluation plan	
	Name of the organization	
	Name of the program being evaluated	
	Type of evaluation (formative or process) being conducted	
	Author names and their affiliations	
	Finalization date of the evaluation plan (this date can be adjusted when updates are made to the plan)	
Table of Contents	List of sections within the evaluation plan	
	Relevant page numbers	
Background	A description of the organization, including the mission or vision	
	Information and data about the need for veteran suicide prevention programs	
Logic Model and Program Description	A comprehensive program description, including population served by the program, program goals, program stage of development, and narrative of program components	
	Logic Model (within this section or included as an Appendix)	
Evaluation Focus	Evaluation project interest holders and contributors	
	Evaluation focus and purpose, including evaluation questions for this project	
	How the evaluation standards informed the evaluation focus	
	Anticipated barriers or facilitators to the evaluation process	

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Worksheet 7: Develop and Implement an Evaluation Plan

Section of the Evaluation Plan	Required Information	
Evaluation Methods	Evaluation indicators for each evaluation question	
	What data will be collected	
	How data will be collected and managed	
	How data will be analyzed and interpreted	
	Reference to all data collection instruments for this evaluation included in the Appendix	
Intended Utilization of Evaluation Findings	How the program intends to use the evaluation findings	
	How interest holders may use the evaluation findings	
Communications & Dissemination Plan	How evaluation findings will be shared internally and externally with interest holders	
Timeline	List of relevant activities, including relevant evaluation activities, timeline, and person responsible	
Appendices	Logic model	
	Data collection instruments	
	Any other supporting materials that provide additional context for the evaluation plan and program	

Step 7.3: Implement the evaluation plan!

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IX. Worksheet 8: Justify Conclusions

Complete this worksheet to summarize each data source, synthesize your data, interpret findings and draw conclusions for your evaluation questions, describe limitations, and develop actionable recommendations.

Step 8.1: Write summary statements for each data source and analysis method. Start by describing the data collection sample (how many people participated in data collection, including their demographics) and indicator results for each data source.

Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

Worksheet 8: Justify Conclusions

Step 8.2: Synthesize the data by looking across all data sources. Examine the summaries for patterns of similarities and differences across data sources. Use the guiding questions below to help you conduct this synthesis.

- Which findings are consistent across different data collection methods?
- Which findings are contradictory across the different data collection methods?
- What findings are inconsistent with current thoughts on how the program works?
- Which findings require additional information from program staff and interest holders before they can be fully interpreted?

Step 8.3: Interpret your evaluation findings and draw conclusions for each evaluation question in the field below. The considerations and questions below can help guide this process. Engage your interest holders as appropriate for feedback on your findings.

Consider the following questions as you interpret your data:
- What are the contextual factors of the program and the organization (values, culture, funding, decision-making processes, and others) that may affect the interpretation of our findings?
- What is the significance of the evaluation findings to the program?
    - If a formative evaluation was conducted:
        - What do the findings tell you about the needs of the population to be served?
        - What do the findings tell you about how best to implement a program?
    - If a process evaluation was conducted:
        - What do the findings say about what is going well?
        - What do the findings say about what is not going well and opportunities for growth or improvement? (Findings about what is not working well are very valuable to strengthen programs).

Use the field below to write your interpretations and draw conclusions for each evaluation question.

Step 8.4: Use the field below to describe any limitations of your data collection or other methods, including how that may have affected your evaluation findings.

Worksheet 8: Justify Conclusions

Step 8.5: Develop relevant and actionable recommendations based on the evaluation findings. Share your draft recommendations with interest holders to gather their feedback. Use the table below to include each of your recommendations in the first column. Use the remaining columns to reflect and improve your recommendations. Recommendations should be appropriate, useful, ethical, and feasible.

Recommendation	Who is this recommendation for?	How do they plan to use this recommendation?	What broader context needs to be considered for this recommendation?	How feasible is this recommendation for interest holders to act on?	What did we do to ensure this recommendation is free of our own bias?

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🎤 X. Worksheet 9: Develop a Communication and Dissemination Plan

Complete this worksheet to develop a communication and dissemination plan, including details for implementing your plan.

Step 9.1: Define your communication goal. Revisit the purpose of your evaluation (**Worksheet 4: Focus the Evaluation**) to determine your communication messaging and strategy. Use the guiding questions below to define your communication purpose and goals.

- What is the purpose of the evaluation project?
- How do the evaluation findings support the work of the program and organization?
- What is the communication goal to share information to gain support for the program and organization?

Step 9.2: Draft three to five key messages that highlight what you learned from the evaluation and how this relates to the program and organizational goals.

Key Messages
1.
2.
3.
4.
5.

> ✖ Please see additional information to complete this worksheet in the **VSPE Toolkit**. Reference the **Case Examples from Team Reconnect and Olivetown for Vets** as is useful for your work.

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Worksheet 9: Develop a Communication and Dissemination Plan

Step 9.3: Use the table below to identify audience members, your intended call(s) to action for the audience, relevant key messages, and the communication products to be developed for each audience.

Audience Include specific individuals or organizations who will receive key messages.	Call to Action Include the specific call to action for each audience, such as what you would like them to do, learn, or take away.	Key Messages Include relevant key messages from Step 9.2 for each audience.	Communication Products Include the communication products you plan to create for each audience. Note: Some products can be used for multiple audiences.

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Worksheet 9: Develop a Communication and Dissemination Plan

Step 9.4: Complete your communication and dissemination plan. Use the first column in the table below to include each of the communication products you listed in the previous table. Use the remaining columns to describe the dissemination channel, implementation activities, timeline, and the staff responsible for each product.

Communication Products	Dissemination Channels	Implementation Activities	Timeline	Staff Responsibility
Include each communication product listed in the previous table.	Identify the channel(s) you will use to share each communication product.	Identify the activities required to develop and share the product with your audiences.	Identify timeline for each implementation activity.	Identify who is responsible for each implementation activity.

XI. Conclusion

Thank you for using the VSPE Toolkit. We hope this toolkit and the **VSPE Workbook** are helpful for you in your program evaluation efforts.

Visit the **VSPE webpage** or email **vspevaluation@cdcfoundation.org** for information on the CDC Foundation Veteran Suicide Prevention Evaluation Project.

XII. Case Example Evaluations

The case examples provide examples of each evaluation product. The fictional case examples are adapted from real VSO projects. These will help users apply VSPE Toolkit and Workbook concepts to their own programs. We received VSO permission to adapt their work as examples. The case example layouts may differ slightly from the worksheets provided in this workbook, but these examples have all required information for these products. Note: These are fictional examples, and the results and conclusions are not real (should not be cited). The case examples include:

Team Reconnect Process Evaluation Case Example
A.   Evaluation Plan
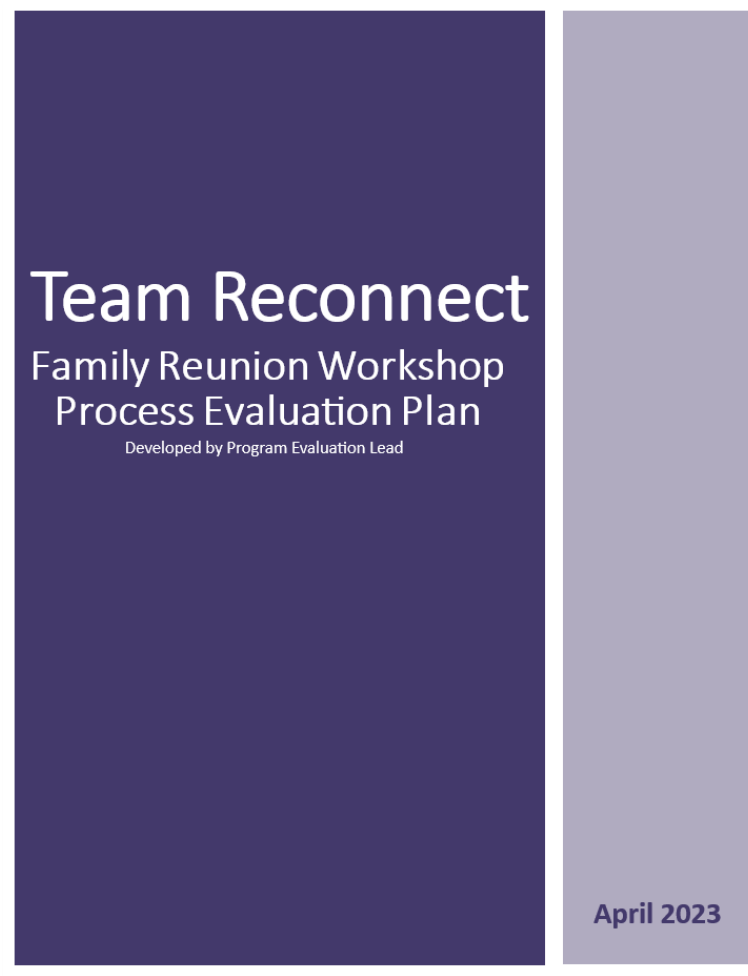
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BACKGROUND

Team Reconnect

Team Reconnect is a 501c(3) national nonprofit headquartered in Acornville. Through innovative long-term programming focused on connectedness, Team Reconnect restores hope and empowers families to recover and thrive. Team Reconnect is one of the few national organizations empowering the entire military family to achieve family connection through an evidence-based approach providing counseling, education, referrals to best-fit resources, and therapeutic recreation. Our mission is: Believing that when one person serves the whole family serves, Team Reconnect takes a human-centered, solution-based approach to helping military families heal and move forward in life. Team Reconnect prioritizes connection and wellness to equip veterans and families for a smooth and successful re-entry into communities.

Team Reconnect hosts a 5-day retreat offered to military families to improve relationships between veterans and their families. Through adventure-based activities participants increase their self-awareness of influence with others, connectedness with others, and develop mature and healthy relationships. The Family Reunion Workshop is a 2-day program within the retreat focusing on improving communication and connectedness across veteran and military families.

Public Health Problem

Military and veteran families experience challenges not seen within the civilian community. Many are facing financial stress, visible or psychological combat-related injuries such as Traumatic Brain Injury (TBI) or Post Traumatic Stress Disorder (PTSD), and general hardships that directly relate to their military career. The military lifestyle impacts the entire family with frequent moves and deployments. Military spouses are often unable to find consistent employment and military children are faced with making new friends in a new school every 2-3 years. Experts believe military spouse unemployment is around 22%, more than six times the national average, with many military spouses experiencing underemployment as they cannot advance within their careers due to frequent moves. All of this equates to higher stress levels, communication breakdowns, and decreased connectedness for the entire military family. Transitioning out of the military is stressful for the servicemember and the entire family whose self- identity has been tied to service. Additionally, for too many veterans a life-altering medical condition can force a family into a caregiver situation whereby all members of the family have new roles to play. Suicide has hit an all-time high within the active-duty ranks, with 2021 suicide rates higher than any year since the 9/11 attacks. A recent paper put out by Boston University and Brown University found that at least four times as many active-duty personnel and war veterans of post-9/11 conflicts have died of suicide than in combat, as an estimated 30,177 have died by suicide as compared with the 7,057 killed in post-9/11 war operations.

While our country is no longer actively fighting the wars in Afghanistan or Iraq, military families are still experiencing long and frequent deployments, as well as the typical military moves every 2-3 years. A recent example is the USS Truman's nine-month deployment that was extended in support of NATO operations due to the Russian invasion of Ukraine. Military and veteran families will continue to need programs designed to increase communication and connection, as well as tools and resources to assist them as they face challenges unique to their lifestyle.

PROGRAM DESCRIPTION

Population being supported by Team Reconnect

Military and veteran families from across the country attend Team Reconnect's therapeutic reunions – they are the center of everything we do. Of the servicemen and women Team Reconnect served over the past year, 86% were veterans and 14% were on active duty, 91% self-reported a

service- connected injury, 69% self-reported a mental health condition, and 19% reported a TBI. Team Reconnect's vision centers on honor, excellence, integrity, hope, and inclusivity. We believe that everyone has the right and the ability to heal. Understanding that every person matters regardless of race, gender, age, sexuality, ability, religion, national origin, gender identity, and other identities; Team Reconnect serves military and veteran families from all backgrounds with respect, care, and dignity.

Team Reconnect Family Reunion Program Goals

The overarching purpose of the Family Reunion Workshop is to improve the relationships between veterans and their families. The three program goals are:

- To increase veteran self-awareness of their influence with their familial relationships,
- To increase connectedness among veterans and their families, and
- For veterans to develop mature and healthy relationships with their families.

Our aim is to ensure the workshop is implemented as intended regardless of workshop facilitators or reunion location.

Family Reunion Workshop Program Stage of Development
Our Family Reunion workshop is currently in the implementation stage. With a completely remote, mostly part-time service delivery team, the need to ensure consistent content delivery to our program participants is necessary.

Family Reunion Workshop Logic Model Components
The Family Reunion Workshop logic model was developed to depict the program's inputs and activities, as well as expected outputs and outcomes. Please refer to Appendix A for our visual logic model which depicts the following:

Inputs
The Family Reunion Workshop requires Team Reconnect staff, in-house trained Family Reunion Workshop facilitators with demonstrated knowledge, skills, and competency to implement the workshop, the Family Reunion Workshop curriculum, and Family Reunion Workshop participants (veterans and their families).

Program Activities
The program will use these inputs to support the implementation of program activities. These activities include facilitators delivering the workshop as intended with consistency, facilitators executing the Family Reunion Workshop over two days (four sessions) as outlined in the facilitator manual, and veterans and families attending and completing the Family Reunion Workshop over two days (four sessions).

Outputs
Team Reconnect expects these activities to produce numerous tangible achievements (outputs), including:

- # of trainings implemented as intended with consistency across all reunions regardless of which facilitator couple is leading the workshop
- # of veteran and family participants who complete the workshop
- # of veteran and family participants who felt the workshop was clear and easy to follow

- % of veteran and family participants who felt the workshop was beneficial, and
- % of veteran and family participants who were satisfied with the workshop

Outcomes

Short-term outcomes
Within the first three months, Team Reconnect expects the following short-term outcomes among both veteran and family participants:

- Increased knowledge, skills, and abilities related to family communication and connection
- Increased access to resources and tools for family support
- Development of a plan to utilize the knowledge, skills, abilities, tools, and resources from the workshop

The following additional short-term outcomes are expected among veteran participants immediately:

- Increased reflection to identify what is holding them back from healthy relationships and see how they approach challenges differently
- Increased awareness around the importance of trust within their relationships

Mid-term outcomes
Within three to six months, Team Reconnect anticipates that veterans and families will increase their utilization of workshop knowledge, skills, resources, and tools, which should lead to increased connectedness, cohesion, and support within their family unit.

Long-term outcomes
Within six months to one year, Team Reconnect hopes veterans and families sustain this connectedness, cohesion, and support within their family unit, which should lead to reduced rates of isolation, familial stress, and other risk factors for suicide. Overall, it is anticipated this will lead to a reduction in suicidal thoughts, suicide attempts, and death by suicide for participating veterans.

Assumptions
Our program model relies on recruiting enough veteran and military families to fill each reunion, participants actively taking part in all workshop activities and exercises, and workshop facilitators willing to work at individual reunions using the approved curriculum. In addition, we rely on funding from donors and reunion center availability to ensure we can offer our programs. Our Chief Development Officer has worked to strengthen our financial stability by growing our individual donor base and seeking multi-year funders to better anticipate future funding. Our marketing efforts are improving to help with challenges around family recruitment and program awareness to ensure families in need can access Team Reconnect's programs. Therefore, it is assumed that:

- Team Reconnect will continue to identify strong facilitator candidates willing to learn and implement the Family Reunion Workshop curriculum,
- Funding partners will continue to give to Team Reconnect,
- Partner reunion locations remain available, and

- Participants actively take part in the reunion and Family Reunion Workshop exercises.

Alignment with Upstream Suicide Prevention Model

Research has shown that connectedness among family, other individuals, and their community can prevent suicide. The Team Reconnect reunion model incorporates aspects of connectedness to best promote healthy connection and reduce Veteran suicide ideations, attempts, and deaths. The Team Reconnect reunion follows the Connectedness model for upstream suicide prevention. We offer six-day family reunions (which incorporate veterans and their immediate family members however they define family) and couple-only reunions (designed specifically for a veteran and their spouse/significant other). Families can attend one family reunion and one couple reunion throughout their time with Team Reconnect. The activities and workshops planned during the six-day reunion are centered around reconnecting and strengthening the family unit through the Family Reunion Workshop and expertly designed recreation therapy, connecting veterans and their families with other veterans and families through games, dedicated time for interactions, and the knowledge they are in this together. Finally, veterans and their families leave with new tools and resources available to them nationally and locally. Additionally, we provide the children in attendance with age-appropriate activities where they can gain insight into relationship interconnections and communication strategies while their parents are in their own workshops.

Contextual Factors

Team Reconnect utilizes a fully remote service-delivery model with a majority of part-time staff and different workshop facilitators in different reunion locations. These can potentially lead to differences in workshop delivery, content emphasis, and curriculum consistency which in turn can affect participant outcomes. Our Chief Program Officer is unable to attend all reunions to observe each Family Reunion workshop, making the need to understand how the program is implemented more critical. Program implementation also depends on funding from donors and availability of facilities throughout the year in various locations in the country. Unforeseen issues such as inclement weather or changes to the availability of the facilities can also affect implementation. Our Chief Program works to mitigate issues with facilities and staff/volunteers by finalizing contracts, locations, and dates the summer prior to the start of the new season and works closely with the teams throughout the year.

EVALUATION PROJECT

Evaluation Project Interest Holders and Contributors

This evaluation project is being conducted by the Team Reconnect Evaluation Team and a variety of partners.

Team Reconnect Evaluation Team

Program Evaluation Lead

The Program Evaluation Lead has worked in the Veteran Serving Organization space since 2017. They bring proven program evaluation experience to the organization. They are Team Reconnect's lead program evaluator and will perform all data analysis to help provide key information to decision makers. The Program Evaluation Lead will also ensure all files with identifying information remain classified and confidential.

Chief Development Officer

The Chief Development Officer brings more than 20 years of nonprofit marketing, development, communications, and operations experience supporting various national and regional nonprofits. They have created and implemented all aspects of the development strategy, including marketing, training, solicitation, donation management, and stewardship. They also provide oversight of the evaluation and lead communication and

information sharing with volunteer and staff leadership as well as key funders.

Evaluation Interest Holders
This project also involved a variety of interest holders. Please see Table 1 below to view all interest holders that will be engaged or have a distinct role throughout the project. This table also includes evaluation findings that each of the individuals, groups, and organizations will be interested in learning from this evaluation project.

Table 1: Interest Holder Engagement Plan for this Program Evaluation

Interest Holder Category	Interest Holder Identification	Evaluation Findings of Interest	Interest Holder Role and Engagement
Program Implementers/ Staff	Team Reconnect Evaluation Team, Workshop Facilitators, Workshop staff	Findings can help implementers and staff understand program strengths and opportunities for improvement. Additionally, lessons learned from this evaluation can be applied to our other workshops and programs.	Internal staff and implementers will be initially engaged with an announcement and brief overview at Team Reconnect staff meeting. Throughout the project, we will maintain engagement through staff meetings and emails. Internal staff and implementers will assist the evaluation team in understanding the workshop and its components. They will also help collect data.
Decision Makers/ Leadership	Team Reconnect Board	Findings can help inform the strategic oversight the Board provides. The findings should help our Board better understand our ability to critically examine our programs. This will hopefully increase their confidence in the programs we provide for our military families.	Decision makers will be initially engaged through an announcement and brief overview at a Board meeting. Throughout the project, we will maintain engagement through email updates, program committee and development committee meetings, and a data dashboard. Decision makers may also help in deciding how to utilize findings for program improvement.
Partners/ Collaborators	Other Veteran Serving Organizations (VSOs) with similar service delivery models.	Other VSOs may be interested in learning from our evaluation findings and understanding what might work or not work for their programs. Partners and other collaborators will be able to adopt or adapt our workshop activities, the way in which we evaluated these activities, as well as apply our lessons learned and knowledge from the evaluation findings. When we collectively share best practices, we elevate the entire VSO community.	Collaborators will be engaged initially through an outreach email describing the evaluation and welcoming participation. Throughout the project, we will maintain engagement with partners through active outreach activities, such as coalition meetings and email newsletters. They will also be able to engage with us through our website.
Funders	CDC Foundation Other potential future funders	Our evaluation project and findings can demonstrate to funders our commitment to evaluation, including continuous quality improvement to our programs. As a result, findings can help strengthen the foundations of our future	Funders will be engaged through group presentations and individualized follow-ups. Funders may ask for data or additional information to inform their decision to continue the level of funding.

		programming and ability to garner future support from funders.	
Participants and Community Members	Veterans and their family members	Participants will be interested in learning what other participants are getting out of the program. Prospective participants can use this information to help decide if this is the right program for them. Community members will be interested in understanding whether this program is working as intended and get a better understanding of the value of this program through evaluation findings.	Existing and prior participants and community members will be actively engaged through in-person programming, alumni services, and email newsletters. They will also be able to engage with us through our website.

EVALUATION FOCUS AND PURPOSE

Team Reconnect is utilizing process evaluation to determine if our new Family Reunion workshop is being conducted as intended across all reunion locations and facilitators. The purpose of this evaluation is to assess how the Family Reunion Workshop is being implemented and if participants are having a positive experience.

Evaluation Questions

Evaluation Question 1: To what extent is the Family Reunion Workshop delivered as intended across all workshops regardless of facilitators or location?

Evaluation Question 2: To what extent are the Family Reunion Workshop participants having a positive experience with the Family Reunion Workshop?

Anticipated Barriers or Challenges

We do not anticipate many significant barriers to our evaluation; however, Team Reconnect has experienced high turnover in recent months. We hope that our incoming staff will be fully trained to participate in upcoming workshops, but we may only be able to assess existing staff. If this does happen, we will collect data again with new facilitators once they are trained and integrate this into our analysis and findings.

Previous Evaluations and/or other Findings

Team Reconnect has always used a Wrap-Up survey at the end of the six-day therapeutic reunion, allowing measurement of the reunion's quality and the impact of the week's activities. The Wrap-Up survey includes a Likert Scale of 1-5 with five being the highest. When asked if the Family Reunion Workshop is useful, our 2022 respondents averaged a 4.86. Additionally, 27% of respondents stated that the Family Reunion Workshop was the most beneficial activity during the reunion.

Team Reconnect was fortunate to previously conduct a formative evaluation, which helped improve the implementation of our new Customer Relationship Management tool. Data from that evaluation demonstrated the program quality of both the reunion experience and our dedicated staff. This was an integral first step in the process of the evaluation efforts ensuring delivery of the highest program quality possible. It also led to the utilization of a new validated survey to help measure our short and long-term outcomes.

EVALUATION METHODS

Team Reconnect utilizes data from two different survey instruments. An observer assessment survey will be completed (manually) by the observer in attendance at the Family Reunion workshop. Program participants will complete a Wrap-Up survey (electronically) measuring program quality on the last night of their reunion. The methods include both qualitative data (open-ended responses in the observer assessment survey) and quantitative data (training records, participant demographic data, observer assessment, and Wrap-Up survey). Team Reconnect Chief Program Officer will ensure training records are kept for workshop facilitator training. Team Reconnect Chief Administration Officer will ensure all surveys are captured within Salesforce. Team Reconnect Program Evaluation Lead will serve as the lead program evaluator, managing the analysis of all data.

Indicators and Data Sources

Team Reconnect will use several indicators for each of the evaluation questions. Refer to Table 2a and 2b for a complete list of the indicators and data sources. Please see Appendix B for the Wrap-Up survey.

Table 2a. Indicators and Data Sources for Evaluation Question 1

Evaluation Question 1:
To what extent is the Family Reunion Workshop delivered as intended across all workshops regardless of facilitators or location?

Indicators	Data Sources	Data Collection Methods
Number of staff trained to facilitate Family Reunion Workshop in 2023	Training attendance records and administrative documents from 2023	Training attendance records and administrative documents will be reviewed to collect these existing data. Sign-in sheets for all trainings are completed by facilitators attending orientation and training.
Number and percentage of observers who indicate that facilitator provided necessary information for the key concepts (defined by a rating of 3.5 or higher) for each session	Family Reunion Workshop observers	Observation Assessment will be completed by observer on paper. The instrument is still to be developed but the planned question is below. Observation Assessment question: "Please indicate your level of agreement with the following statement: The facilitator provided the necessary information for the key concepts for each session." Measured using a 1-5 Likert Scale where 1 is the lowest (Strongly Disagree) and 5 is the highest (Strongly Agree).
Observer perceptions related to how well facilitator provided necessary information for key concepts	Family Reunion Workshop observers	Observation Assessment will be completed by observer on paper. The instrument is still to be developed but the planned question is below. Observation Assessment question: "Please share additional observations about how well the facilitator provided the necessary information for the key concepts for each session" Text-box question.

Average observer rating related to facilitators' ability to engage participants in content	Family Reunion Workshop observers	Observation Assessment will be completed by observer on paper. The instrument is still to be developed but the planned question is below. Observation Assessment question: "Please indicate your level of agreement with the following statement: The facilitator successfully engaged participants in the Workshop content." Measured using a 1-5 Likert Scale where 1 is the lowest (Strongly Disagree) and 5 is the highest (Strongly Agree).
Observer perceptions related to how well facilitator engaged participants in content	Family Reunion Workshop observers	Observation Assessment will be completed by observer on paper. The instrument is still to be developed but the planned question is below. Observation Assessment question: "Please share additional observations about how well the facilitator engaged participants in Workshop content." Text-box question.
Number and percentage of participants who found the 2023 Family Reunion Workshop to be well facilitated (defined by a rating of 4 or higher)	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up participant survey question 5: "Please indicate your level of agreement with the following statement: The Family Reunion Workshop was facilitated well." Measured using a 1-5 Likert Scale where 1 is the lowest (Strongly Disagree) and 5 is the highest (Strongly Agree).
Participant perspectives on potential improvements for the Workshop	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up participant survey question 5a: "Please share why you did or did not feel the Workshop was well facilitated, including what could have been improved." Text-box question.

Table 2b. Indicators and Data Sources for Evaluation Question 2

Evaluation Question 2:
To what extent are the Family Reunion participants having a positive experience with the Family Reunion Workshop?

Indicators	Data Sources	Data Collection Methods
Number and demographics of participants attending Family Reunion Workshop in 2022 and 2023	Internal program data available on customer relationship management system	Our customer relationship management system program data has records related to 2023 Family Reunion Workshops. When potential participants complete online applications for the Family Reunion Workshop using Form Assembly, this automatically interfaces with Team Reconnect's customer relationship management system. A participant record is created for each household, including demographic (i.e., age, gender, marital status, military service status, etc.) and other application data.
Number and percentage of participants who found Family Reunion Workshop curriculum easy to follow (defined by a rating of 4 or higher)	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up survey question 5: "Please indicate your level of agreement with the following statement. The Family Reunion Workshop curriculum was easy to follow." Measured using a 1-5 Likert Scale where 1 is the lowest (Strongly Disagree) and 5 is the highest (Strongly Agree).
Participant perspectives on why the Family Reunion Workshop was easy or not to follow and ways to increase clarity	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up survey question 5a: "Please share why you did or did not feel the workshop was easy to follow, including how we could improve clarity of the workshop." Text-box question.
Number and percentage of participants who found the Family Reunion Workshop provided them with new resources that will help them with family communication and connection (defined by a rating of 4 or higher)	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up survey question 7: "Please indicate your level of agreement with the following statement: The Family Reunion Workshop provided me with new resources that will help me with family communication." Measured using a 1-5 Likert Scale where 1 is the lowest (Strongly Disagree) and 5 is the highest (Strongly Agree).

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Participant perspectives on utility of resources provided and additional resources that would be useful	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up survey question 7a: 7a. "Please share which resources, if any, seem most useful." Text-box question. Wrap-Up survey question 7b: 7b. "Please share additional resources that would be useful for you." Text-box question.
Percentage of participants who find that the Family Reunion Workshop was beneficial	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up survey question 3: "Please indicate your level of agreement with the following statement. The Family Reunion Workshop was beneficial." Measured using a 1-5 Likert Scale where 1 is the lowest (Strongly Disagree) and 5 is the highest (Strongly Agree).
Participant perspectives on why the Family Reunion Workshop was beneficial or not and ways to increase benefits	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up survey question 3a: "Please share why you did or did not feel the workshop was beneficial, including what could have made it more beneficial." Text-box question.
Percentage of participants who were satisfied with the Family Reunion Workshop (defined by a rating of 4 or higher)	Family Reunion Workshop participants	The Wrap-Up Survey is completed by participants using Form Assembly at the end of the Workshop. Wrap-Up survey question 4: "Please indicate your level of agreement with the following statement. I am satisfied with the Family Reunion Workshop." Measured using a 1-5 Likert Scale where 1 is the lowest (Strongly Disagree) and 5 is the highest (Strongly Agree).

Data Collection
Team Reconnect is leveraging existing data collection methods and resources available to collect data on the indicators mentioned above. Table 3 below provides a detailed description of our data collection plan and timeline for each of the data sources.

Table 3. Data Collection Plan

Data Collection Methods	Person Responsible for Data Collection	Collection Timeline and Frequency
Document review of training attendance records & administrative documents	Team Reconnect's Chief Program Officer ensures all of the facilitators attending training sessions sign in. These data will be obtained by the Team Reconnect's Program Evaluation Lead.	Team Reconnect's Facilitators-in-training are asked to sign in for each of the training sessions upon arrival at the training location.
Review of customer relationship management system data from 2023 Workshops	Team Reconnect's Family Engagement Manager will ensure that all applications are completed with no missing demographic information.	Applications are submitted on an ongoing basis. Approximately four months prior to a reunion start the Family Engagement Manager will assign participants to reunions within the customer relationship management system will request additional required documents.
Observation Assessment completed by workshop observer	Team Reconnect's Chief Program Officer will ensure there is a copy of the observer assessment at every reunion to be completed by the workshop observer. The Chief Administrative Officer will ensure that the observation assessment is completed before the workshop observer departs. The paper responses will be collected by the Chief Program Officer and shared with the Team Reconnect's Program Evaluation Lead.	Observation assessment surveys will be completed immediately after each workshop.
Wrap-Up Survey completed by participants	Team Reconnect's Chief Administrative Officer will ensure Wrap-up surveys are emailed to every workshop participant based on automated triggers through customer relationship management system.	Surveys are emailed the night before the workshop ends and participants have one week to complete the survey. A reminder email is sent 2 days before the due date.

Data Management

Team Reconnect will ensure that the data are secured in a safe place and only accessible to appropriate personnel for each of the data sources. Table 4 below provides a detailed description of the data management plan for each of the data sources.

Table 4. Data Management Plan

Data Collection Methods	Data Management Plan	Person Responsible for Management
Document review of training attendance records and administrative documents	Paper copies of the sign-in sheets for each training will be scanned and manually entered electronically into an Excel file. These data will be securely stored on password- protected Team Reconnect's Microsoft Teams share drive. The original paper copies will be shredded after uploading into Teams.	Team Reconnect's Chief Administrative Officer will ensure attendance is entered into Microsoft Teams and paper copies are shredded on a weekly basis.
Review of customer relationship management system data from 2023 Workshops	Data are stored in the customer relationship management system, which is password-protected with authentication required. Data will be made available only to those with specific user access.	Team Reconnect's Chief Administrative Officer will ensure data system security and integrity is maintained.
Observation Assessment completed by workshop observer	Observation Assessments (paper copy) completed by the workshop observer will be scanned and manually entered electronically into an Excel file. These data will be securely stored on Microsoft Teams share drive. The individual level data will be de-identified, but the files will include identification of the specific reunion workshop, reunion location, and date. All files with identifying information will only be available to Team Reconnect's Chief Program Officer and Team Reconnect's Program Evaluation Lead. Paper copies will be shredded after uploading into Teams.	Team Reconnect's Chief Administrative Officer will ensure paper assessments have been completed and will enter into Microsoft Teams and paper copies are shredded after every workshop.
Wrap-Up Survey completed by participants	Wrap-up Surveys are completed by participants using Form Assembly, which automatically interfaces with our customer relationship management system to create a record for each participant. The individual level data will be de-identified, but the files will include identification of the specific reunion workshop, reunion location, and date. All files with identifying information will only be available to Team Reconnect's Chief Program Officer and Team Reconnect's Program Evaluation Lead. This data system is password protected with authentication required. Data will be made available only to those with specific user access.	Team Reconnect's Chief Administrative Officer will ensure surveys are completed and accessible within the customer relationship management system.

Data Analysis and Interpretation

For our Wrap-Up survey, the results will be exported from the customer relationship management tool into Excel and the average of the scores will be calculated, along with a percentage of respondents scoring a four out of five or higher. Our newly developed observer assessment tool responses will also be exported to Excel to analyze the data. Our Program Evaluation Manager and Chief Administrative Officer will ensure all data analysis is correct, and will then share findings with Chief Program Officer, Chief Development Officer, and other pertinent interest holders. Refer to Table 5 for additional details on the data analysis plan.

Team Reconnect understands that unexpected findings (both positive and negative) are always a possibility, but they are also a great opportunity for learning. As Team Reconnect evaluates the Family Reunion workshop and determines if it is occurring as intended, valuable insight is expected about the actual presentation of the workshop. Team Reconnect will have a chance to demonstrate to our staff the importance of consistency across all therapeutic reunions, not just for the Family Reunion workshop but all aspects of the program. This also provides leadership with the tools necessary to put processes in place for our organization to manage content delivery with our remote service-delivery model.

Table 5. Data Analysis Plan

Data Collection Methods	Data Analysis Methods	Person Responsible for Analysis	Analysis Timeline and Frequency
Document review of training attendance records and administrative documents	Descriptive analysis will be completed in Excel to summarize the number of individuals completing facilitator training, including their demographics, such as years of experience, age, gender, etc.	Team Reconnect's Program Evaluation Lead	Analyses will occur twice per year (April and October).
Review of customer relationship management system data from 2023 Workshops	Descriptive analysis will be completed in Excel to summarize workshop information, including workshop location, dates and other factors, including participant demographic data.	Team Reconnect's Program Evaluation Lead will export data from customer relationship management system into Excel for analysis.	Analyses will occur on a quarterly basis (March, June, September, December).
Observation Assessment completed by workshop observer	Descriptive analysis will be completed with quantitative assessment data in Excel. Additional analysis will be conducted to assess distribution across workshop observer responses. Thematic analysis will be completed for open-ended responses in Microsoft Word. Findings from this analysis will be synthesized with findings from analyzing wrap-up survey data. Comparisons will be made by workshop facilitator and location.	Team Reconnect's Program Evaluation Lead will analyze and summarize the data to be shared with the Chief Program Officer for review.	Descriptive summaries will be created quarterly, with a final comparison taking place at the end of the workshop season in December of each year.

Wrap-Up Survey completed by participants	Descriptive analysis will be completed with quantitative survey data in Excel. Additional analysis will be conducted to assess satisfaction across participant responses. Thematic analysis will be completed for open-ended responses in Microsoft Word. Findings from this analysis will be synthesized with findings from analyzing observation assessment data. Comparisons will be made by workshop facilitator and location.	Team Reconnect's Program Evaluation Lead will analyze and summarize the data to be shared with the Chief Program Officer for review.	Descriptive summaries will be created quarterly, with a final comparison taking place at the end of the workshop season in December of each year.

Intended Utilization of Evaluation Findings
Team Reconnect intends to utilize these evaluation findings to improve consistency in the implementation of our Family Reunion Workshop. We look forward to identifying specific opportunities for improvement, sharing these with facilitators, and collaborating on ways to address them. We also believe others will use these findings. We believe our organizational decision makers and leadership will be able to use these findings for strategic planning and decision making. Our partners may also use these to improve their own programs or inform how they choose to collaborate with us in the future.

Communication and Dissemination
As the project wraps up in Summer 2023, Team Reconnect looks forward to sharing our findings with key audiences to help us grow as an organization. These audiences include our internal staff team to help get their buy in on the importance of ensuring consistency of delivery with our workshop content. The Team Reconnect Board will better understand our ability to critically examine our programming and have greater confidence in the outcomes for our military families. Major donors will recognize the importance Team Reconnect has placed on evaluation in its entirety, to help strengthen the foundation of our future programming and ability to raise future support. Interest holders and other collaborators will be able to trust and have confidence that Team Reconnect is delivering content across our Family Reunion Workshop as intended.

TIMELINE

Table 6 provides a detailed timeline for our evaluation activities.

Table 6. Timeline

Evaluation Method	Activity	Completed By	Completion Date
Wrap-Up Survey	Administration of survey	Automatic through the customer relation management tool trigger sent by Form Assembly	Emailed to participants on the last night of the reunion (April 11th, April 18th, and May 2nd).
	Analysis of survey	Team Reconnect Program Evaluation Lead	Initial analysis is completed one-week post-reunion with survey results from the individual reunion.
	Summary report(s)	Team Reconnect Program Evaluation Lead	A summary report is completed quarterly (April 1st, July 1st, Oct 1st, and Jan 1st) which looks at all reunions within a particular quarter; a final year report is then completed.
Observer Assessment	Observer Assessment Tool	Team Reconnect Program Evaluation Lead	New assessment will begin with one reunion location on April 7-12. Data analysis will take place on May 5th.
	Final draft of instrument ready	Team Reconnect Chief Development Officer	Assessment completed on March 31st.
	Pilot test of instruments	Team Reconnect Chief Program Officer	Assessment will be given to the observer at the start of the reunion to be completed by its end after observing both days of the Family Reunion workshop. Pilot Test will take place at all Reunions.
	Administration of instruments	Team Reconnect Chief Program Officer	Assessment will be given to the observer at start of reunion to be completed by the end of the reunion after observing both days of the Family Reunion workshop.
	Analysis of instruments	Team Reconnect Program Evaluation Lead	Analysis will take place May 5th once data has been collected from all three pilot test reunions.
	Summary report(s)	Team Reconnect Program Evaluation Lead	A summary report is completed quarterly (April 1st, July 1st, Oct 1st, and Jan 1st) which looks at all reunions within a particular quarter; a final year report is then completed.

Table 6. Timeline Cont.

Evaluation Method	Activity	Completed By	Completion Date
Communication and Dissemination	Presentation of findings to Team Reconnect Executive Team	Team Reconnect Chief Development Officer	An infographic and report of findings will be completed by June with presentation tentatively scheduled for June 28th.
	Presentation of findings internally to Team Reconnect Staff	Team Reconnect Chief Development Officer	An infographic and report of findings will be completed by June with presentation tentatively scheduled for late June or early July.
	Presentation of findings to Team Reconnect Board – Program Committee	Team Reconnect Chief Program Officer	Presentation tentatively scheduled for the Board Program Committee meeting in July.
Observer Assessment Communication and Dissemination	Presentation of findings to Team Reconnect Board – Development Committee	Team Reconnect Chief Development Officer	Presentation tentatively scheduled for the Board Development Committee meeting in July.
	Presentation of findings shared with key Team Reconnect donors	Team Reconnect Chief Development Officer	Presentations will tentatively begin in late July.
	Presentation of findings to Team Reconnect full board	Team Reconnect Chief Development Officer	In person board meeting held in November.
	Final presentation of findings to Team Reconnect Staff	Team Reconnect Chief Development Officer	In person staff meeting held in December.
	Presentation of findings to Team Reconnect Executive Team	Team Reconnect Chief Development Officer	An infographic and report of findings will be completed by June with presentation tentatively scheduled for June 28th.
	Presentation of findings internally to Team Reconnect Staff	Team Reconnect Chief Development Officer	An infographic and report of findings will be completed by June with presentation tentatively scheduled for late June or early July.

Appendix

Team Reconnect Family Reunion Workshop Logic Model

Inputs

Team Reconnect staff and in-house trained Family Reunion Workshop facilitators with demonstrated knowledge, skills, and competency to implement the workshop

Family Reunion Workshop curriculum

Family Reunion Workshop Participants (veterans and their families)

Activities

- Facilitators deliver the workshop as intended with consistency
- Facilitators execute the Family Reunion Workshop over two days (four sessions) as outlined in the facilitator manual

Veterans and families attend and complete Family Reunion Workshop over two days (four sessions)

Outputs

of trainings implemented as intended with consistency across all reunions regardless of which facilitator couple is leading the workshop

- # of veteran and family participants who complete the workshop
- # of veteran and family participants who felt the workshop was clear and easy to follow
- % of veteran and family participants who felt the workshop was beneficial
- % of veteran and family participants who were satisfied with the workshop

Short-term Outcomes 0-3 months

Veteran and family participants:

- Increase knowledge, skills, and abilities related to family communication and connection
- Increased access to resources and tools for family support
- Development of a plan to utilize the knowledge, skills, abilities, tools, and resources from the workshop

Additional veteran participant outcomes:

- Increased reflection to identify what is holding them back from healthy relationships and see how they approach challenges differently
- Increased awareness around the importance of trust within their relationships

Mid-term Outcomes 3-6 months

Increased utilization of workshop knowledge, skills, resources, and tools among veteran and family participants

Veterans and families experience increased connectedness, cohesion, and support within their family unit

Long-term Outcomes 6-12 months

Veterans and families sustain connectedness, cohesion, and support within their family unit

Reduced rates of isolation, familial stress and other risk factors for suicide

Reduction in suicidal ideation, suicide attempts, and death by suicide for veterans

Assumptions

- Team Reconnect will continue to identify strong facilitator candidates willing to learn and implement the Family Reunion Workshop curriculum.
- Funding partners will continue to give to Team Reconnect.
- Partner reunion locations will remain available.
- Participants will actively take part in reunion and Family Reunion Workshop exercises.

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WRAP-UP SURVEY

Team Reconnect Family Reunion Workshop Wrap-Up Survey

Thank you for attending our Family Reunion Workshop. Please take 5-10 minutes to complete our Wrap-Up Survey. Your anonymous feedback will help us improve our workshops in the future.

1. Please indicate the date of the Family Reunion Workshop you attended. * *(Answer options: Drop down list of each reunion date)*
2. Please indicate the location of the Family Reunion Workshop you attended. * *(Answer options: Drop down list of each reunion location)*

For the following questions, please indicate your level of agreement with each statement. 1 is the lowest (Strongly Disagree) and 5 is the highest (Strongly Agree).

3. The Family Reunion Workshop was beneficial. * *(Answer options: 5-point Agreement Likert Scale)*
   3a. Please share why you did or did not feel the workshop was beneficial, including what could have made it more beneficial. *(Text box)*
4. I am satisfied with the Family Reunion Workshop. * *(Answer options: 5-point Agreement Likert Scale)*
   4a. Please share why you were or were not satisfied with the workshop, including what could have increased your satisfaction. *(Text box)*
5. The Family Reunion Workshop was facilitated well. * *(Answer options: 5-point Agreement Likert Scale)*
   5a. Please share why you did or did not feel the Workshop was well facilitated, including what could have been improved. *(Text box)*
6. The Family Reunion Workshop curriculum was easy to follow. * *(Answer options: 5-point Agreement Likert Scale)*
   6a. Please share why you did or did not feel the workshop was easy to follow, including how we could improve clarity of the workshop. *(Text box)*
7. The Family Reunion Workshop provided me with new resources that will help me with family communication. * *(Answer options: 5-point Agreement Likert Scale)*
   7a. Please share which resources, if any, seem most useful. *(Text box)*
   7b. Please share additional resources that would be useful for you. *(Text box)*
8. We always want to improve our programs. Please share anything else you think we should know about your experience with the Family Reunion Workshop. *(Text box)*

Thank you for completing the survey. If you have any additional questions or concerns, please reach out to TeamReconnect@email.com.

1. Team Reconnect Process Evaluation Case Example

B. Justified Conclusions

FINDINGS AND CONCLUSIONS
Participant Wrap-Up Survey Results
All 54 participants completed the survey (response rate: 100%). We attribute this to the workshop dedicating time for survey completion, rather than asking to be completed in their own time. Twenty-seven veterans and their significant others participated in the 2022 and 2023 Family reunion workshops, resulting in 54 total participants: 54% (n=29) women and 46% (n=25) men. Over 40% of the participants identified as White (n=23) and 24% (n=13) as African American or Black. Most (88.9%) identified as non-Hispanic. Twenty two percent (n=12) were under 25 years, approximately half (51.9%, n=28) were aged 25-45, and 26% (n=14) were over 65. Most (81.5%, n=44) were married to their significant others. Please see specific participant demographic information in Table 1.

Table 1. Wrap-Up Survey Participant Sample

Participant demographics		Veteran Participants (n=27)		Veteran's Significant Others (n=27)		Total (n=54)	
		n	%	n	%	n	%
Gender	Female	10	18.5%	19	35.2%	**29**	**53.7%**
	Male	17	31.5%	8	14.8%	**25**	**46.3%**
Race	African American or Black	7	13.0%	6	11.1%	**13**	**24.1%**
	American Indian or Alaskan Native	2	3.7%	1	1.9%	**3**	**5.6%**
	Asian	1	1.9%	3	5.6%	**4**	**7.4%**
	Pacific Islander or Hawaiian	1	1.9%	1	1.9%	**2**	**3.7%**
	White	13	24.1%	10	18.5%	**23**	**42.6%**
	Other	3	5.6%	6	11.1%	**9**	**16.7%**
Ethnicity	Hispanic	4	7.4%	2	3.7%	**6**	**11.1%**
	Non-Hispanic	23	42.6%	25	46.3%	**48**	**88.9%**
Age	Under 25	4	7.4%	8	14.8%	**12**	**22.2%**
	25-45	15	27.8%	13	24.1%	**28**	**51.9%**
	46-65	8	14.8%	6	11.1%	**14**	**25.9%**
	Over 65	0	0.0%	0	0.0%	**0**	**0.0%**
Marital Status	Single	0	0.0%	0	0.0%	**0**	**0.0%**
	Married	22	40.7%	22	40.7%	**44**	**81.5%**
	Divorced or separated	4	7.4%	4	7.4%	**8**	**14.8%**
	Other	1	1.9%	1	1.9%	**2**	**3.7%**

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Results of the participant Wrap-Up Survey indicated the following:

- Seventy-two percent (n=39) of the participants agreed (38.9%, n=21) or strongly agreed (33.3%, n=18) that the Family Reunion Workshops were facilitated well. Among those who shared follow up comments (25.9%, n=14), there were two major themes:
  - Nine (64%) expressed **interest in different types of learning activities**.
    - For example, one participant shared, *"The facilitator did great, but it would have been fun to do some more role-playing or other activities to practice what we were learning. I've been to some trainings that do that kind of thing, and it was super helpful."*
    - Another shared, *"I like changing it up and moving around when doing a workshop like this. Makes it more interesting and better for my back."*
  - Seven (50%) felt **one of the facilitators spoke too quickly**.
    - For example, one participant shared, *"There were times I couldn't keep up with what Facilitator 1 was talking about, so I just stopped trying to take any notes."*

- Eighty percent (n=43) of the participants agreed (27.8%, n=15) or strongly agreed (52%, n=28) that the Family Reunion Workshop curriculum was easy to follow. Among those who shared follow up comments (38.9%, n=21), there was one major theme:
  - Seventeen (81%) expressed that it would have been **helpful to have a hard copy of the materials**.
    - For example, one participant shared, *"I wish I had the presentation slides. I took pictures on my phone when I could, but I'd really like to have this information for the future."*
    - Another shared, *"It would be great to have a packet so we can follow along and take notes throughout the workshop."*
    - Another suggested, *"Recording the presentation would be great so we can revisit it. I get that there are privacy issues if recording the audience but maybe just the presenter could be recorded and then we can go back and watch it when we need a refresher at home."*

- Sixty-six percent (n=36) of the participants agreed (48.1%, n=26) or strongly agreed (18.5% n=10) that the Family Reunion Workshop provided them with new resources that will help them with family communication. Twenty-six percent (n=14) indicated they somewhat agreed and 10% (n=4) disagreed.
  - When asked which resources, if any, were most useful, 63% (n=34) participants left feedback.
    - Nearly all who left feedback (82.4%, n=28) **mentioned mental health resources**, and nearly half (47.1%, n=16) identified resources for **marital counseling as useful**.
  - When asked to share additional resources that would be useful for them, half (50%, n=27) made suggestions.
    - Over three quarters of participants who left feedback (77.8%, n=21) suggested additional **communication resources for co-parenting**, over half (55.6%, n=15) expressed interest in **support groups for military/veteran spouses**, and over a third (37%, n=10) specifically asked for **resources on healthy communication about finances**.

- Ninety-one percent (n=49) of the participants agreed (25.9%, n=14) or strongly agreed (64.8%, n=35) that the Family Reunion Workshop was beneficial. Among those who shared follow up comments (22.2%, n=12), there was one major theme:
  - Nine (75%) expressed that the workshop was beneficial in helping them **feel reconnected to their significant others**.

- For example, one participant shared, *"At home we never set aside time to spend together. This really helped us listen to one another and be present together."*
- Another participant said, *"I feel closer to my wife than I have in years. Thank you for this."*
  - While not discussed in great volume, two (16.6%) participants shared that they felt like the workshop restored their hope for their relationship to improve.
    - For example, one participant shared, *"Before this workshop, I think we both saw divorce in the future. But I can say that, at least for me, there is hope again."*

- Ninety-one percent (n=49) of the participants agreed (46.3%, n=25) or strongly agreed (44.4%, n=24) with the statement "I am satisfied with the Family Reunion Workshop". Among those who shared follow up comments (14.8%, n=8), there was one major theme.
  - participants shared that they **wish the workshop were spread out over time rather than all at once**.
    - For example, one participant said, *"Doing this over a few weeks would be nice, because we could practice at home and then come back together and discuss how it went."*
    - Another shared, *"I'm worried we will forget and fall back into old patterns as time goes on. It would be nice to spread the sessions out a bit, or at least have more check ins together."*

Observer Assessment Results

- The observer strongly agreed (5 out of 5 on a Likert scale, where 5 was "strongly agree")
  .
  - When prompted to share

- The observer strongly disagreed (1 out of 5 on a Likert scale, where 5 was "strongly agree") that the facilitators successfully engaged participants in the Workshop content. This varied greatly from the average score for facilitator engagement across all observer assessments of facilitators, 4.3, indicating high agreement.
  - When prompted to share
    -
    -

Interpretation of Findings

Evaluation Question 1: To what extent was the Family Reunion Workshop delivered as intended across all workshops regardless of facilitators or location?
Findings from the observer assessment and participant Wrap-Up survey indicate that the facilitators from this workshop were successful in their facilitation of the workshop. Compared to the average engagement score (mean=4.3) for facilitators across workshops, the facilitators for this workshop were less successful with a score of 2. This suggests that these facilitators are not necessarily using the same engagement tactics as other facilitators, and this is an opportunity for improvement.

Evaluation Question 2: To what extent are the Family Reunion participants having a positive experience with the Family Reunion Workshop?
Findings from the participant Wrap-Up survey indicate an overall positive experience with the workshop: 72.2% (n=39) of participants thought the workshop was well facilitated, 80% (n=43) thought the curriculum was easy to follow, 91% (n=49) felt the workshop was beneficial, and 91% (n=49) were satisfied with the workshop. As discussed in Evaluation Question 1, findings from the observer assessment indicate that engagement could be improved, and Wrap-Up survey participant feedback aligned with this. The Wrap-Up survey findings also suggest resources provided can be improved, as discussed in Evaluation Question 1.

Data from observer assessments and participant Wrap-Up surveys indicate that the facilitators provided the key concepts of the curriculum, and that the facilitation was done well overall. Both data also indicate that the facilitators could improve their ability to engage participants. Observer rating for engagement was low. The overall participant ratings from the Wrap-Up survey were fairly good. The qualitative feedback indicated interest in different types of learning activities. There was little contradiction across data sources, but the participant Wrap-Up survey had important findings about resources offered during the workshop. Only 66.7% (n=36) of the participants agreed or strongly agreed that the resources were useful. This suggests that we need to revisit this portion of the workshop. The data showed that useful resources included mental health resources and resources for marital counseling. Suggestions for additional resources included communication resources for co-parenting, support groups for military/veteran spouses, and resources on healthy communication about finances. These evaluation findings are mostly consistent with how we thought our program was working. We knew that our resources need to be updated but did not realize just how much improvement was needed. We were somewhat surprised by the engagement score, but also recognize that we have not focused on training our facilitators in this area. We still need to work on engagement and on providing relevant resources to participants. But our process evaluation findings indicate that the overall program workshop is going well.

Recommendations and Utilization
We have two recommendations from this evaluation based on the findings:

1. Identify ways to improve participant engagement
   - Collaborate with workshop managers, facilitators, and partners to identify successful engagement tactics for adult learning
   - Update workshop curriculum and facilitator training based on the best practices identified

2. Update resources offered to align with participant needs
   - Collaborate with case managers to identify appropriate resources for participating families
   - Continue using participant feedback to routinely update resources offered
   - Develop and implement an annual process for reviewing and updating resources

The recommendations from this evaluation are primarily for our workshop program manager, who develops the workshop curriculum and trainings for all facilitators. These recommendations will also affect the facilitators. These will inform how they are trained and expected to facilitate workshops. The findings from this evaluation also increase our interest to further examine engagement tactics used by other facilitators to assess the most successful approaches for keeping the participants engaged throughout the workshop. We plan to develop a small evaluation to do so in the coming workshop season. We will use potential findings to inform our facilitator training next year. We have been experiencing high staff turnover. Any recommendations and actions from this evaluation need to be communicated across staff to ensure that we can successfully carry them forward. We believe these evaluation recommendations are fully feasible for our program to act on, and we believe they will greatly benefit our program and participants. We engaged relevant partners and participants to provide feedback on the interpretation and findings from this evaluation. We can never remove bias entirely but took measures to address it. We engaged in a

process to interrogate our own biases throughout each step of the evaluation. We strongly believe that this collaborative and reflective approach has allowed us to develop recommendations that are free of any harmful bias.

Limitations and Contextual Factors
This workshop was mostly attended by younger veterans. Our workshop was originally created for an older generation of veterans. This difference may be influencing the resources they are interested in. It will be important for us to provide relevant resources for veterans and families across age groups. Our observer assessments are completed by different observers across workshops. There is some subjectivity to their responses. We provide the same training to all, but there will always be some level of difference in this way. There may be some bias in the participant Wrap-Up survey. While we encourage all feedback, there may be bias toward providing positive feedback on the workshop. The use of a survey also has some limitations that may be relevant to our findings. We provided participants with the opportunity to submit follow-up statements and some opted not to do so. We cannot generalize the findings from the follow-up statements to all workshop participants. The survey also relies on closed-ended questions with predetermined response options. Some participants may have been unable to express additional thoughts and opinions about the workshop that did not align with the survey's structured format.

C. Communication and Dissemination Plan

COMMUNICATION AND DISSEMINATION PLAN

Key Messages:

1. We evaluated our Family Reunion Workshop to improve consistency and participant experience.
2. We learned that our Workshop facilitation has room for improvement in the following areas:
   a. Clarity and ease to follow along.
   b. Sharing of resource.
3. We also learned that participants are highly satisfied overall and find the workshop beneficial. Participant suggestions for increasing benefits include:
   a. More time allotted for practicing communication skills.
   b. Individual sessions to check in with each interest holder for feedback.
4. We plan to use this feedback to improve our Family Reunion Workshop and to continue evaluating this program.
5. We would like you to learn more about this work.

 Please see our audiences and products below.

Communication Audiences and Products

Audience	Call to Action	Key Messages	Communication Products
Implementers/ Staff • Family Reunion Workshop Facilitators • Workshop Observers Reunion Managers • Certified Therapeutic Recreational Specialists	Our evaluation findings can help you do your job. Use this information to improve your work.	We evaluated our Family Reunion Workshop to improve consistency and participant experience. We learned that our Workshop facilitation has room for improvement in the following areas: • Clarity and ease to follow along. • Sharing of resources. We also learned that participants are highly satisfied overall and find the workshop beneficial. Participant suggestions for increasing benefits include: • More time allotted for practicing communication skills. • Individual sessions to check in with each interest holder for feedback.	One-pager Evaluation Findings Summary Final Presentation

Decision Makers / Leadership • Staff Executive Team & Administrative Staff (CEO, Family Support Manager, Family Engagement Coordinator, Development Coordinator) • Program Committee & Development Committee from Board of Directors	Our evaluation findings can help you promote our work. Use this information to improve strategic planning and make informed decisions.	We evaluated our Family Reunion Workshop to improve consistency and participant experience. We learned that our Workshop facilitation has room for improvement in the following areas: • Clarity and ease to follow along. • Sharing of resources. We also learned that participants are highly satisfied overall and find the workshop beneficial. Participant suggestions for increasing benefits include: • More time allotted for practicing communication skills. • Individual sessions to check in with each interest holder for feedback.	One-pager Evaluation Findings Summary Final Presentation Data Dashboard
Working Partners/ Collaborators • Reunion Center Partners (specific people to be determined by location) • Partner Veteran Serving Organizations	Our evaluation findings may be useful for you. We hope you will use these findings: • To learn more about us. • To get more involved for whatever need you may have.	We evaluated our Family Reunion Workshop to improve consistency and participant experience. We learned that our Workshop is going very well, and also identified opportunities for improvement. We would like to share more about this with you. If you are interested to learning more or becoming involved, please contact us. We plan to use this feedback to improve our Family Reunion Workshop and to continue evaluating this program. We are eager for your interest and support for this work and continued evaluation.	Newsletter Email One-pager Website Content

Communication and Dissemination Plan

Communication Product	Dissemination Channel	Implementation Activities	Timeline	Staff Responsibility
One pager	One-pager will be developed and emailed out to team ahead of weekly staff meeting.	Product Development Team Reconnect Evaluation Team will lead development of One-pager Evaluation Findings Summary, and Final Presentation. Product Dissemination Team Reconnect Evaluation Team will work with relevant staff members (e.g., Program Managers, Marketing Manager) to refine and disseminate.	One-pager to be shared at staff meeting last week of May	Evaluation Team
Final	Presentation will be developed and	Product Development Team Reconnect Evaluation Team	Staff meeting	Evaluation

Presentation	presented at weekly staff meeting. Presentation will be emailed out after meeting for those that request it. Presentation will be developed and: • Presented at weekly executive team meeting • Presentation will be emailed out after meeting for those that request it. • Presented at bimonthly board meeting.	will lead development of One-pager Evaluation Findings Summary, and Final Presentation. Product Dissemination Team Reconnect Evaluation Team will work with relevant staff members (e.g., Program Managers, Marketing Manager) to refine and disseminate.	presentation will take place in late June/early July 2023	Team
Newsletter Email	Newsletter to be developed and sent via constant contact to a select group of collaborators and interest holders.	Evaluation lead will collaborate with relevant staff members (e.g., Communications and Marketing Managers) to refine and disseminate Newsletter Email and Website content.	July 2023	Evaluation Team
Website Content	Website content to be developed and content placed on website under mission & research section.	Evaluation lead will collaborate with relevant staff members (e.g., Communications and Marketing Managers) to refine and disseminate Newsletter Email and Website content.	July 2023	Evaluation Team
Evaluation findings summary	Evaluation Findings Summary will be developed and emailed out to team ahead of bimonthly evaluation meeting.	Product Development Team Reconnect Evaluation Team will lead development of One-pager Evaluation Findings Summary, and Final Presentation. Product Dissemination Team Reconnect Evaluation Team will work with relevant staff members (e.g., Program Managers, Marketing Manager) to refine and disseminate.	Evaluation Findings Summary will be shared at the May evaluation meeting	Evaluation Team

| Data Dashboard | Data Dashboard will be:

Developed in Salesforce to include all data.

Launched via email to notify all leadership and decision makers.

Presented at weekly executive team meeting and bimonthly board meeting.

Reviewed biweekly to ensure data quality and functionality. | Data Specialist to launch Data dashboard, monitor dashboard, and review data during quarterly Team Reconnect Executive Team meetings.

Team Reconnect Product Development:
• Evaluation Team will lead development of the One-pager and collaborate with Communications and Marketing Managers to develop Newsletter Email.
• Team Reconnect Evaluation Lead will collaborate with Communications and Marketing Managers to develop Website content.

Team Reconnect Product Dissemination:
• Evaluation Team will disseminate One- pager work to collaborators and interest holders.
• Evaluation lead will collaborate with relevant staff members (e.g., Communications and Marketing Managers) to refine and disseminate Newsletter Email and Website content. | Data Dashboard developed by June 1, 2023 | Data Specialist |

A. Evaluation Plan

Olivetown for Vets

Formative Evaluation Plan
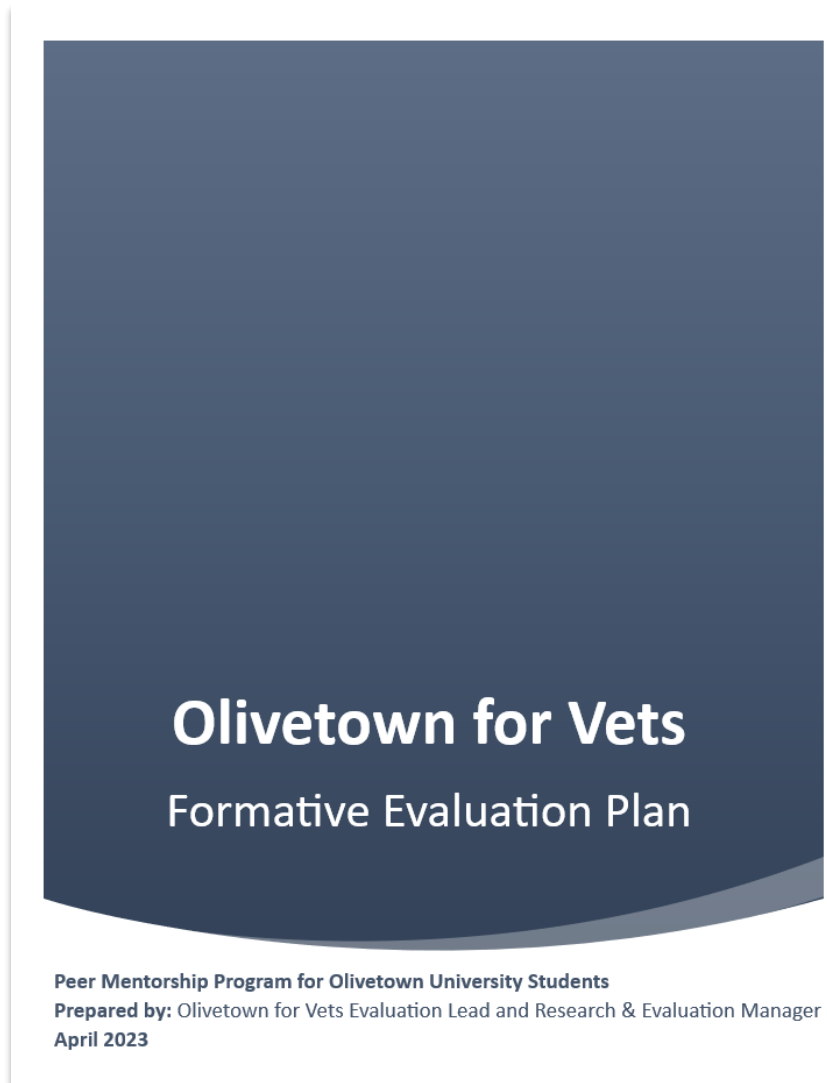
Peer Mentorship Program for Olivetown University Students
Prepared by: Olivetown for Vets Evaluation Lead and Research & Evaluation Manager
April 2023

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BACKGROUND

Olivetown for Vets
Olivetown for Vets is a non-profit organization working collaboratively with Olivetown University to serve student veterans. Olivetown for Vets was founded in 2015 by two student veterans working with the Olivetown University Student Support Center and was a volunteer-based program until it established 501c(3) status in 2019. Olivetown for Vets' mission is to foster a higher education environment that allows student veterans to thrive.

Public Health Problem
People of any age, sex, race, ethnicity, or background may be at risk for suicide, but certain groups experience substantially higher rates of suicide and suicide attempts than the general U.S. population. For example, 6,146 veterans died by suicide in 2020. Veterans account for about 13.9% of suicides among adults in the United States and have an adjusted suicide rate that is 57.3% greater than the non-veteran U.S. adult population. Clearly, veterans experience more negative social conditions and other factors that put them at a higher risk for suicide. Further research and work with veterans are needed to address and alleviate these disparities.

Both those who have served and those without any connection to the military increasingly experience what has become known as the military-civilian divide: the experiential, cultural, and social gulf between service members and veterans, and civilians. Additionally, Social Determinants of Health (SDOH) have a major impact on health and wellbeing. SDOH are the conditions within the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.

According to Umucu et al., student veterans face many adverse internal and external stressors such as transitional, academic, and disability related challenges. National-level data on student veterans has been difficult to collect, analyze, and interpret due to poor collection methods, narrow inclusion criteria, and errors in identifying student veterans. A study by Rudd, Goulding, and Bryan (2011) showed a prevalence of suicidal thoughts and behaviors in a national sample of student veterans, while Blosnich et al., (2017) asserted that suicidal ideation and suicide attempts in their college sample was similar to other college populations, though student veterans reported significantly higher odds of engaging in self-harming behavior.

PROGRAM DESCRIPTION

Population being served by Olivetown University Mentorship Program
Olivetown University has approximately 25,000 students, and approximately 17% (4,250) of students are veterans. Olivetown for Vets works to meet the needs of student veterans who are transitioning from the military to the college environment at Olivetown University. Olivetown for Vets aims to provide resources and services to these students to ensure a smooth and healthy transition.

Mentorship Program Goals
The current Mentorship Program at Olivetown University involves mentors being trained to facilitate meetings with mentees, listen and respond to mentees' concerns, and know when and how to refer to outside professionals when appropriate. Mentor-mentee meetings are designed to provide a listening ear for the challenges mentees may face as they navigate campus life, help them gain skills in goal setting, and refer mentees to relevant resources.

Adding the student veteran-specific module within the current Mentorship Program at Olivetown University will meet the goal of serving the unique needs of student veterans who are transitioning from the military to the college environment. The goal of this module is to create protective environments, improve access and utilization of mental and behavioral health resources and services, promote healthy connections, and teach coping and problem-solving skills to reduce the number of suicides among student veterans.

Mentorship Program Stage of Development
The addition of a student veteran-specific module is currently in the planning stage of development as Olivetown for Vets seeks to determine program need, scope and best potential practices. Olivetown for Vets will focus on a formative evaluation to inform the student veteran-specific module for the Olivetown University Mentorship Program.

Mentorship Program Logic Model Components
Our program logic model (see Appendix B) has been developed to provide a roadmap for how the Mentorship Program is intended to work and what outcomes we expect from program activities. The student veteran-specific module to be integrated into the current Mentorship Program curriculum is currently in the developmental stage. The logic model reflects necessary inputs, activities, outputs, and expected outcomes related to our formative evaluation to develop this program module.

Inputs. The inputs for this program include existing data, data collection participants, and organizational contributions. Existing data includes data from document review of current materials and curricula used for the Mentorship Program, internal program data, and student registration data. Data collection participants include current and prior program participants, non-participating student Veterans, and subject matter experts. Organizational contributions include Olivetown for Vets staff time, expertise, and resources, as well as CDC Foundation funding and technical assistance.

Activities. The activities to be accomplished during the planning stage of the program are to collect additional data, analyze and synthesize these data with existing data, and use findings to develop a veteran curriculum for the Olivetown University Mentorship Program. Data collection activities will focus on gathering information on best practices for suicide prevention among student veterans, existing and prior program participant needs and program feedback, and non-participating student veteran needs. After collection, these data will then be analyzed and synthesized with existing data (document review, internal program data, and student registration data).

The findings from this synthesis will then be used to develop a veteran specific module in the Mentorship Program's curriculum. More details about how these activities will be conducted are described in the Evaluation Project section below.

Outputs. The direct products from each of these activities include the following:

- Data collection activities will produce evaluation data.
- The analysis and synthesis will produce credible evaluation findings to inform the student veteran-specific Mentorship Program module.
- Lastly, use of these findings will produce a data-informed student veteran-specific Mentorship Program module.

These three outputs are not expected simultaneously but must occur sequentially with their related activity. Once the data are collected, they

will be used to produce the student veteran-specific module that addresses the student veteran needs. This module will then be implemented, and we will expect to begin seeing positive change in our program outcomes.

Outcomes. All outcomes are designed to reduce suicide morbidity (including ideation, self-harm, intentional overdoses, etc.) and mortality among student veterans. The short-term outcomes listed below are expected to lead to the mid-term outcomes, which are then expected to lead to the long-term outcomes.

Short-term outcomes include increased number of student veterans participating in the Mentorship Program, increased number of program participants with access to resiliency skills, tools, and connection to other people, and increased number of student veterans (who report suicidal behavior or ideation) that are connected to appropriate services. We expect these to occur 1 year after the student veteran-specific module is added to the program.

Mid-term outcomes include an increased number of student veterans recruited and retained in the Mentorship Program, an increased number of student veterans who report improved resilience as measured by the brief resilience scale, an increased number of student veterans who report a sense of well-being due to program participation, and an increased number of student veterans with suicidal ideation and other morbidities (i.e., previous attempts, self-harm, intentional overdose, etc.) who receive effective support. We expect these to occur within 1-3 years.

Long-term outcomes include expansion of program to other college campuses, increased protective factors and decreased risk factors among student veterans, and ultimately decreased suicide morbidity (to include ideation, self-harm, intentional overdose, etc.) and mortality among student veterans. Within the logic model, you can see that both mid-term outcomes and earlier long-term outcomes are expected to lead to decreased suicide morbidity and mortality among student veterans. We expect these to occur after 3 years.

Assumptions. Moving forward, the work will be guided by the following assumptions:

- Both risk and protective factors influence a student veteran's ability to successfully transition from service and find new purpose within a new setting.
- Building resiliency skills through peer mentorship is valuable to campus faculty, staff, and student veterans. Student veterans will want to participate in this program both as mentees and mentors.
- The veteran resource centers and mental health clinics on college campuses will agree to participate in program implementation.

Alignment with Upstream Suicide Prevention Model
The Mentorship Program is designed to increase resiliency skills, improve mental health, and ease life adjustments for college students. By adding the student veteran-specific module to the program, the program can connect student veterans to others, including fellow veterans, and to relevant resources for veterans, ultimately reducing the risk for suicide. The Mentorship Program is aligned with both the Connectedness and Community Integration upstream suicide prevention models.

Contextual Factors
Contextual factors involved in completing the evaluation to develop the student veteran-specific module include: time, student familiarity with the Mentorship Program, investigation of best practices being too narrowly focused, inattention to detail when collecting information, program commitment

to working with interest holders to determine collaborative impacts, and those in charge seeing evaluation as a threat to the status quo. Steps will be taken to ensure adequate time exists to learn more about the Mentorship Program and engage with interest holders within the time constraints of the grant period. The evaluation lead will follow up with interest holders to ensure collective efforts are maintained. Contextual factors involved for the implementation of the student veteran-specific module within the Mentorship Program relies on student veteran participation and accessibility to specific resources and services for student veterans.

EVALUATION FOCUS AND PURPOSE

The formative focus of this evaluation is to assess student veteran needs and identify best practices to inform the development of a student veteran program at Olivetown University. The purpose of this evaluation is to gather necessary information to inform the development of a student veteran module within the existing Olivetown University Mentorship Program.

The following evaluation questions (EQs) will guide our evaluation:
- EQ #1: What do Olivetown University student veterans need from a peer Mentorship Program?
- EQ #2: What are the best practices for preventing suicide among student veterans in higher education settings?

Anticipated Barriers
Students can be very busy, so we hope that recruiting them for participation is not too difficult. We recognize that the timing of our evaluation activities must align well with their academic schedules. For example, we plan to avoid collecting data right before or during final exam time. We also plan to provide incentives for participation, such as options to enter a raffle for gift cards to local restaurants.

Evaluation Project Interest Holders and Contributors
The Evaluation Team consists of the Evaluation Lead and the Research & Evaluation Manager. Their responsibilities are to aid in the development of the evaluation plan, design evaluation tools, collect data, and analyze and report results. Mentorship Program staff involved in the evaluation include two Senior Prevention Specialists and Program Administrator. They will help list possible placement of inclusive student veteran specific criteria within the Mentorship Program curriculum, collect student veteran data from online program forms, and provide participant data from mentee feedback forms and mentee sign up forms.

Evaluation interest holders include a varied group of experts who have an interest in the evaluation findings and utilization as they directly relate to their work in public health, health care, government, non-profits, academia, peer mentorship programs, and suicide prevention, especially in relation to the veteran population. Our evaluation interest holders include Olivetown University Mentorship Program staff, Olivetown University board and leadership, Veteran Resource Centers and Counseling Centers on school campuses, subject matter experts, student veterans, and CDC Foundation. All interest holders that will be engaged or have a distinct role throughout the project. This also includes evaluation findings that each of the individuals, groups, and organizations will be interested in learning from this evaluation project.

Table 1. Evaluation Interest Holder Engagement Plan

Interest Holder Category	Interest Holder Identification	Evaluation Findings of Interest	Interest Holder Role and Engagement
Implementers/ Program Staff	Mentor Programming Staff (Mentors, Program Trainers, Suicide Prevention Trainers, Program Associate, Senior Prevention Specialist, Campus Advisor) The Evaluation Team Olivetown for Vets Staff	Implementing partners and staff will be interested in learning about what student veterans need and how they can adapt their programs to meet those needs. Implementers and staff will be interested in learning best practices for designing and implementing peer to peer programs for student veterans.	Implementing partners and staff will be initially engaged through a staff meeting and update email. Implementing partners will be engaged by providing the Evaluation Team with information on how the program is implemented, what data are available, etc. They will also receive updates from the Evaluation Team via email and standing meetings. The Evaluation Team will meet regularly to develop the evaluation plan, implement the project, and engage all partners throughout the evaluation. They will be responsible for the successful data collection, analysis, and reporting of the evaluation findings. Program staff will be engaged through regular meetings and asked to provide program updates. They will assist the Evaluation Team in describing the program, designing data collection tools, and collecting data by communicating with program participants.
Decision Makers / Leadership	Olivetown For Vets Board and Leadership	The Olivetown for Vets board and leadership will be interested in findings to better understand what student veterans need, how those needs can be translated into a student veteran module for the Mentorship Program, and the best practices for preventing suicide among student veterans in higher education settings.	The Olivetown for Vets leadership will be initially engaged at a monthly leadership and evaluation meeting and continue to be engaged via updates at these monthly meetings. They will be involved in utilizing the evaluation findings to develop a curriculum specific to meeting these needs for student veterans as mentors and mentees of the program. The Olivetown for Vets board members will be engaged through board meetings and will receive regular updates on the project and findings to inform their strategic planning and recommendations for the organization.

Partners/ Collaborators	Evaluation partners Veteran Resource Centers and Counseling Centers on school campuses Subject Matter Experts (SME)	The working partners and collaborators will be interested in findings to better understand who is participating in the program, what are their needs, how those needs can inform student support inside and outside of the Mentorship Program, and the best practices for preventing suicide among student veterans in higher education settings. Evaluation partners that work in various fields (i.e., public health, health care, government, non-profits, academia, peer mentorship programs, and suicide prevention) will have an interest in the evaluation findings to adopt or adapt these Mentorship Program development plans as they relate to their work with veteran populations.	Veteran Resource Centers and Counseling Centers on school campuses will be initially engaged through an outreach meeting to provide overview and invite participation. They will continue to be engaged through email outreach and additional partner meetings throughout the project. They will be able to provide official information on student veterans enrolled at the University and collaborate on solutions to improving services for student veterans. Active evaluation partners will be engaged through monthly Evaluation Partner meetings and will be involved in recruitment, data collection, analysis, interpretation, and utilization of findings. SMEs will be engaged through email to share their perspectives on best practices to prevent suicide among student veterans and on developing peer Mentorship Programs for students and for veterans.
Funders	CDC Foundation Additional Funders	CDC Foundation will be interested in findings to better understand how we built evaluation capacity through the VSPE program. Additional funders may be interested in our process, findings, and program improvements to inform investment decisions.	CDC Foundation will be engaged through monthly technical assistance calls and a final presentation.
Program Participants and Community Members	Mentorship Program Participants Student veterans	Mentorship Program Participants may be interested in findings to understand how the program is working to improve its services. Those who participated in data collection may also be interested to see how that data will be used to improve the program. Student veterans may be interested in findings from to better understand needs of their peers (previous, current and new student veterans) and how those needs will be addressed in the Mentorship Program.	Student veterans will be engaged via email and in-person Mentorship Program activities for the following purposes: encourage retention and fortify program recruitment, share curated campus resources to address their needs and share relevant evaluation findings.

EVALUATION METHODS

Evaluation Indicators and Data Sources
Indicators and data sources have been identified to capture necessary information for both of our evaluation questions. The data sources we intend to use include primary (to be collected) and secondary (existing) data. Please see Table 2a. and 2b. below for additional detail.

Table 2a. Indicators and Data Sources for Evaluation Question 1

Evaluation Question 1:
What do Olivetown University student veterans need from a peer Mentorship Program?

Indicators	Data Sources	Data Collection Methods
Demographic characteristics (such as age, gender identity, race/ethnicity, academic status and academic major) of student veterans attending Olivetown University	Olivetown University student veteran registration information	Olivetown University student veteran registration information already exists. Data will be obtained from the veteran resource center at Olivetown University.
Identified needs of prior and current student veteran Mentorship Program participants at Olivetown University	Prior and current student veteran Mentorship Program participants at Olivetown University	Interviews with prior and current Mentorship Program participants at Olivetown University will be conducted. Interviews will be semi-structured. The data will be from responses to Questions 4-9 in the interview guide.
Perspectives of prior and current student veteran Mentorship Program participants at Olivetown University on opportunities for program improvement	Prior and current student veteran Mentorship Program participants at Olivetown University	Interviews with prior and current Mentorship Program participants at Olivetown University will be conducted. Interviews will be semi-structured. The data will be from responses to Questions 10-19 in the interview guide.
Identified needs of non-participating student veterans attending Olivetown University	Non-participating student veterans attending Olivetown University	A survey with non-participating student veterans attending Olivetown University will be conducted. The data collection instrument for this indicator has not yet been developed (question numbers TBD).

Table 2b. Indicators and Data Sources for Evaluation Question 2

Evaluation Question 2:
What are the best practices for preventing suicide among student veterans in higher education settings?

Indicators	Data Sources	Data Collection Methods
Identified best practices from current literature on preventing suicide among student veterans through: Programs in higher education settings Peer Mentorship Programs for students in higher education and Peer Mentorship Programs for veterans	Literature review on suicide prevention among student veterans	Literature review focused on suicide prevention among student veterans will be conducted using Google Scholar and other databases.
Identified best practices from subject matter experts on preventing suicide among student veterans through: Programs in higher education settings Peer Mentorship Programs for students in higher education and Peer Mentorship Programs for veterans	Subject matter experts focused on suicide prevention among student veterans	Key informant interviews with subject matter experts focused on suicide prevention among student veterans will be conducted to discuss best practices gathered during literature review, and to identify additional promising strategies to reduce and prevent suicide among student veterans. The data collection instrument for this indicator has not yet been developed (question numbers TBD).

Data Collection
Primary data sources to be used during the program evaluation include semi structured interviews with current and prior Mentorship Program participants, a survey with non-participating students, a literature review, and key informant interviews with subject matter experts. Secondary data sources for this evaluation include existing internal Mentorship Program data, Olivetown University student registration data, and data from a document review of current materials and curricula used in the Mentorship Program. Please see additional information on collection method, person responsible, and collection timeline and frequency in Table 3 below.

Table 3. Data Collection Plan

Data Collection Methods	Person Responsible for Data Collection	Collection Timeline and Frequency
Olivetown University student veteran registration information	Olivetown University veterans resource center collects these data as new participants register. Olivetown for Vets evaluation and lead will contact veteran resource center at Olivetown University to obtain access at start of each academic calendar.	August-September 2023 (once)
Interviews with prior and current Mentorship Program participants at Olivetown University	Olivetown for Vets evaluation lead and Research & Evaluation Manager will conduct the interviews.	March-April 2023 (once)
Survey with non-participating student veterans attending Olivetown University	Olivetown for Vets evaluation lead will disseminate survey through weekly veteran newsletter to non-participating student veterans attending Olivetown University.	September-October 2023 (once)
Literature review focused on suicide prevention among student veterans	Olivetown for Vets evaluation lead and Research & Evaluation Manager will conduct the literature review.	April 2023 (once)
Key informant interviews with subject matter experts focused on suicide prevention among student veterans	Olivetown for Vets evaluation lead and Research & Evaluation Manager will conduct the key informant interviews.	June-July 2023 (once)

Data Management

All Mentorship Program data will be collected and stored securely by Olivetown for Vets on a HIPAA compliant server (SharePoint). Only deidentified, aggregated information will be shared outside of Olivetown for Vets. All student veteran program participants will be asked for their consent prior to conducting the interviews.

Similarly, any participant feedback or information gathered by Olivetown for Vets during the literature review or feedback with subject matter experts will be collected and stored on a secure server. A USB drive will serve as backup and kept in a secure location to be accessed only by authorized staff. Table 4 below provides more information on the data management plan for each data source.

Table 4. Data Management Plan

Data Collection Methods	Data Management Plan	Person Responsible for Management
Olivetown University student veteran registration information	Data are collected and securely stored by Olivetown University veteran resource center. Deidentified, aggregated information obtained by Olivetown for Vets Evaluation Lead will be stored on secure HIPAA compliant server (SharePoint).	Olivetown University veteran resource center and Olivetown for Vets Evaluation Lead
Interviews with prior and current Mentorship Program participants at Olivetown University	Interview recordings and Teams transcriptions will be stored on secure HIPAA compliant server (SharePoint). Only deidentified, aggregated information will be shared outside of the organization.	Olivetown for Vets Evaluation Lead
Survey with non-participating student veterans attending Olivetown University	Survey responses will be stored on a secure HIPAA compliant server (SharePoint). Only deidentified, aggregated information will be shared outside of the organization.	Olivetown for Vets Evaluation Lead
Literature review focused on suicide prevention among student veterans	Articles gathered and findings from the literature review will be stored on Olivetown for Vets SharePoint.	Olivetown for Vets Evaluation Lead
Key informant interviews with subject matter experts focused on suicide prevention among student veterans	Key informant interview data will be de-identified and be stored in organized folders on SharePoint.	Olivetown for Vets Evaluation Lead

Data Analysis

We will analyze, synthesize, and interpret quantitative and qualitative data from multiple data sources.

Quantitative data will include data from the mentee feedback form, mentee sign-up form, student veteran school registration information, and the closed-ended responses from the survey with non-participating student veterans attending Olivetown University. Quantitative responses will be analyzed using descriptive statistics in Excel to assess opportunities for improvement, student veteran needs, student demographics, and other student veteran information. Please see Table 5 for additional details.

Qualitative data will include interview transcripts with prior and current program participants, open-ended responses from the survey with non-participating student veterans and the participant feedback form, detailed notes from the key informant interviews, and data from the document review of current program materials. All qualitative data will be coded by two team members, compared and reconciled, then thematically analyzed using Word to contextualize findings. Please see Table 4 for additional details.

Once data has been analyzed and summarized, we will engage internal interest holders to collaboratively interpret the findings, and results will be

shared for review and validation with the additional interest holders and collaborators. Next, we will meet to discuss and interpret the evaluation findings and draw conclusions that will inform the development of the student veteran Mentorship module. The group will also serve as a sounding board should unexpected barriers arise (e.g., lack of survey or interview participation, dearth of specific information during the literature review) with the goal of finding feasible solutions together.

Table 5. Data Analysis Methods

Data Collection Methods	Data Analysis Methods	Person Responsible for Analysis	Analysis Timeline and Frequency
Olivetown University student veteran registration information	Quantitative data will be analyzed using descriptive analysis in Excel to assess demographics and other student veteran information.	Olivetown for Vets Evaluation Team	Once, September 2023
Interviews with prior and current Mentorship Program participants at Olivetown University	Interview transcripts will be coded by one team member. Thematic analysis will be done using Word to understand student veteran needs and opportunities for program improvement.	Olivetown for Vets Evaluation Lead and Research & Evaluation Manager	Once, April 2023
Survey with non-participating student veterans attending Olivetown University	Quantitative responses will be analyzed using descriptive analysis in Excel to assess needs. Demographics data will also be analyzed to add context to responses on identified needs. Qualitative responses will be coded by one team member. Thematic analysis will be done using Word to contextualize findings.	Olivetown for Vets Evaluation Team	Once, October 2023
Literature review focused on suicide prevention among student veterans	Olivetown for Vets Evaluation Lead and Research Manager will utilize Google Scholar and include work that focuses on suicide prevention among student veterans in higher education. Literature will then be analyzed to detect common themes and patterns related to best practices using Word.	Olivetown for Vets Evaluation Lead and Research & Evaluation Manager	Once, April 2023
Key informant interviews with subject matter experts focused on suicide prevention among student veterans	Extensive notes from key informant interviews will be coded by two team members, compared and reconciled, then thematically analyzed using Word to identify best and promising practices.	Olivetown for Vets Evaluation Lead and Research & Evaluation Manager	Once, July 2023

Intended Utilization of Evaluation Findings
We plan to utilize these evaluation findings to inform the development of a student veteran module within the existing Olivetown University Mentorship Program. These evaluation findings will allow us to make data-driven decisions as we plan and implement this new program to serve student veterans. We also plan to utilize these findings to identify new opportunities for continued evaluation in our programs. Our leadership and partners may utilize the findings to better understand what student veterans need, provide input into our program planning process, and inform their

own decision making. Student veterans may use these findings to assess whether their needs align with other student veterans and hopefully encourage them to become more involved in the Mentorship Program.

Communication and Dissemination
The goal of the communication plan is to identify how we will relay evaluation findings to those involved in the evaluation process and to inform key interest holders whose work aligns with addressing needs and promoting best practices to prevent suicide among student veterans. Key audiences include Olivetown for Vets staff, board and leadership, collaborators/ partners such as the Veteran Resource Center and counseling centers on the campuses of Olivetown University, and student veterans who participated in evaluation data collection. We hope that disseminating these findings will not only increase interest and participation in the Mentorship Program, but also increase confidence in this data-driven approach and garner more investment.
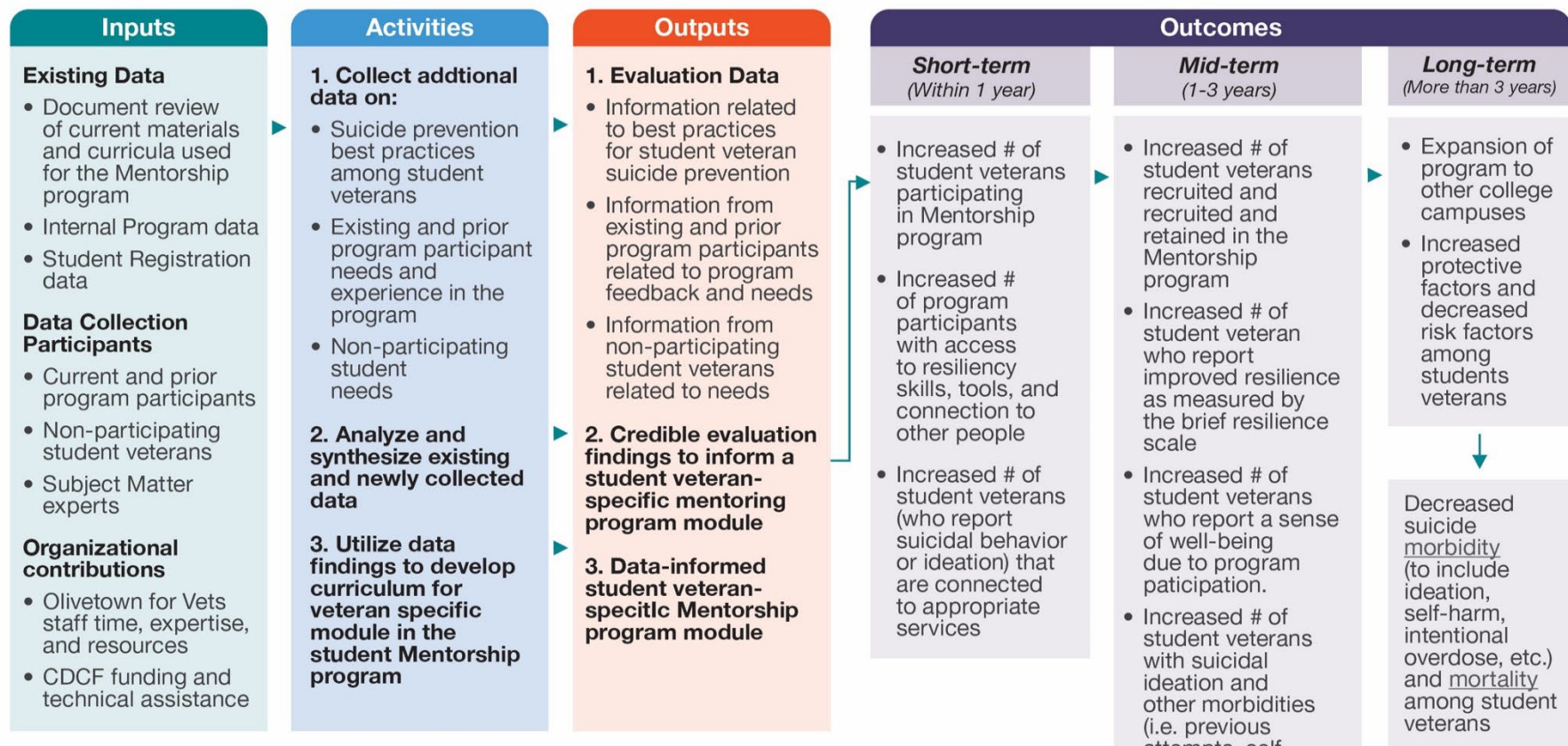
TIMELINE

Month and Year	Evaluation Activities	Person(s) Responsible
April 2023	Develop the interview guide for prior and current student veterans in the Mentorship Program Conduct interviews with prior and current student veterans in the Mentorship Program	Olivetown for Vets Evaluation Lead to collaborate on the interviews and the document review
May 2023	Conduct document review of current Mentorship forms and program curricula Analyze interview data Write project summary and lessons learned document Prepare for final presentation	Olivetown for Vets Evaluation Lead to collaborate on the interviews, document review and prepare for the literature review
June 2023	Conduct a literature review that includes looking at programs in higher education settings, peer mentorship programs for students in higher education, and peer mentorship programs for veterans Final presentation and reverse site visit Develop the survey for student veterans who have NOT participated in the Mentorship Program using MS Forms Invite student veterans who have NOT participated in the Mentorship Program to answer survey (Survey will be open for 2 weeks)	Olivetown for Vets Evaluation Lead to collaborate on the presentation and the literature review, and to attend the reverse site visit. After the VSPE project period, the survey will be conducted by Olivetown for Vets
July to September 2023	Development of the student veteran module Key informant interviews with subject matter experts	Olivetown for Vets Personnel to be determined
October to December 2023	Test pilot student veteran module Implement new program strategies to include updated materials, policies, and procedures	Olivetown for Vets Personnel to be determined

Appendix

Olivetown for Vets Logic Model for Student Veteran Mentorship Program at Olivetown University

Inputs	Activities	Outputs	Outcomes		
			Short-term (Within 1 year)	**Mid-term** (1-3 years)	**Long-term** (More than 3 years)

Inputs

Existing Data
- Document review of current materials and curricula used for the Mentorship program
- Internal Program data
- Student Registration data

Data Collection Participants
- Current and prior program participants
- Non-participating student veterans
- Subject Matter experts

Organizational contributions
- Olivetown for Vets staff time, expertise, and resources
- CDCF funding and technical assistance

Activities

1. Collect addtional data on:
- Suicide prevention best practices among student veterans
- Existing and prior program participant needs and experience in the program
- Non-participating student needs

2. Analyze and synthesize existing and newly collected data

3. Utilize data findings to develop curriculum for veteran specific module in the student Mentorship program

Outputs

1. Evaluation Data
- Information related to best practices for student veteran suicide prevention
- Information from existing and prior program participants related to program feedback and needs
- Information from non-participating student veterans related to needs

2. Credible evaluation findings to inform a student veteran-specific mentoring program module

3. Data-informed student veteran-specitlc Mentorship program module

Outcomes

Short-term (Within 1 year)
- Increased # of student veterans participating in Mentorship program
- Increased # of program participants with access to resiliency skills, tools, and connection to other people
- Increased # of student veterans (who report suicidal behavior or ideation) that are connected to appropriate services

Mid-term (1-3 years)
- Increased # of student veterans recruited and recruited and retained in the Mentorship program
- Increased # of student veteran who report improved resilience as measured by the brief resilience scale
- Increased # of student veterans who report a sense of well-being due to program paticipation.
- Increased # of student veterans with suicidal ideation and other morbidities (i.e. previous attempts, self-harm, intentional overdose, etc.) who receive effective support

Long-term (More than 3 years)
- Expansion of program to other college campuses
- Increased protective factors and decreased risk factors among students veterans

Decreased suicide morbidity (to include ideation, self-harm, intentional overdose, etc.) and mortality among student veterans

Assumptions
- Both risk and protective factors influence a student Veteran's ability to successfully transition from service and find new purpose within a new setting
- Building resiliency skills through peer mentorship is valuable to campus faculty, staff, and student veterans
- Student veterans will want to participate in this program both as mentees and mentors
- The Veteran Resource Center and mental health clinics on campus will agree to participate in the program implementation

CDC Foundation
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Interview Guide for Prior and Current Student Veteran Program Participants

**Olivetown for Vets Interview Guide for Prior and Current Student Veteran
Mentorship Program Participants at Olivetown University**

Introduction

Interviewer: Hello, I am [name] and I work as [title/role] at [organization]. Thank you so much for your participation today.

Notetaker: And I am [name] and I work as [title/role] at [organization]. I will sit in and take notes.

Interviewer: We reached out to you because you are a student veteran who participated or is participating in the Peer Mentorship Program at Olivetown University. As you are familiar, the Mentorship Program brings together student mentors who receive training to help mentees, who are students who need a little support navigating college life. We are in the process of developing a module that trains mentors to effectively serve mentees who are veterans. Getting your perspective as a Mentorship Program participant can help us build a module that addresses the needs of student veterans like yourself.

This interview should take 40-60 minutes to complete. With your permission, it will be recorded and transcribed. These recordings will be de-identified and stored on a secure server. We will keep these files confidential, meaning only people who work directly with the data have access to your de-identified information. Raw data (recordings) will be deleted after they have been transcribed and analyzed. We will not report on these data individually but at a high level, including all participant feedback.

Your participation in this interview is completely voluntary and we can pause or stop at any time. Do you have any questions before we begin? [wait for response]

Are you willing to proceed with this recorded interview? [wait for response; if yes, start recording]

Interview Questions

General
1. What branch of the military were you in?
2. How long was your service?
3. When did you enroll as a student at Olivetown University?

Transition Background and Participant Needs

4. Tell me about your experience with transitioning from military to student life.
5. What challenges, if any, have you faced or are still facing as part of the military to civilian transition?
6. What needs do you have that have not been met since transitioning into campus life? For example, student employment or source of income, social support, physical or mental health needs.
7. Why did you decide to join the Mentorship Program?
8. Please share how the Mentorship Program has helped address any of your needs, if at all.
9. Please share any of your needs that have been unmet by the Mentorship Program.

Program Experience

We would now like to ask you for feedback on the Mentorship Program. There are no right or wrong answers. Please share openly about your experience.

One of the main components of this program is your interaction with your mentors. We are now going to ask you questions about your experience with your mentor.

Mentor Experience

10. When you joined the program, what were you expecting from your mentor?
11. Describe your experience and interactions with your mentor.
12. What did the mentor do well?
13. What could the mentor have improved upon?

Now, let's talk about your experience with the program overall.

Overall Program Experience

14. What aspects of the Mentorship Program were most useful to you as a student veteran?
15. What aspects of the Mentorship Program were least useful to you as a student veteran?

Overall Program Recommendations

16. What else can the Mentorship Program do to effectively support student veterans?
17. How can we encourage student veterans to join the program?
18. What suggestions do you have for keeping student veterans involved in the program?

Closing

19. These are all the questions I have for you today. Is there anything else you want to share with us about your experience with this program?
20. Anything we have not yet discussed?

This has been a great conversation. Thank you so much for taking the time to speak with me today and sharing your feedback! If you think of anything else that you would like to share, please do not hesitate to reach out to either one of us. Our emails are included on the calendar invitation for today's call. We may also follow up with you to request additional information or clarifications.

You can learn more about the Mentorship Program by going to our website **www.Mentorship.Olivetown.edu.** You can also follow us on social media using our handle @olivetownforvets. If you want to find out more about Olivetown for Vets go to our website, **www.olivetownforvets.org**.Thank you and have a wonderful rest of your day!

B. Justified Conclusions

CONCLUSIONS AND RECOMMENDATIONS

Interviews with current and prior student veteran Mentorship Program participants
Participant demographics
In total, eight program participants took part in interviews. Five (62.5%) were current program participants and three (37.5%) were past program participants. Three (37.5%) served in the Army, two (25%) in the Marines, two (25%) in the Navy, one (12.5%) in the Air Force and none were in the Coast Guard. Two (25%) of interviewees served in the military for less than three years, three (37.5%) served three to five years, two (25%) served six to ten years, and one (12.5%) served more than ten years. Three (37.5%) enrolled at Olivetown University before 2021, three (37.5%) enrolled in 2021, one (12.5%) enrolled in 2022 and one (12.5%) enrolled in 2023.

When asked about needs during transition into campus life (Interview Questions #4-7), three main themes emerged. These themes are included in Table 1 with the number of participants who discussed them, and example quotes.

Table 1. Student Veteran Needs during Transition to Campus

Theme	Number of participants	Example Quotes
Financial security and employment	7	"It can be a lot to both work and be in school full time. But I don't have another option – I gotta pay rent." "Everything is just so expensive. I try to budget but it's stressful and the stress has affected my grades."
Social support	6	"I'd like to connect with more folks who understand what it's like to go straight from the service to being dropped in a college setting. It's not the same as other students." "Even though it's a campus full of people, it can still feel isolating. I'm not always sure how to meet people who I can really relate to."
Accessing mental health resources	4	"I wish there was more counseling available. Sometimes it feels like the counseling center is just checking a box and they send you off." "The school should have more counselors for students. There just aren't enough."

Two main themes emerged when asked how the Mentorship Program helped to address their needs (Interview Question #8). These themes are included Table 2 with the number of participants who discussed them, and example quotes.

Table 2. Needs met by Mentorship Program

Theme	Number of participants	Example Quotes
Connecting to other veterans	8	"Even though I want to connect with more, the program has been really helpful in meeting other vets. And other folks in general. It's been nice to meet up and be able to hang out." "I met my best friend through this program. I think we both felt isolated before and are doing better now that we've got each other's backs." "When I was at OU, meeting other veterans through the program was the main reason I got involved."
Familiarizing with campus	5	"The campus is big and there's lots of parts I don't know yet. The program is fun because we do things in different areas and that's helped me get more familiar." "I've loved the meet ups at the gym and quads. I never knew the gym had a rock wall before going to a Peer Mentorship meet up there!"

One main theme emerged when asked what needs were not met by the Mentorship Program (Question #9). This theme is included Table 3 with the number of participants who discussed it, and example quotes.

Table 3. Needs not met by Mentorship Program

Theme	Number of participants	Example Quotes
Financial security and employment	6	"I need help finding a job. Money is just too tight." "Lots of jobs are hard to get to, because they're off campus and I don't have a car." "I'm not the best with money. Never have been. When I was at OU, it was definitely a problem toward the end of the semester. I wonder if y'all could have helped somehow with skills for managing money."

Two main themes emerged when asked how the Mentorship Program could encourage more students to join (Question #17). These themes are included Table 4 with the number of participants who discussed them, and example quotes.

Table 4. Ways to Encourage Program Participation

Theme	Number of participants	Example Quotes
Reaching students through social media	7	"We're all on Tik Tok. Even finding influencers on campus, would be a good way to reach folks." "When I was involved in the program, there was no social media presence. I think that's a good way to get kids to know about you.
Providing food at events	6	"We're college kids, if you provide food, we will come!" "Food is a great way to get folks to at least show up."

Results of survey with Olivetown University student veterans who have not participated in the Mentorship Program

Participant Demographics

Two thousand, eight hundred sixty (2,860) student veterans received the survey link. Sixty-seven of those were prior and current student veteran Mentorship Program participants and so were not eligible due to participation. They did not complete the survey due to ineligibility. Three hundred and sixty completed the survey among the 2,793 eligible survey respondents (response rate: 12.6%). Fifty six percent of survey respondents (n=198) identified as female. Fifty eight percent (n=206) identified as White, 23% (n=82) African American or Black, 12% (n=44) multi racial, 5% (n=18) Asian, 1% (n=3) American Indian or Alaskan Native and 1% (n=3) Pacific Islander or Hawaiian. Twenty eight percent (n=98) identified as Hispanic. The average age of survey respondents was 27.6 years, with the youngest being 24 and the oldest being 37 years. Thirty-two percent (n=114) reported having a disability.

Needs

When asked about their current needs (select all that apply), survey respondents identified the following as their greatest needs:

- 88% (n=312) Social connection
- 77% (n=272) Mental Health resources
- 64% (n=226) Employment
- 38% (n=133) Academic support

Interests

When asked about their interests (select all that apply), survey respondents identified the following as their greatest interests:

- 88% (n=311) Social media
- 81% (n=286) Sports events
- 53% (n=187) Live music

Barriers to participation

When asked about barriers to participating in the Mentorship Program, open ended survey responses fell into three main themes:

- 61% (n=215) Limited time
- 52% (n=184) Did not know the program existed
- 41% (n=144) Unsure how to get involved

Ways to increase participation
When asked what would encourage more participation in the Mentorship Program, open-ended survey responses fell into three main themes:

- 79% (n=278) Hold more frequent events
- 47% (n=166) Create opportunities to connect with people in the program
- 43% (n=152) Have food at program events

Findings
There were several commonalities in the interview findings and survey findings. Both sources indicated that student veteran needs included social support, connection to mental health resources, and support for financial stability, including employment. Both sources also indicated that engagement and participation may be improved by reaching students through social media and by providing food at program events. The data sources were not contradictory but did highlight a few notable findings. The interview data indicated that the program has been helpful for student veterans to connect with others and has also helped student veterans to familiarize themselves with the campus. Over a third of survey respondents reported needing academic support and over half were not aware that the Mentorship Program existed. These are important considerations for the program. The findings are largely consistent with our current thoughts on the program. We are glad to hear that students feel the program helps with social connection and familiarizing with campus, but we certainly want to improve our ability to connect them to mental health and financial services. We were surprised that so many student veterans were unaware that the program existed. We have been using social media to try to reach students but perhaps not the right platforms. We look forward to improving our program with this newfound information.

Limitations and Contextual Factors
Our data was limited in a few ways. We were only able to conduct eight interviews, and only three were prior participants. It would have been helpful to have a few more interviews with prior participants and even some interviews with student veterans who have not participated. We just did not have the time and resources to do so. Our survey response rate was low at 12.6%. The findings may not be fully representative of all Olivetown University student veteran perspectives. We hope to improve this in our next data collection. Interviews have some inherent limitations that may be applicable to our findings. Firstly, participants may provide answers that they believe are socially acceptable or expected, rather than expressing their true opinions or experiences. Secondly, the interviewer's personal beliefs, attitudes, or unintentional cues may influence the respondent's answers. This bias can impact the reliability and validity of the data collected. Finally, participants may have difficulty recalling specific details accurately, leading to inaccuracies in the information provided. The feedback group was majority female students and predominantly White when we shared our preliminary findings. This imbalance may not speak to the perspectives of all types of student veterans. We are planning another feedback session with a more representative group of veteran students to ensure our final recommendations align with their needs, as well. We incorporated numerous perspectives throughout the process to ensure that our findings are credible, valid, and reflective of the population we are trying to serve. We have worked and will continue to work with student veterans to ensure that these findings reflect their needs, rather than our interpretation of their needs.

Conclusions and Recommendations

Based on our findings, we believe the following is true of our evaluation questions:

1. What do Olivetown University student veterans need from a peer Mentorship Program?

The evaluation findings indicate that Olivetown University student veterans need a program that offers support in the following areas: social support, connection to mental health resources, support for financial stability, and academic assistance. Findings also indicate that the program could better reach students through greater social media presence and may increase engagement by providing food at program events. While not specific to veteran needs, this suggests that the program may be able to reach and address the needs of more student veterans through improved outreach efforts.

2. What are the best practices for preventing suicide among student veterans in higher education settings?

> *For the purposes of brevity, this case example will only address evaluation question 1.*

Our recommendations from this evaluation include the following:

1. Continue prioritizing social connection and mental health service resources.
2. Explore ways to incorporate support for financial stability, employment, and academic assistance into the Peer Mentorship Program.
3. Collaborate with students to improve social media presence and program promotion efforts.
4. Continue evaluation efforts to include annual assessments of student veteran needs.
5. Explore ways to incorporate food at program events.

These recommendations are intended for our leadership, partners, and student veterans who either have a role in decision making, program planning, or program engagement. The findings from this evaluation will be used to inform the further development and improvement of our Peer Mentorship Program. Our program may be getting additional funding in the coming years. It will be important for us to keep this in mind as we plan forward. As we implement recommendations related to use of social media, it will be important to remain abreast of popular social media platforms and preferences for this population. We will also need to consider dietary restrictions and allergies when we explore which foods to incorporate in our program events. We want to ensure optimal health and inclusivity while engaging with our student veterans. These recommendations are feasible for the program to act on, and we aim to implement these recommendations within the next six months.

C. Communication and Dissemination Plan

COMMUNICATION AND DISSEMINATION

Key Messages:
- Through this evaluation we learned more about student Veteran demographics, what student Veterans need, and how those needs can be translated into a student Veteran module for the Mentorship Program.

- We can integrate this information into the Mentorship Program by developing staff trainings, mentor trainings, and updating policies and procedures based on findings from the evaluation to better meet their needs.

- We will use these evaluation findings to develop a curriculum specific to meeting the needs of student Veterans as mentors and mentees of the program.

Our communication products and plans are included below.

Communication Audiences and Products

Audience	Call to Action	Key Messages	Communication Products
Implementors/ Staff Olivetown for Vets Staff	Our evaluation findings can help us improve our work! Please use these findings to help us achieve our goals to serve student veterans.	Through this evaluation we learned more about student Veteran demographics, what student Veterans need, and how those needs can be translated into a student Veteran module for the Mentorship Program. We can integrate this information into the Mentorship Program by developing staff trainings, mentor trainings, and updating policies and procedures based on findings from the evaluation to better meet their needs. We will use these evaluation findings to develop a curriculum specific to meeting the needs of student Veterans as mentors and mentees of the program.	One pager Project Summary and Lessons Learned Report Final Presentation

| Decision Makers

Olivetown for Vets Board & Leadership

Collaborators/ Partners such as the Veteran resource center and counseling centers on the campuses of Olive University | Our evaluation findings can help us improve our work!

Please use these findings to provide leadership and make decisions that will be data- driven.

Please support us to continue evaluating our programs. | Through this evaluation, we learned more about student Veteran demographics, what student Veterans need, and how those needs can be translated into a student Veteran module for the Mentorship Program.

We will use these evaluation findings to develop a curriculum specific to meeting the needs of student Veterans as mentors and mentees of the program.

Evaluation has been vital to learning about student needs and should be incorporated into all Olivetown for Vets programming efforts. We can do this by adapting the VSPE evaluation deliverables for this project to evaluate other Olivetown for Vets programs and plan for new programs. | Project Summary and Lessons Learned Report

Final Presentation

Success Story |
| Participants Student Veterans who participated in evaluation data collection (survey and interviews) | Please stay involved and participate in our new Mentorship Program for student veterans! | Thank you for participating your feedback will be used to curate a student Veteran program module.

We will use these evaluation findings to develop a curriculum specific to meeting the needs of student Veterans as mentors and mentees of the program.

If you are in need of immediate support, you can contact the 988 Suicide & Crisis Lifeline by texting or calling 988 (dial 1 for assistance). | Email newsletter |

Communication Dissemination Plan

Communication Products	Dissemination Channels	Implementation Activities	Timeline	Staff Responsibility
One-pager	Evaluation Lead to send email with one-pager for Olivetown for Vets staff	Olivetown for Vets staff to draft one pager and include hyperlink to project summary	• Development May- June 2023 • Dissemination June 2023	• Olivetown for Vets Evaluation Lead will draft one-pager • Mentorship Program Staff Member will support with edits and aid in dissemination

Project Summary and Lessons Learned Report	Olivetown for Vets Evaluation Lead and Research & Evaluation Manager to share report with Olivetown for Vets staff at monthly staff meeting	Olivetown for Vets Evaluation Lead to draft project summary and report	• Development May-June 2023 • Dissemination June 2023	• Olivetown for Vets Evaluation Lead will draft project summary and report • Mentorship Program Staff Member will support with edits and aid in dissemination
Final Presentation	At team meeting and at monthly board meeting	Olivetown for Vets Evaluation Lead and Research & Evaluation Manager to draft and deliver final presentation.	• Development May-June 2023 • Dissemination June 2023	• Olivetown for Vets Evaluation Lead and research and evaluation manager to co-present
Success Story	Olivetown for Vets Evaluation Lead to share story with Olivetown for Vets Board and Leadership at monthly board meeting	Success Story Olivetown for Vets Evaluation Lead and Mentorship Program Staff Member will draft success story.	• Development May-June 2023 • Dissemination in June 2023	• Olivetown for Vets Evaluation Lead and Mentorship Program Staff Member will draft success story
Email newsletter	Email	Olivetown for Vets Evaluation Lead to develop email newsletter with thank you messaging for student Veterans that participated. Email Campaign will include a thank you email newsletter and follow up email prior to the Fall 2023 semester. Olivetown for Vets Evaluation Lead and Mentorship Program Staff Member will send out all emails. Olivetown for Vets Evaluation Lead and Mentorship Program Staff	• Email June 2023 following completion of evaluation analysis. • August 2023 to update student Veterans and encourage more engagement and connection prior to pilot program roll out.	• Email Olivetown for Vets Evaluation Lead will develop and send email Mentorship Program Staff Member will support with edits, curate campus resources or other links, and aid in dissemination

		Member will curate campus resources or other materials informed by the evaluation findings.		

References

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2. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. *Suicide Prevention Resource for Action: A Compilation of the Best Available Evidence*. https://www.cdc.gov/suicide/resources/prevention.html Published: October 26, 2022. Accessed: May 8, 2024.
3. Centers for Disease Control and Prevention. *Preferred Terms for Select Population Groups and Communities*. https://www.cdc.gov/healthcommunication/Preferred_Terms.html Published: November 3, 2022. Accessed: May 3, 2023.

Visit the **VSPE webpage** or email
vspevaluation@cdcfoundation.org for information on the
CDC Foundation Veteran Suicide Prevention Evaluation Project.