



# WHAT EVERY GRANTEE OUGHT TO KNOW ABOUT COMMUNICATING DATA

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# **WELCOME!**

- **Christina H. Zurla (Communicator)**
- **Sophia Zanakos (Evaluator)**

# YOUR TURN

- **Cohort?**
- **Affiliation?**
- **Role at Grant Site?**

# WHY ARE YOU HERE?

- **Why did you choose this session? What do you hope to gain?**
- **What is your biggest challenge communicating data?**

# WHAT WE'LL COVER TODAY

- **Review available data.**
- **Understand importance of knowing your audiences.**
- **Understand how to tell stories with data.**
- **Develop you suicide prevention stories.**



# FIRST UP: THE DATA

# STATE/TRIBE DATA COLLECTION INSTRUMENTS

- **PSI** – Prevention Strategies Inventory
- **TASP** – Training Activity Summary Page
- **EIRF-S** - Screening Form
- **EIRF-I** - Individual Form
- **BHPS** – Behavioral Health Provider Survey

# PSI – PREVENTION STRATEGIES INVENTORY

- Name of the strategy
- Type of product or training
- Strategy target
- Emphasis on any priority populations
- Sustainability plans

# TASP – TRAINING ACTIVITY SUMMARY PAGE

## Aggregate training information

- Type of training
- Number of participants
- Roles of participants
- Intended outcomes

## **EIRF-S** - SCREENING FORM

## **EIRF-I** - INDIVIDUAL FORM

### **EIRF-S**

- Monitor rates of identification from suicide prevention screenings
- Aggregate-level information

### **EIRF-I**

- de-identified individual level information about the youth including: basic demographic information; types of service referrals; and types of services received

## **BHPS** – BEHAVIORAL HEALTH PROVIDER SURVEY

- Awareness of zero suicide work at the agency
- Access to gatekeeper trainings
- Provision of EB treatments
- Assessment of staff self-efficacy and training adherence
- Screening and assessment practices
- Follow-up care and referral practices

# YOUR REALITIES

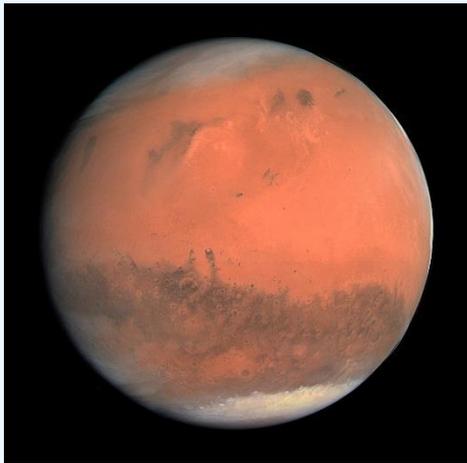
- **Competing priorities**
- **Do more with less**
- **Must show value, ROI, savings**
- **Demonstrate effectiveness**
- **Myriad stakeholders**
- **What else?**

# DATA CAN HELP!

- Establishes awareness of need/problem.
- Shows your work is effective!
- Quantifies reach.
- Demonstrates value.
- Generates support.
- Helps you tell the right story!

# EVALUATORS VS. COMMUNICATORS

## Evaluators



**Mars**

## Communicators



**Venus**

# EVALUATORS . . .

- **All about the instruments.**
- **The timeline is the timeline!**
- **Literal and specific.**
- **Excellent at capturing data/information.**

# ON OUR OWN . . .

TABLE 1. Change in quarter  
— 52 jurisdictions in 45 states

Characteristic	Q3 2018–Q4 2018
Overall	3.89
U.S. Region	
Northeast	5.01
Southeast	-9.08
Southwest	4.85
Midwest	20.84
West	13.11
Sex	
Male	6.21
Female	1.93
Age group (yrs)	
15–24	-1.11
25–34	5.63
35–54	2.17
≥55	9.33

Abbreviations: CI = confidence interval  
 \* Per 10,000 emergency department visits  
 † Using the indicator counts and dates of suspected opioid overdose ED visit subtracted the prior quarter from the current quarter  
 ‡ The Northeast region includes HI (Hawaii), NJ (New Jersey), and NY (New York); the Southeast region includes AL (Alabama), GA (Georgia), MS (Mississippi), TN (Tennessee), and VA (Virginia); the Southwest region includes AZ (Arizona), CA (California), and NV (Nevada); the Midwest region includes HI (Hawaii), IL (Illinois), IN (Indiana), MI (Michigan), MN (Minnesota), MO (Missouri), NE (Nebraska), ND (North Dakota), OH (Ohio), WI (Wisconsin), and WY (Wyoming); the West region includes AK (Alaska), HI (Hawaii), MT (Montana), UT (Utah), WY (Wyoming), AZ (Arizona), CA (California), and NV (Nevada).  
 † Data current as of December 13, 2018.  
 \*\* Statistically significant ( $p < 0.05$ ).

Research Original Investigation

US Trends in Mortality From

Table 1. National-Level Deaths, Years of Life Lost, and Age-Standardized Mortality Rates; and County-Level Mortality Rates in 1980, 2000, and 2014 Due to Alcohol Use Disorders, Drug Use Disorders, Self-harm, and Interpersonal Violence

Cause of Death	National Level			US County-Level Mortality Rates							
	Deaths, No. (95% Uncertainty Interval)	Years of Life Lost, No. (95% Uncertainty Interval)	Age-Standardized Mortality Rate, No. of Deaths/100 000 Population (95% Uncertainty Interval)	No. of Deaths/100 000 Population						90th Minus 10th Percentile <sup>a</sup>	90th/10th Percentile Ratio <sup>b</sup>
				Minimum	10th Percentile	Median	90th Percentile	Maximum			
<b>Alcohol Use Disorders</b>											
1980	5.8 (5.4-6.3)	202.8 (189.1-217.7)	3.1 (2.9-3.3)	0.5	1.1	2.2	5.0	49.4	3.8	4.3	
2000	7.2 (6.9-7.5)	247.7 (238.0-256.8)	2.8 (2.7-2.9)	0.7	1.3	2.3	4.4	36.0	3.0	3.2	
2014	9.4 (8.8-9.9)	307.4 (289.7-324.5)	2.8 (2.7-3.0)	0.6	1.5	2.5	4.7	38.8	3.2	3.2	
<b>Drug Use Disorders</b>											
1980	3.3 (3.1-3.5)	162.9 (154.0-174.8)	1.4 (1.4-1.5)	0.2	0.4	0.6	1.1	9.3	0.7	3.0	
2000	14.3 (13.7-14.9)	647.9 (621.2-676.8)	4.9 (4.7-5.1)	0.8	1.7	3.2	6.1	27.0	4.5	3.6	
2014	33.1 (30.9-34.6)	1455.5 (1359.6-1524.0)	10.4 (9.7-10.9)	1.6	4.1	8.6	17.0	57.1	12.9	4.2	
<b>Self-harm</b>											
1980	31.9 (30.6-33.1)	1416.2 (1359.0-1473.9)	14.7 (14.2-15.3)	6.6	11.2	14.3	18.9	46.0	7.6	1.7	
2000	34.7 (33.8-35.6)	1458.0 (1418.9-1496.1)	12.5 (12.2-12.8)	5.6	10.4	13.7	18.7	66.2	8.3	1.8	
2014	44.8 (43.2-46.4)	1785.4 (1721.7-1847.8)	13.9 (13.3-14.4)	5.9	11.6	16.1	23.0	98.7	11.5	2.0	
<b>Interpersonal Violence</b>											
1980	24.7 (23.5-25.5)	1322.1 (1257.9-1370.8)	10.4 (9.9-10.8)	1.5	2.5	6.0	15.5	50.4	13.0	6.1	
2000	19.5 (19.0-20.1)	1047.6 (1018.8-1076.9)	6.8 (6.6-7.0)	1.1	2.0	4.2	9.9	40.9	8.0	5.0	
2014	18.3 (17.6-19.1)	942.0 (905.8-982.3)	5.7 (5.5-6.0)	1.0	1.9	3.9	9.0	35.7	7.1	4.7	

<sup>a</sup> Measure of absolute geographic inequality.

<sup>b</sup> Measure of relative geographic inequality.



# COMMUNICATORS . . .

- **All about the story.**
- **The timeline is . . . flexible?**
- **Figurative and general.**
- **Can't wait to tell the world!**

# ON THEIR OWN . . .



**Tast**

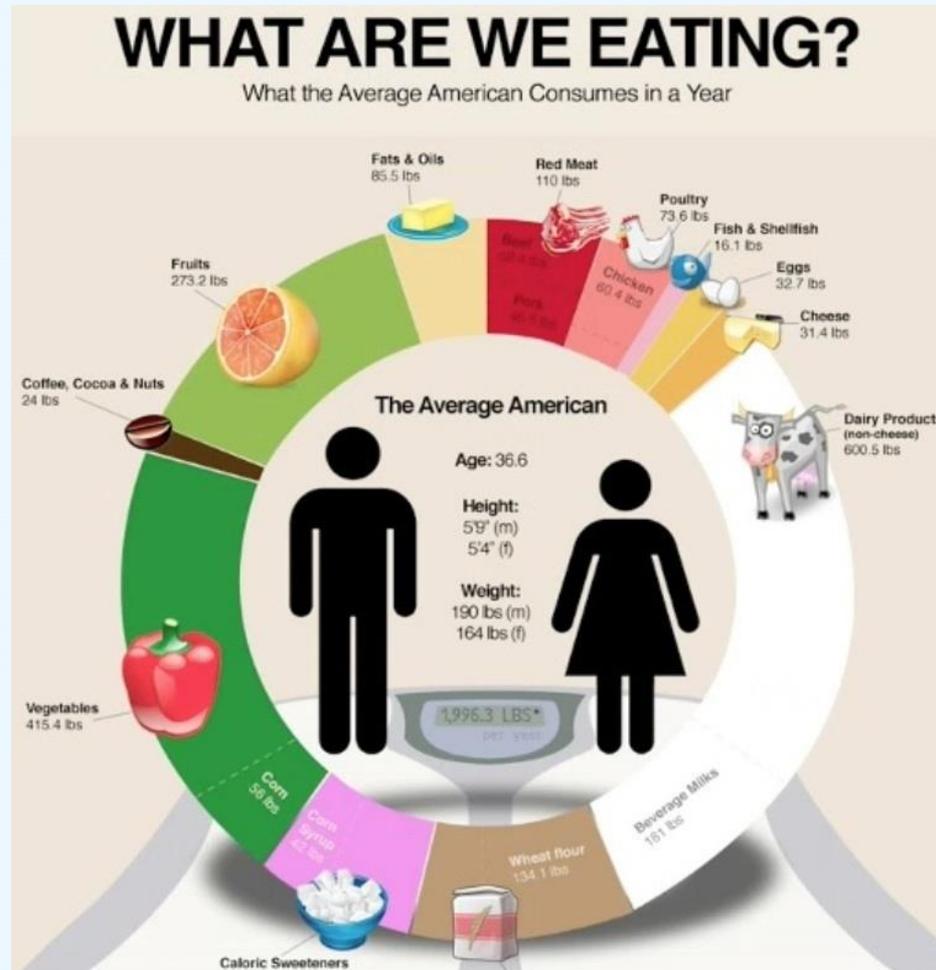
**Lobster Salad Made from REAL**

**Lobster!**

**s!**

**ef!**

# BUT WHEN THEY WORK TOGETHER



# MOVIE THEATRE POPCORN

- Large
- 1,031 calories
- 1,500 milligrams of sodium
- 41 grams of fat

# MOVIE THEATRE POPCORN



# FROM THIS . . .

- **Since 2005, over 1.3 million individuals have been trained in over 35,000 training events, with online trainings accounting for just over 275,000 of the trainees.**

# TO THIS . . .

**As of June 2017, Campus, State, & Tribal Grantees**



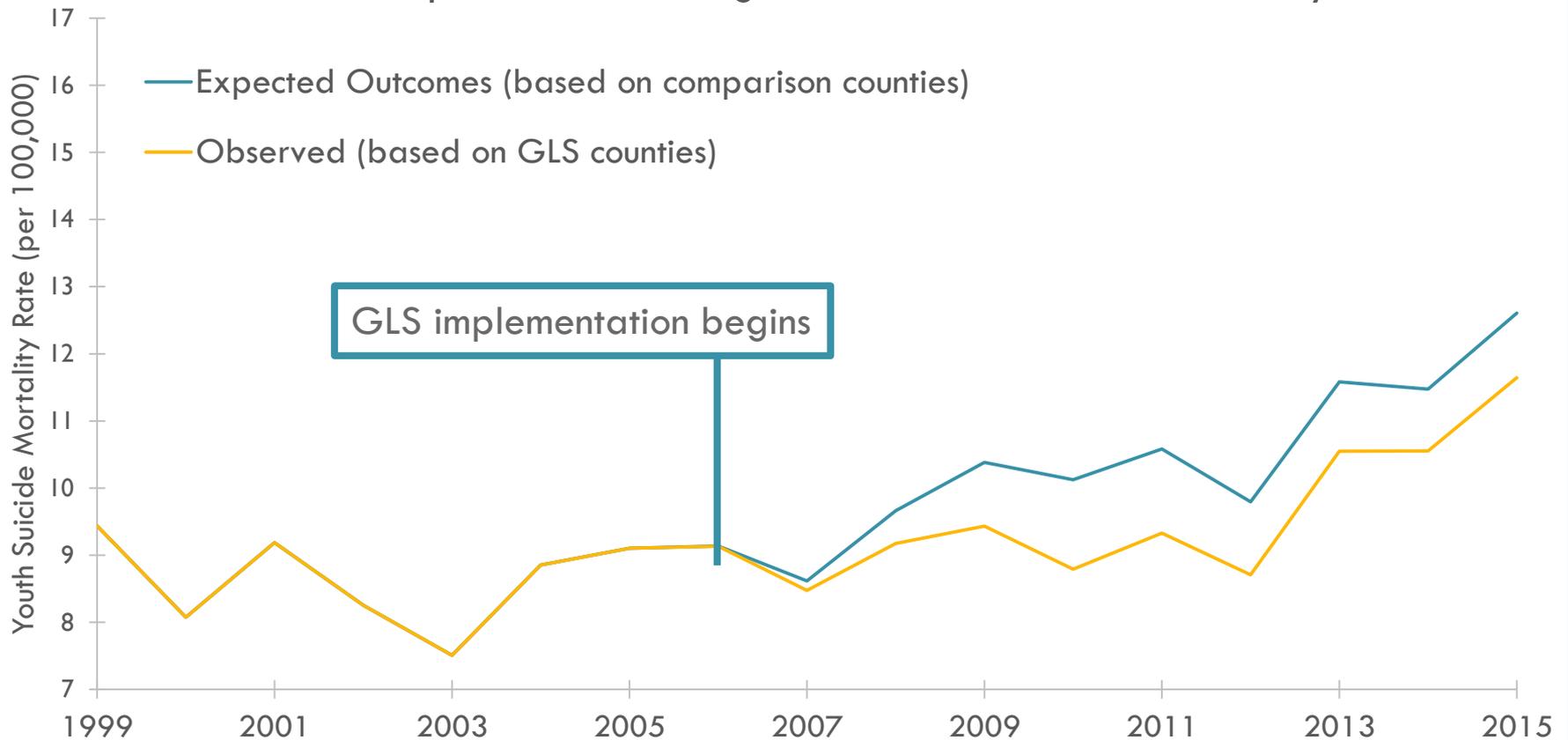
**Trained 1,304,600 people**



**Implemented 35,301 training activities**

# LONGER IMPACT ON YOUTH MORTALITY

Overall Impact of GLS Program on Youth Suicide Mortality





Fewer suicide attempts and completions in GLS areas.



# **WHAT FEEDBACK HAVE YOU GOTTEN FROM COMMUNICATING DATA?**

# DECIDING WHAT DATA TO SHARE

- **Based on your goal.**
- **What are you trying to accomplish?**
  - Increase funding/support?
  - Persuade community partners to get on board?
  - Get buy-in from tribal elders?
  - Get critical information to community?
  - Get other support services on board (fire, police, etc. )?
  - Sustain work past SAMHSA funding?

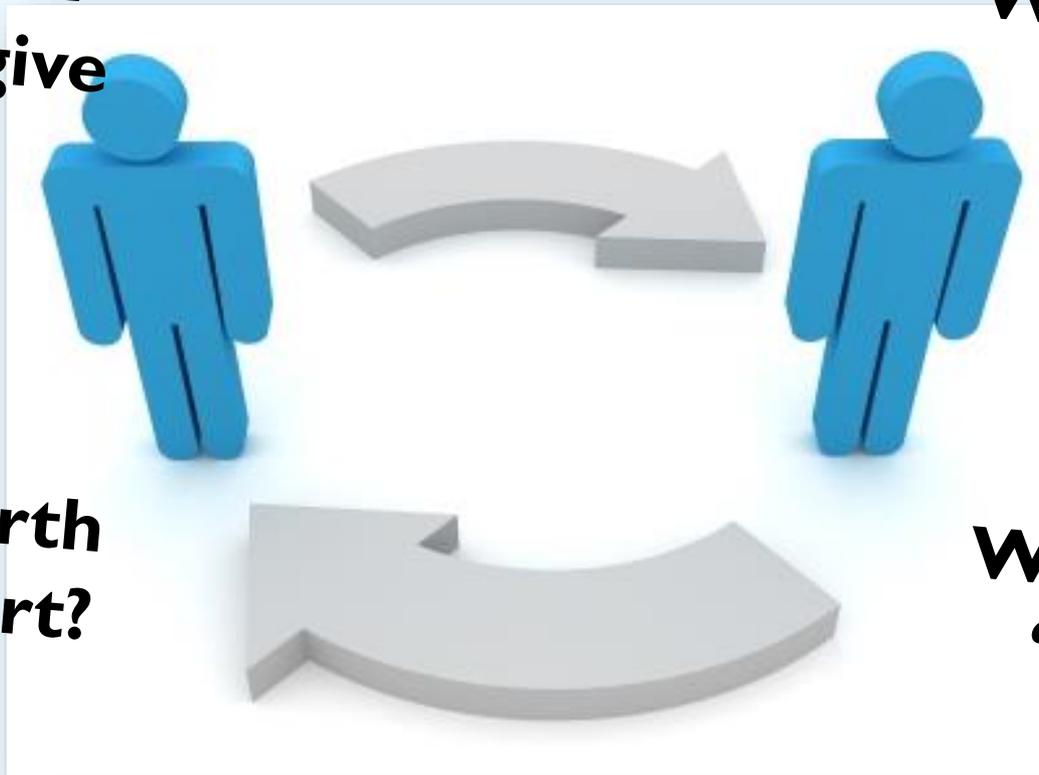
# WITH THAT GOAL IN MIND, ASK:

- **Who do you need to reach?**
  - Be specific!!! OK if it's a person.
- **What keeps them up at night?**
- **What will they need to hear to get on board?**

# THE EXCHANGE THEORY CAN HELP

**What do I  
have to give  
up?**

**What do I  
get?**



**Is it worth  
my effort?**

**What's the  
"cost?"**

# BE SPECIFIC ABOUT YOUR AUDIENCES

- To figure out what that “exchange” will be.

# WHAT HAPPENS WHEN WE TRY TO REACH EVERYONE?



# YOUR TURN

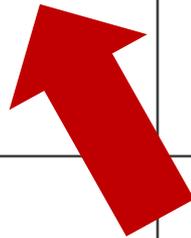
- **Take out your worksheets!**
- **Write down priority goal at top.**
- **List out audience segments in first column.**
- **When done, rank them in order of priority.**

# YOUR TURN

## Communicating Data Cheat Sheet

GOAL: \_\_\_\_\_

Audience segment (be specific!)	What keeps them up at night?	What will they want/need to hear?	What data do you have to support this?	What are the specific data points?	How will you represent data?



# **NEXT: PROFILE YOUR AUDIENCE SEGMENTS**

- **We are not our target audience.**
- **Acknowledge their realities.**
- **If you don't know, find out or ask someone.**

# QUESTIONS TO ASK WHEN PROFILING

- **Where do they live/work/play?**
- **What keeps them up at night?**
- **Who/what kind of info do they trust?**
- **Who has access to them?**
- **What will they need to hear to get on board?**
- **What kind of data will they need to see?**

# PROFILE YOUR AUDIENCE SEGMENTS

## Communicating Data Cheat Sheet

GOAL: \_\_\_\_\_

Audience segment (be specific!)	What keeps them up at night?	What will they want/need to hear?	What data do you have to support this?	What are the specific data points?	How will you represent data?



# YOUR TURN

- **Back to your worksheets.**
- **Take your top audience, brainstorm what you know about them.**
- **Identify any gaps in knowledge.**



**NEXT: ALIGNING YOUR DATA WITH  
THEIR REALITIES**

# How does your data solve a problem for *THEM*??



**IT'S NOT WHAT WE WANT THEM TO  
HEAR, IT'S WHAT THEY'RE ABLE TO  
HEAR.**



**HERE'S WHAT I MEAN . . .**

FOR  
EXAMPLE:

# WHAT HAPPENED?

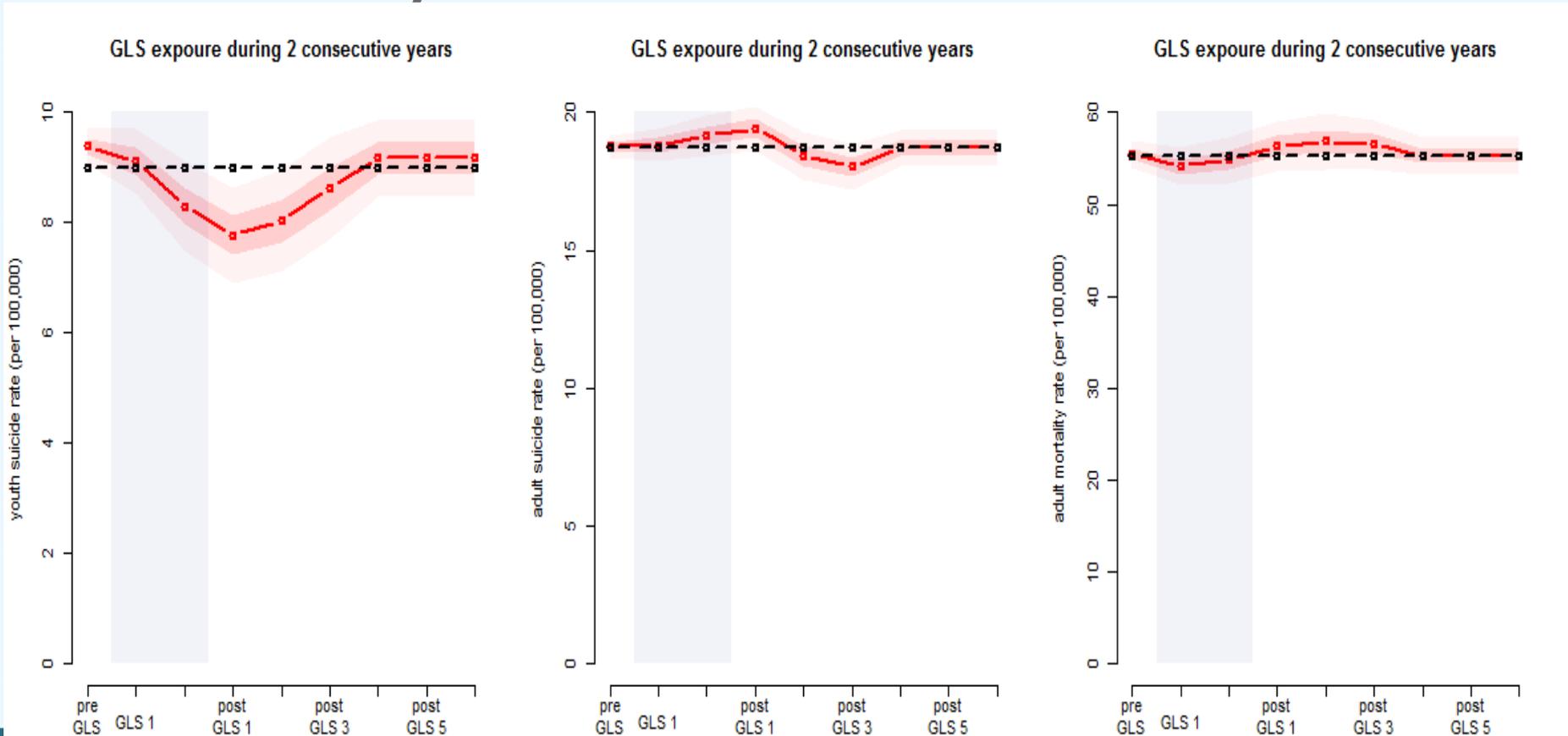
- **Why didn't you hear my song?**
- **I blamed you!!**
- **What could I have done differently?**

# WE END UP BLAMING AUDIENCES

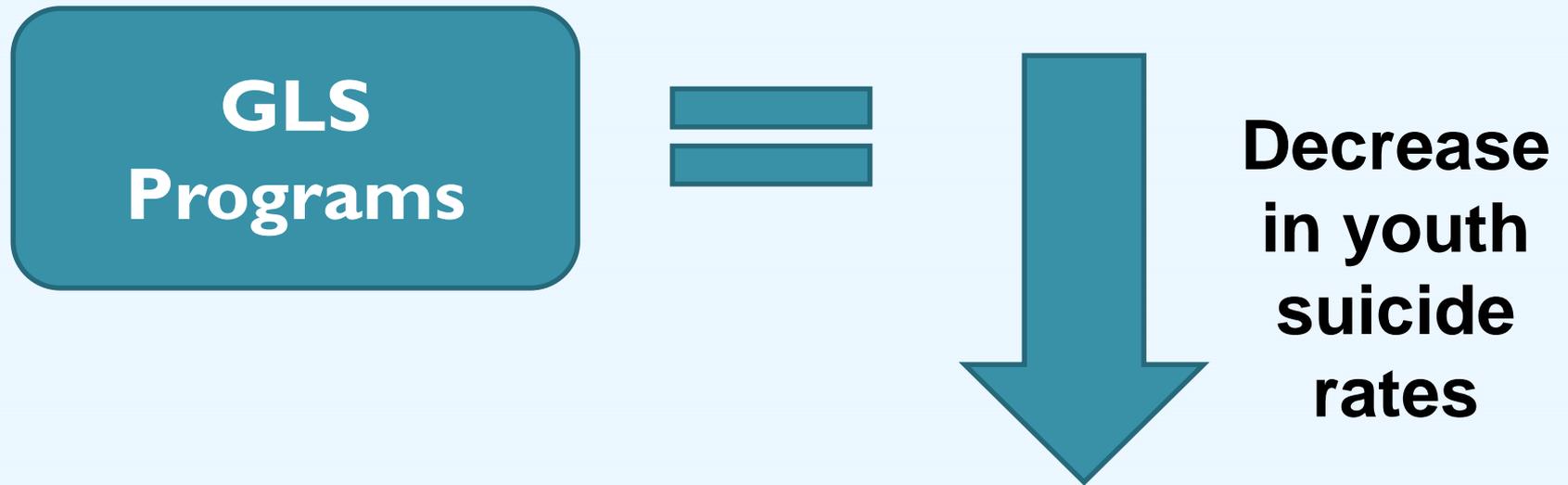
- Don't blame them!
- Instead, think: what's wrong with my message or the way I'm delivering it?



# Targeted (youth suicide rate per 100,000) and control outcomes (adult suicide rate and youth mortality per 100,000) following exposure to GLS activities during 2 consecutive years.



# BUT WHAT IF WE INSTEAD SAID:



# WE ARE NOT OUR TARGET AUDIENCE\*

- Cannot assume everyone understands/cares.
- Speak their language.
- Be clear about what's in it for them.
- Show, don't tell.

***\*Super Important!!***

# INSTEAD, ASK YOURSELVES

- **What's wrong with my assumptions about who I'm trying to reach?**
- **What's wrong with my message or the way I'm delivering it?**

# IT'S NOT WHAT WE WANT THEM TO HEAR, IT'S WHAT THEY'RE ABLE TO HEAR.

I can't hear a word  
you're saying...

I'm too busy  
reviewing my  
NCAA bracket.



som<sup>ee</sup>cards  
user card

# WHAT WILL THEY EACH NEED TO HEAR?

- **Resource/cost savings?**
- **Outcomes/impact?**
- **Reach?**
- **Anecdotes/real life stories?**
- **Some combo?**

# TAKE OUT YOUR WORKSHEETS

- **Consider goal, audience, and profile.**
- **List out what each audience segment will want/need to hear.**
- **Based on their priorities, not yours.**

# WHAT WILL THEY NEED TO HEAR?

## Communicating Data Cheat Sheet

GOAL: \_\_\_\_\_

Audience segment (be specific!)	What keeps them up at night?	What will they want/need to hear?	What data do you have to support this?	What are the specific data points?	How will you represent data?



# WHERE TO FIND DATA

- Infographics
- Grantee Summary Reports
- Public use data sets
- Journal articles
- Annual Report to Congress

# WHAT DATA DO YOU HAVE?

- **Inventory available data (national, state, etc.).**
- **Identify which data will address what each audience will need to hear.**
- **List data source and specific points, if known, for each segment.**
- **Report out.**

# BACK TO YOUR WORKSHEETS!

## Communicating Data Cheat Sheet

GOAL: \_\_\_\_\_

Audience segment (be specific!)	What keeps them up at night?	What will they want/need to hear?	What data do you have to support this?	What are the specific data points?	How will you represent data?





# **TURNING YOUR DATA INTO STORIES**



**THE SHORTEST DISTANCE BETWEEN  
TRUTH AND A HUMAN BEING IS A  
STORY.**

– Anthony de Mello, One Minute Wisdom

# WHY STORIES?

- **Bring facts to life.**
- **Easier to remember.**
- **Interactive—people put themselves into stories.**
- **Make your job easier!**

# CREATIVE WAYS TO SHARE DATA

- **Infographics.**
- **Pictures/images/icons.**
- **Social math.**

# Creating Your Data Story

HOW TO SHARE DATA IN A WAY THAT MOTIVATES CHANGE



## 1.) FIGURE OUT WHO YOU NEED TO REACH.

if you try to reach all audiences, you'll end up reaching no one. Identify your audience segments. Be specific!

## 2.) ASK YOURSELF "WHAT KEEPS THEM UP AT NIGHT?"

Understand their issues, problems, and priorities. Write them down so they remain top of mind. Refer back to them, often.



## 3.) POSITION YOUR EFFORT AS A SOLUTION TO THEIR PROBLEM.

Identify how what you do can help solve their problem. Does your work save money? Engage the community? Make people safer?

## 4.) FIND THE RIGHT DATA, FOR THEM.

Match available data to what they care about and will need to hear/see.



## 5.) DELIVER DATA IN A WAY THEY CAN UNDERSTAND

Think about their level of experience with data. Consider which format (infographic, bar chart, social math, etc.) will be easiest for THEM to understand. And then go tell them!

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## WORRIED? YOU'RE NOT ALONE



**86%**

of adults consider themselves “worriers,” according to a survey of 1,000 U.K. adults. Are you one of them?

2 out of 5 people say they worry every day

**1 hour 50 minutes**

The amount of time each day the average adult spends fretting about something.



### Why Worry?

Scientists have discovered that worrying may have evolved along with intelligence as a beneficial trait. Worrying may have kept our ancestors out of trouble.

# WHAT IS THE LONG TERM IMPACT (2007-2015) OF GLS ON YOUTH SUICIDE RATES?

The impact of GLS implementation on youth suicide mortality, starting one year after implementation, was estimated for counties originally exposed to GLS activities between 2006 and 2009 and includes data from State and Tribal grantees originally funded in cohorts 1 through 5

IN THE PRESENCE OF GLS ACTIVITIES, THE YOUTH SUICIDE RATE WAS LOWER THAN IF GLS HAD NOT BEEN IMPLEMENTED, RESULTING IN

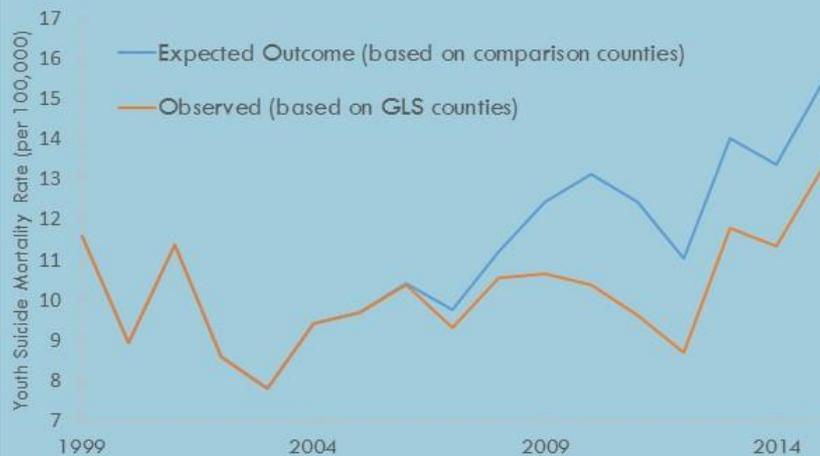
**882 LIVES SAVED**

THIS EFFECT WAS SEEN FOR UP TO **TWO YEARS** FOLLOWING GLS IMPLEMENTATION IN A COUNTY.



THE POSITIVE IMPACT IS EVEN GREATER IN RURAL COUNTIES [POPULATIONS LESS THAN 50,000]

## DIFFERENCE BETWEEN YOUTH SUICIDE RATE IN RURAL GLS COUNTIES AND MATCHED CONTROL RURAL COUNTIES



THE GLS EFFECT ON YOUTH SUICIDE RATES IS

**20%**

**STRONGER**

IN RURAL COUNTIES THAN IN NON-RURAL COUNTIES, RESULTING IN

**2.4 FEWER**

**DEATHS PER 100,000 YOUTH**

**2 YEARS AFTER GLS IMPLEMENTATION.**

The cost savings of GLS programs utilized the short term impact (2007-2010) of GLS implementation on youth suicide attempts in counties exposed to GLS activities between 2006 and 2009. This includes activities for State (n=46 grantees) and Tribal (n=12 grantees) grantees in cohorts 1-5.

DO THE **COST SAVINGS** OF GLS **OUTWEIGH** THE **COST** OF IMPLEMENTING THE PROGRAM?

GLS programs implemented from 2006-2009  
**AVERTED 79,379** suicide attempts, which avoids...



**\$49.4M** spent in GLS Program Costs over 4 years, returns...



**SAVINGS of \$4.50** in healthcare costs for **EACH DOLLAR** invested

# INFOGRAPHICS SOURCES

- Infographics: <https://www.canva.com>
- Tableau: [http://www.tableau.com/sites/default/files/whitepapers/whitepaper\\_best-practices\\_telling\\_great\\_stories.pdf?signature=8073eedb22fc0a5ae7f82ecf4f280b9](http://www.tableau.com/sites/default/files/whitepapers/whitepaper_best-practices_telling_great_stories.pdf?signature=8073eedb22fc0a5ae7f82ecf4f280b9)

# PICTURES/IMAGES/ICONS



# PICTURES/IMAGES/ICONS SOURCES

- **Google image search.**
- **Getty images/Shutterstock.**
- **Work with graphic designer (undergrad or grad student intern/volunteer).**

# SOCIAL MATH

- **Putting data/statistics into everyday context.**
- **Should always be accurate.**
- **Comparison to something easy to understand.**

# SOME EXAMPLES

- Community residents near a gasoline refinery noted that the plant emits 6 tons of pollutants per day
- *That's 25 balloons full of toxic pollution for each school child in town.*

- *Most people in Africa support their entire families on the equivalent of what Americans spend on pet food.*
- *In 1991, enough alcohol was consumed by college students to fill 3,500 Olympic-size swimming pools, about one on every campus in the United States.*

- 
- *The tobacco industry spends more money promoting smoking in a week than the entire federal government spends on preventing smoking in a year.*

*(Sometimes you can skip the number altogether.)*

# A GLS EXAMPLE

**Every 100 minutes, a youth in the United States dies by suicide.**

*-CDC (2014)*

*-10 leading causes of death by age group, United States—2014. [Graphic depicting cause of death by age in a tabular format]. Retrieved June 26, 2016, from*

*[http://www.cdc.gov/injury/wisqars/pdf/leading\\_causes\\_of\\_death\\_by\\_age\\_group\\_2014-a.pdf](http://www.cdc.gov/injury/wisqars/pdf/leading_causes_of_death_by_age_group_2014-a.pdf)*

# SOCIAL MATH RESOURCES

- **Social Math Worksheet:**

[https://www.sierrahealth.org/assets/HS  
C/Presenting Data Using Social Math.  
pdf.](https://www.sierrahealth.org/assets/HS%20C/Presenting%20Data%20Using%20Social%20Math.pdf)

# YOUR TURN

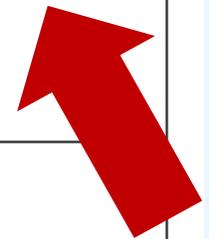
- **Using your specific data points (last column).**
- **Begin crafting a story.**
- **Gut check: will the story resonate with the audience segment?**
  - Why/why not?
  - Adjust, if need be.

# TURNING DATA INTO STORIES

## Communicating Data Cheat Sheet

GOAL: \_\_\_\_\_

Audience segment (be specific!)	What keeps them up at night?	What will they want/need to hear?	What data do you have to support this?	What are the specific data points?	How will you represent data?



# **BEFORE WE DEPART, REMEMBER . . .**

- **Communicating data is important!**
- **Helps with sustainability**
- **Shows world you matter and are worth supporting.**
- **But only if you're data solves problem for your audience.**
- **Plethora of data available! Create stories for greater impact.**
- **Your evaluator is your (best) friend!**

# QUESTIONS?

**Sophia Zanakos**  
**GLS NOE Project Director**  
**[Sophia.Zanakos@icf.com](mailto:Sophia.Zanakos@icf.com)**  
**301-572-0239**

**Christina H. Zurla**  
**Senior Communications Manager**  
**[Christina.Zurla@icf.com](mailto:Christina.Zurla@icf.com)**  
**240-277-3459**

