

# GLS National Outcomes Evaluation Data Webinar Series

**JULY 11, 2019**

**Sophia Zanakos, PhD**



# Turning Your Data into Knowledge and Action: Part 2 of 3

July 11, 2019

Sofia Campos, MPH



# Webinar Video and Handouts

Today's webinar is being recorded

The slides were e-mailed to you prior to the webinar

If you did not receive the message, check your spam e-mail folder

The video will be made available on the Suicide Prevention Data Center (SPDC)

<https://www.suicideprevention-datacenter.com>

and the Suicide Prevention Resource Center website

<https://www.sprc.org/>

# Need Assistance?

For technical support:

Contact us via the **Chat Pod**

E-mail: [Connie.Maples@icf.com](mailto:Connie.Maples@icf.com)

# GLS Data Series Description

## Session 1

### Defining the Purpose for Your Message

- Finding the Goal
- Define the Audience

## Session 2

### Collecting and Interpreting the Data

- GLS & Secondary Data
- Social Math

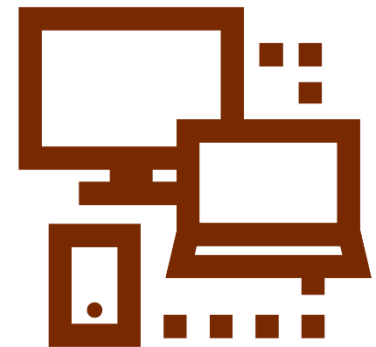
## Session 3

### Creating Shareable Information

- Tying It Together
- Data Visualization Principles

# Webinar 1 Recap

- Define and write down your priority goal.
- List and profile your audience segments.
- When done, rank them in order of priority.



# Where are we going?

What is your goal?

Who is your audience?

What is the message?

What action should the audience take?

What GLS related data are available?

How do you translate the data?

# Scenario 1: Counseling services

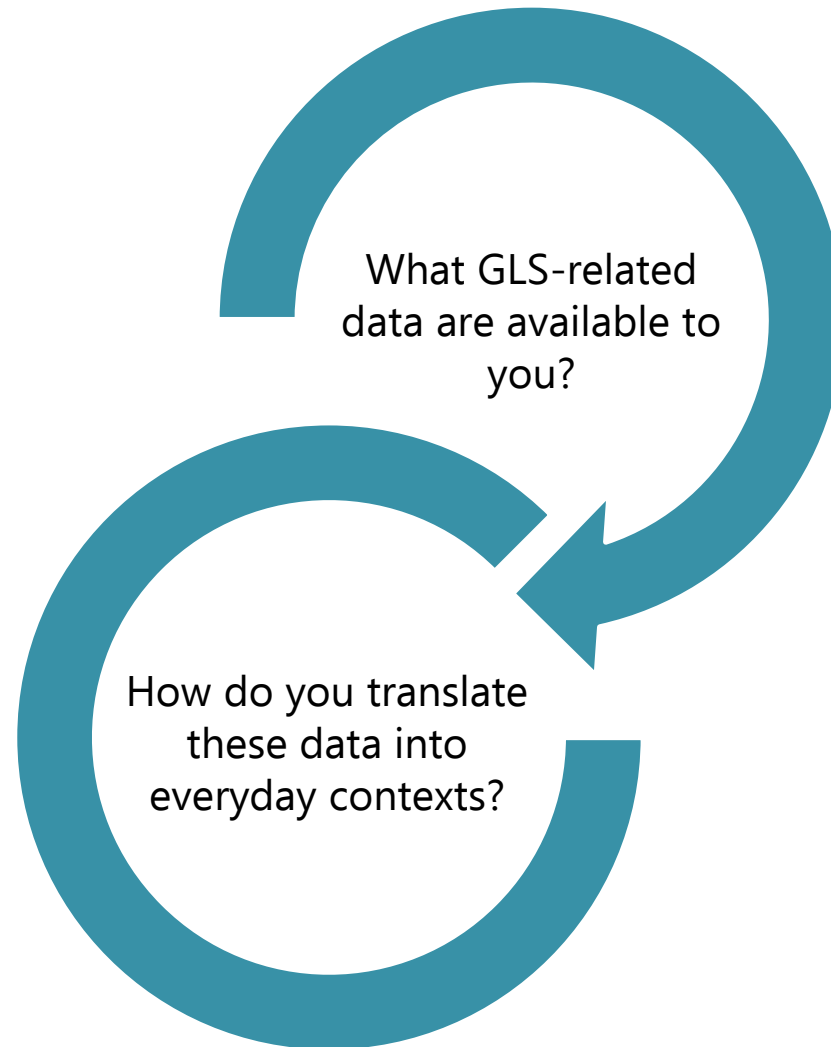




# Scenario 2: Ongoing support



# Interpreting what you have



# What NOE data are available?



Number of trainings



Service receipt rates



Referral rates



Infrastructure development



Expenditures



Characteristics of GLS contacts

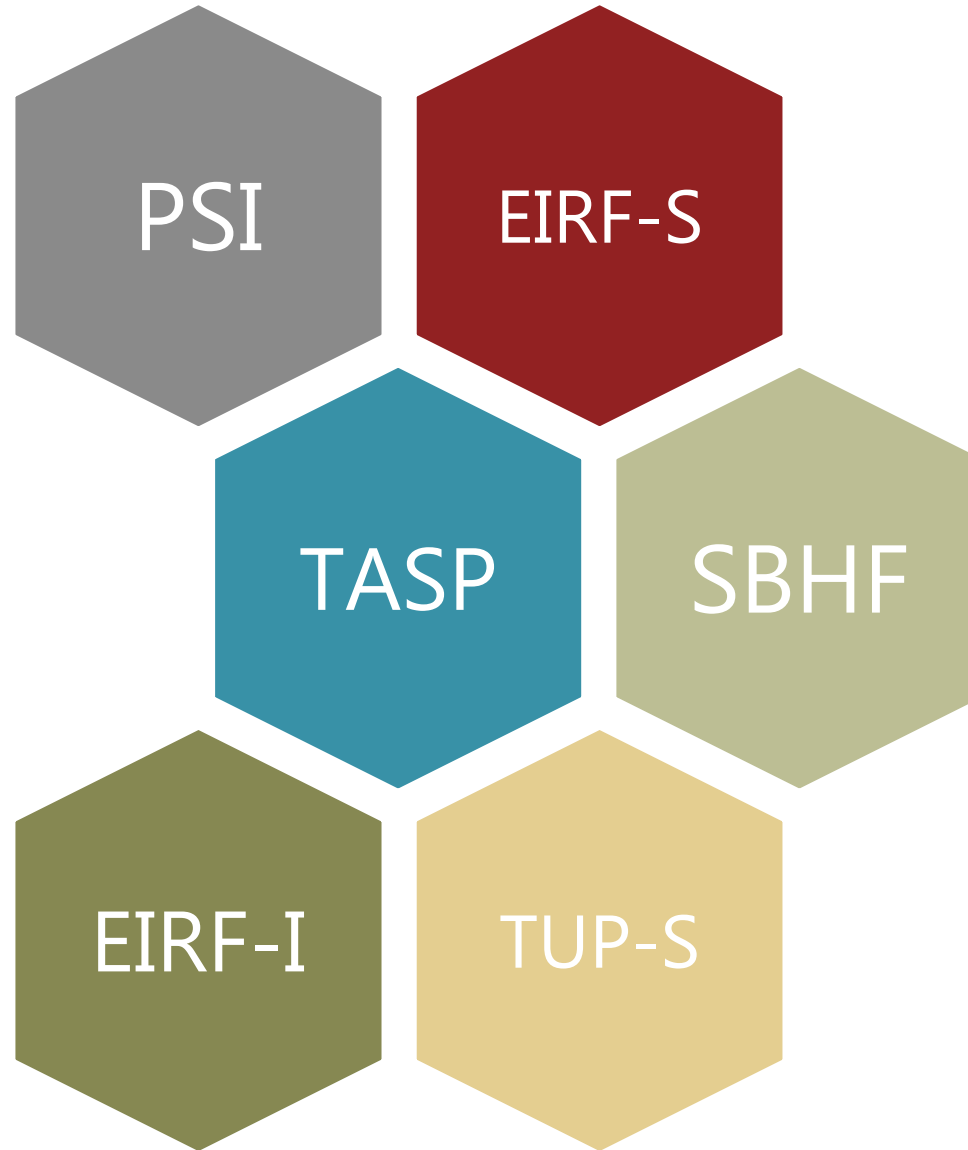


Gatekeeper behaviors



Outreach activities

# What NOE data are available?



- Prevention Strategies Implemented
- Budget Expenditure



- EIRF-Individual
  - # of youth identified as at risk for suicide through GLS trained gatekeepers
- EIRF-Screening
  - # of youth identified as at risk for suicide through GLS-sponsored screenings
- Referral rates and service receipt rates

# Training Activity Summary Page

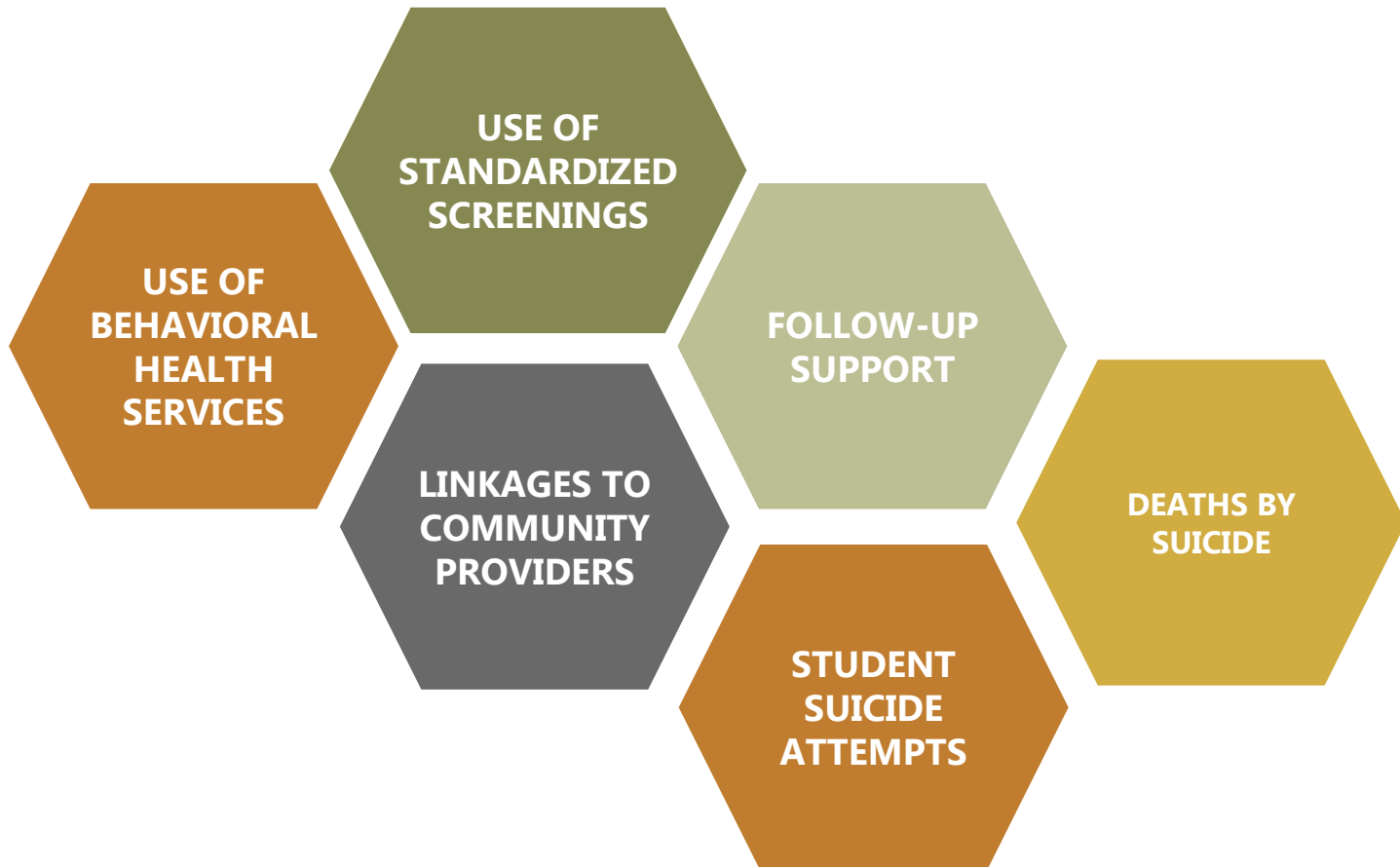


## What NOE data are available?

- Measures gatekeeper behaviors 3 and 6 months following the training:
  - self-efficacy
  - awareness
  - education efforts
  - suicide identification behavior



# Student Behavioral Health Form



**What NOE data are available?**

**Access and Use Your NOE  
Data**



**What NOE data are available for counseling services scenario?**

Number of students receiving services on campus  
(Student Behavioral Health Form)



**What NOE data are available for the ongoing support scenario?**

Trainees' use of the training material for identification of at-risk youth (Training Utilization Preservation Survey)

# POLL QUESTION

Which NOE datasets are most useful to you to support your goal?



# Secondary Data

**United States Census Bureau**

Search

BROWSE BY TOPIC EXPLORE DATA LIBRARY SURVEYS/ PROGRAMS

// Census.gov / Our Surveys & Programs / Small Area Income and Poverty Estimates (SAIPE) Program

## Small Area Income and Poverty Estimates (SAIPE) Program

About this Program The U.S. Census Bureau's Small Area Income and Poverty program produces single-year estimates of income and U.S. states and counties as well as estimates of school-

Guidance for Data Users

Guidance Users

Library

News & U

Technical Document

Welcome to WISQARS™

New WISQARS Nonfatal Injury Data Visualization

CDC's WISQARS™ (Web-based Injury Statistics Query and Reporting System) is an interactive, online database of fatal and nonfatal injury, violent death, and cost of injury data from a variety of trusted sources. Researchers, public health professionals, and the public can use WISQARS™ data to learn more about the public health and burden associated with unintentional and violence-related injury in the United States.

Fatal Injury D

Nonfatal Inju

IES NCES National Center for Education Statistics

IPEDS Integrated Postsecondary Education Data System

Your primary source for information on U.S. colleges, universities, and technical and vocational institutions. [Learn More](#)

Find your college Use The Data Report Your Data Join In

UNITED STATES DEPARTMENT OF LABOR

**BUREAU OF LABOR STATISTICS**

Home Subjects Data Tools Publications Economic Releases Students Beta

## Local Area Unemployment Statistics

The **Local Area Unemployment Statistics (LAUS)** program produces monthly and annual employment, unemployment, and labor force data for Census regions and divisions, States, counties, metropolitan areas, and many cities, by place of residence. [More >>](#)

For Your Information

Seasonally Adjusted Metropolitan Area Estimates

Alternative Measures of Labor Underutilization for Cities

LAUS HOME

LAUS OVERVIEW

LAUS NEWS RELEASES

LAUS DATABASES

LAUS TABLES & MAPS

LAUS DOCUMENTATION

LAUS FAQs

CONTACT LAUS

**CDC** Centers for Disease Control and Prevention

CDC 24/7: Saving Lives. Protecting People™

SEARCH

CDC A-Z INDEX

WONDER Search

WONDER Search

WONDER Info

About CDC WONDER

What is WONDER?

Frequently Asked Questions

Data Use Restrictions

Data Collections

Citations

Republishing WONDER Data

WONDER Online Databases

- AIDS Public Use Data
- Births
- Cancer Statistics
- Environment
- Heat Wave Days May-September
- Daily Air Temperatures & Heat Index
- Daily Land Surface Temperatures
- Daily Fine Particulate Matter
- Daily Sunlight

Reports and References

- Prevention Guidelines (Archive)
- Scientific Data and Documentation (Archive)

Other Query Systems

- Healthy People 2010 (Archive)
- NNDSS Annual Tables
- NNDSS Weekly Tables
- 122 Cities Weekly Mortality (Archive)

**SAMHDA** Substance Abuse & Mental Health Data Archive

Search SAMHDA

Latest Data Release  
**NSDUH 2017**  
Public-use Files

Download Data

Analyze Data

Welcome to SAMHDA—the Substance Abuse and Mental Health Data Archive!

The SAMHDA site, presented by the Substance Abuse and Mental Health Services Administration (SAMHSA), offers our users an easy way to get to the data they need for their analyses.

We encourage legacy and new users to return to the site often to explore the spectrum of available data offerings. We will update and expand our resources, tools, and documentation frequently to

# Secondary Data

## CDC WONDER

1999-2017

- Compressed mortality
- Multiple cause of death
- County & state level

## CDC WISQARS

2000-2017

- Fatal and nonfatal injury
- Violent death
- Cost of injury
- National level data

## SAMHSA's NSDUH

1971-2016

- Substance use
- Mental health
- Health behaviors
- State level data

**State/Tribal**

# Secondary Data

[CDC WONDER](#) 1999-2017

- Population totals
- Demographic breakdowns
- County & state level

Census 2005-2017

- Uninsured rates - [SAHIE](#)
- Poverty rates - [SAIPE](#)

[BLS](#) 1999-2017

- Unemployment rates

[AHRF](#) 1999-2016

- Health care providers
- Health care facilities

State/Tribal



# Secondary Data

NCES

2000-2016

- Enrollment
- Faculty
- Institutional offerings

ACHA-NCHA

2008-2019

- Substance use and mental health
- Health behaviors
- Membership/participation required

Healthy Minds

2014-2018


- Mental health and use of services
- Health behaviors
- Membership/participation required

Campus

# Secondary Data

Need to narrow down the quantity of publically available data

What do you want to share with your audience?



Do you want to share national, state, and/or local data?

# Secondary Data

Campus  
Context



County-level  
suicide mortality  
(CDC WONDER)

Selected Communities  
within State or  
Tribal Communities



State-wide data on  
health behaviors  
(NSDUH)



What public data are available for the counseling services scenario?

Total student enrollment  
(NCES)



What public data are available for the ongoing support scenario?

Number of ED providers (AHRF)

# POLL QUESTION

Which secondary datasets are most useful to you to support your goal?





# What gaps still exist?



# Social Math

Translate the findings into everyday context for your audience

- Break a number down by time or place
- Compare an abstract number to something familiar





# Social Math

- 0.89 per 100,000 fewer deaths one year following GLS implementation
- 1.09 per 100,000 fewer deaths two years following GLS implementation
- 2.4 per 100,000 fewer deaths 2 years after GLS implementation in rural counties



882 lives saved  
between 2006-2015

20% stronger effect  
in rural counties



**How can you translate the findings for the counseling services scenario?**

Length of time to eliminate the wait-list with one additional counselor on staff

# Social Math – Counseling Services

- 200 students are on a wait list for an initial intake assessment; students must wait up to 2 weeks from requesting appointment to intake.
- Hiring an additional counselor would mean that 6 additional students per day could receive services



200 students



6 students per day



Wait time reduced within 34 working days



How can you translate the findings for the ongoing support scenario?

Number of at-risk youth per year that would have previously not been connected to services

# Social Math – Ongoing Support

- Average gatekeeper identifies 0.37 youth
- In the county there are 684 emergency department staff



75% of ED staff = 513  
staff

By training 75% of ED staff, 190 youth could be identified as at-risk for suicide who had not previously been identified

# What did we accomplish?

What is your goal?

Who is your audience?

What is the message?

What action should the audience take?

What GLS related data are available?

How do you translate the data?



**QUESTIONS?**

# Audience Homework

Use the "Communicating Data Cheat Sheet"

- Write down the data you have to support your goal.
- Write down the data you need to support your goal.
- List the specific data points.
- When done, rank them in order of priority.



# Where are we going?

What is your goal?

Who is your audience?

What is the message?

What action should the audience take?

What GLS related data are available?

How do you translate the data?

How do you visually display your data?

How do you create an infographic?



# Contact Information

**Jessie Rouder:** SBHF Data  
Collection Lead (DCL)

- [gl-sbhf@icf.com](mailto:gl-sbhf@icf.com)
- 516-887-3201 (EST)

**Brandee Hicks:** Training DCL

- [gl-tasp@icf.com](mailto:gl-tasp@icf.com)
- 404-592-2198 (EST)

**Nora Kuiper:** PSI & EIRF DCL

- [gl-psi@icf.com](mailto:gl-psi@icf.com)
- [gl-eirf@icf.com](mailto:gl-eirf@icf.com)
- 404-592-2139 (EST)

**Connie Maples:** TAL

- [connie.maples@icf.com](mailto:connie.maples@icf.com)
- 956-722-0474 (CST)

**Taylor Moore:** Site

Management Lead and TAL

- [taylor.moore@icf.com](mailto:taylor.moore@icf.com)
- 404-320-4425 (EST)

**Sophia Zanakos:** Project

Director and TAL

- [sophia.zanakos@icf.com](mailto:sophia.zanakos@icf.com)
- 301-572-0239 (EST)

**THANK  
YOU!**

