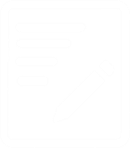
Worksheets on Starting and Continuing Dialogue on Data Sharing in Youth-Serving Systems

The following worksheets from Breaking Down Barriers: Using Youth Suicide-Related Surveillance Data from State Systems, Appendix I, were designed to help State Garrett Lee Smith (GLS) grantees start or continue a dialogue on accessing and/or using suicide-related data from youth-serving state systems.

*Download the full report and accompanying technical report at* <http://www.sprc.org/resources-programs/breaking-down-barriers-using-youth-suicide-related-surveillance-data-state>.

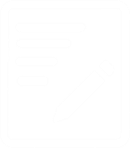
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WORKSHEET 1: Before Connecting with Partner Agencies to Explore Data-Sharing Possibilities

1. Assess your current relationship with the identified partner.
   1. Do you have an existing relationship? What existing linkages already exist?
   2. Which stakeholders/agency leaders from that state system need to be brought on board to generate approval for data sharing? Which stakeholders/agency leaders can facilitate data-sharing agreements (e.g., are there in-system champions, agency personnel with connections to the suicide field)? How can they be brought on board?
2. Develop a clear vision of your data-related needs.
   1. What kind of suicide-related data would you be looking to receive (e.g., deaths, attempts, ideation)?
   2. How would you like to use the information (e.g., for planning, quality improvement, impact)?
3. Assess your capacity to handle incoming data.
   1. What is your existing capacity for accessing, analyzing, and using the data? Where are your gaps? How can these gaps be filled?
4. Describe the benefits of data sharing for you and for the partner agency. Consider the following:
   1. Economic benefits
   2. Programmatic benefits
   3. Benefits to leadership
   4. Benefits to staff
   5. Benefits to individuals being served



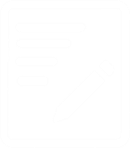
WORKSHEET 2: Exploring Potential Data Sharing with Partner Agencies

During your initial meetings to discuss data sharing:

1. Talk about the content, format, and utility of existing suicide-related data.
   1. Does the partner currently collect suicide-related data? What type of data?
   2. How long has the partner been collecting this data? Has the partner always collected it in the same way?
   3. What definitions does the partner use for the suicidal behavior data? Does the partner have a unified definition of suicide within their whole system? (See [*Breaking Down Barriers: Using Youth Suicide-Related Surveillance Data from State Systems*](http://www.sprc.org/resources-programs/breaking-down-barriers-using-youth-suicide-related-surveillance-data-state), Section 3, Data Quality Issues in Youth-Serving State Systems, p. 14–17)
   4. Are the data collected consistently (among different staff, different sites, different segments of the system)?
   5. Who collects the data? In what format (e.g., electronic, paper)? How are the data stored and managed (e.g., In what platform? Who controls it? Who enters it?)?
   6. How has the partner analyzed the data (e.g., crosstabs by demographics)?

* 1. has the partner used the data for planning? How has the partner used the data to show impact? To whom has the partner communicated its results, and in what format?

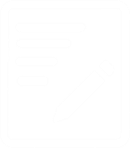
1. Assess barriers to data sharing for your partners.
   1. Are there enough deaths by suicide (or attempts) to be able to use the data for your purposes? In systems with few suicide deaths or attempts, for example, it might not be possible to use the data for impact. (See [*Breaking Down Barriers: Using Youth Suicide-Related Surveillance Data from State Systems*](http://www.sprc.org/resources-programs/breaking-down-barriers-using-youth-suicide-related-surveillance-data-state)*,* Section 5: Analyzing Small Numbers, p. 21–25). If the number of suicide deaths or attempts is too small impact, what other data might be available?
2. Assess barriers to data sharing for your partners.
   1. What is the estimated cost of establishing and sustaining a data-sharing system between the partner system and the suicide prevention system?
   2. What challenges exist between the partner system and the suicide prevention system in protecting the confidentiality of youth in data sharing?
   3. What technical challenges might exist in sharing this data (e.g., difficulties matching identifiers)?



WORKSHEET 3: Continuing Conversations with Partners about Data Sharing

During more detailed meetings to discuss data sharing:

1. What will the logistics of data sharing look like?
   1. Which parties will be involved? Who else can use the data?
   2. How do you intend to use the data? Does your partner agree with this goal?
   3. How will the data be transmitted? In what form? From whom to whom? How often?
   4. What data will be received? What data cannot be shared?
   5. How will security and confidentiality be addressed? Who will have access to the data? Where and how will the data be stored? How will the data be de-identified prior to sharing? How and when will the data be destroyed (at the end of the agreement, or if the agreement is ongoing, after how long)?
   6. Are there conditions about dissemination? For example, is there a specific citation that should be used when the data are used in a report?
   7. What are the financial costs of data sharing, and who will be responsible for the expenses?
   8. How often does the agreement need to be renewed? What is the amendment process?



WORKSHEET 4: Exploring Technical Assistance Needs

Before, during, and after your meetings with potential partners, consider your own technical assistance needs, and contact your Prevention Specialist at SPRC for assistance.

1. As the GLS grantee, what are some potential technical assistance needs regarding cross-system data sharing?
   * Technical assistance needs regarding content (establishing the infrastructure for collecting suicide-related data)?
   * Technical assistance needs for creating a format/platform that would support data sharing?
   * Technical assistance needs for analyzing suicide-related data from your system (e.g., vital statistics)?
   * What format of technical assistance would be most useful (e.g., e-mail, webinar, peer-sharing call)?