HOW TO MAKE YOUR DATA TELL THE (RIGHT) STORY

WELCOME!

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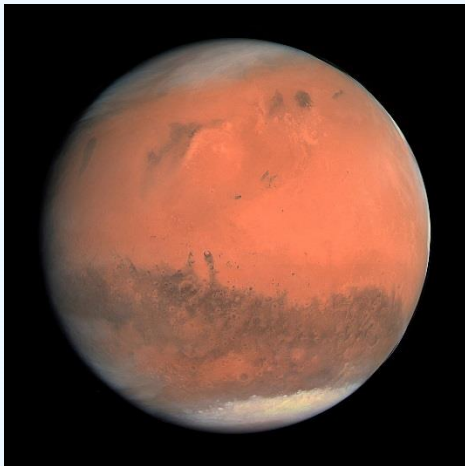
WHY WE'RE HERE TODAY

- **Discuss why communicating data is important.**

- **Review where to get data.**

- **Identify and profile key audiences.**

- **Understand when to work with <u>evaluator</u>.**

YOUR TURN

- **Affiliation?**

- **Cohort?**

- **Role at Grant Site?**

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 . . .

YASSSS!!!!

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

	National Level			US County-Level Mortality Rates						
Cause of Death	Deaths, No. In Thousands (95% Uncertainty Interval)	Years of Life Lost, No. In Thousands (95% Uncertainty Interval)	Age-Standardized Mortality Rate, No. of Deaths/ 100 000 Population (95% Uncertainty Interval)	No. of Deaths/100 000 Population						
				Minimum	10th Percentile	Median	90th Percentile	Maximum	90th Minus 10th Percentile[a]	90th/10th Percentile Ratio[b]
Alcohol Use Disorders										
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
Drug Use Disorders										
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
Self-harm										
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
Interpersonal Violence										
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

[a] Measure of absolute geographic inequality.

[b] Measure of relative geographic inequality.

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

Characteristic	Q3 2016–Q4 2016
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	5.17
≥55	9.33

Abbreviations: CI = confidence inte
* Per 10,000 emergency departmen
† Using the indicator counts and de
suspected opioid overdose ED visi
subtracted the prior quarter from th
§ The Northeast region includes HH
(New Jersey and New York), and 3
Southeast region includes HHS Re
Carolina, and Tennessee); the Sou
the Midwest region includes HHS R
Kansas, Missouri, and Nebraska); a
Utah), 9 (Arizona, California, and N
¶ Data current as of December 13,
** Statistically significant (p<0.05).

COMMUNICATORS . . .

- All about the story.

- The timeline is . . . flexible?

- Figurative and general.

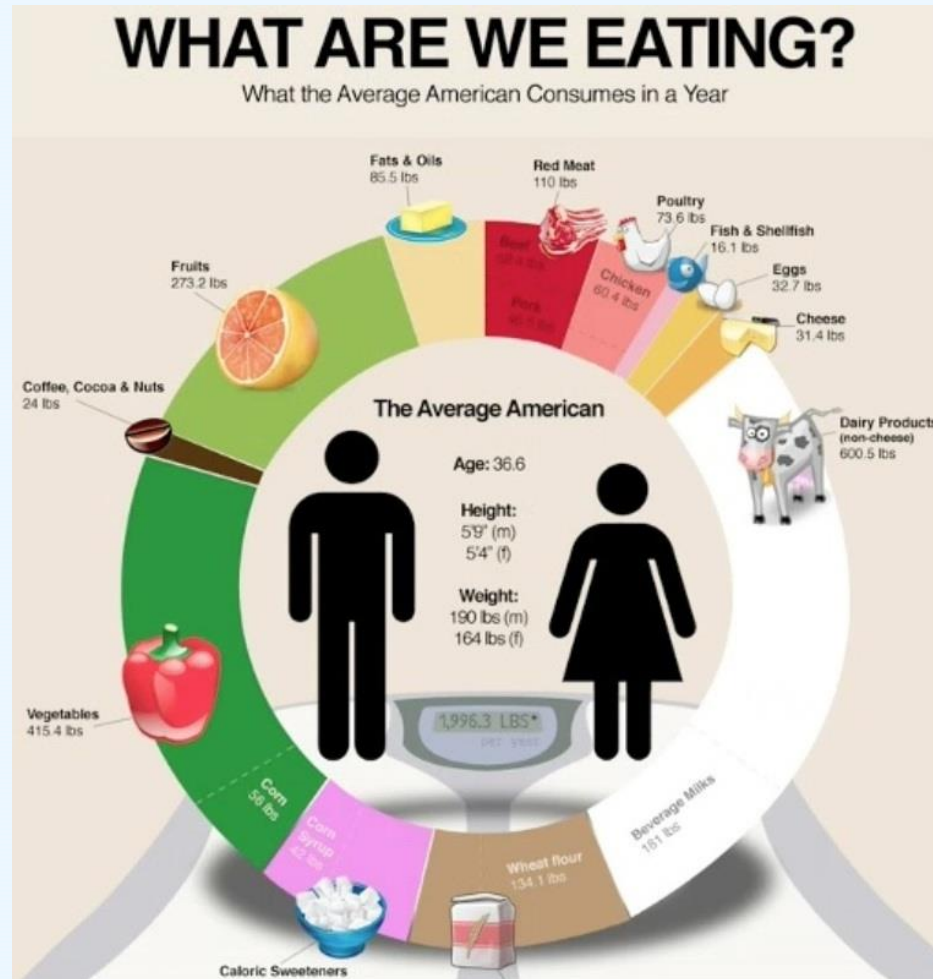- Can't wait to tell the world!

ON OUR OWN . . .

Tast **Lobster Salad Made from REAL Lobster!** **s!** **ef!**

BUT WHEN WE WORK TOGETHER

MOVIE THEATRE POPCORN

- Large popcorn, no butter.

- 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 . . .
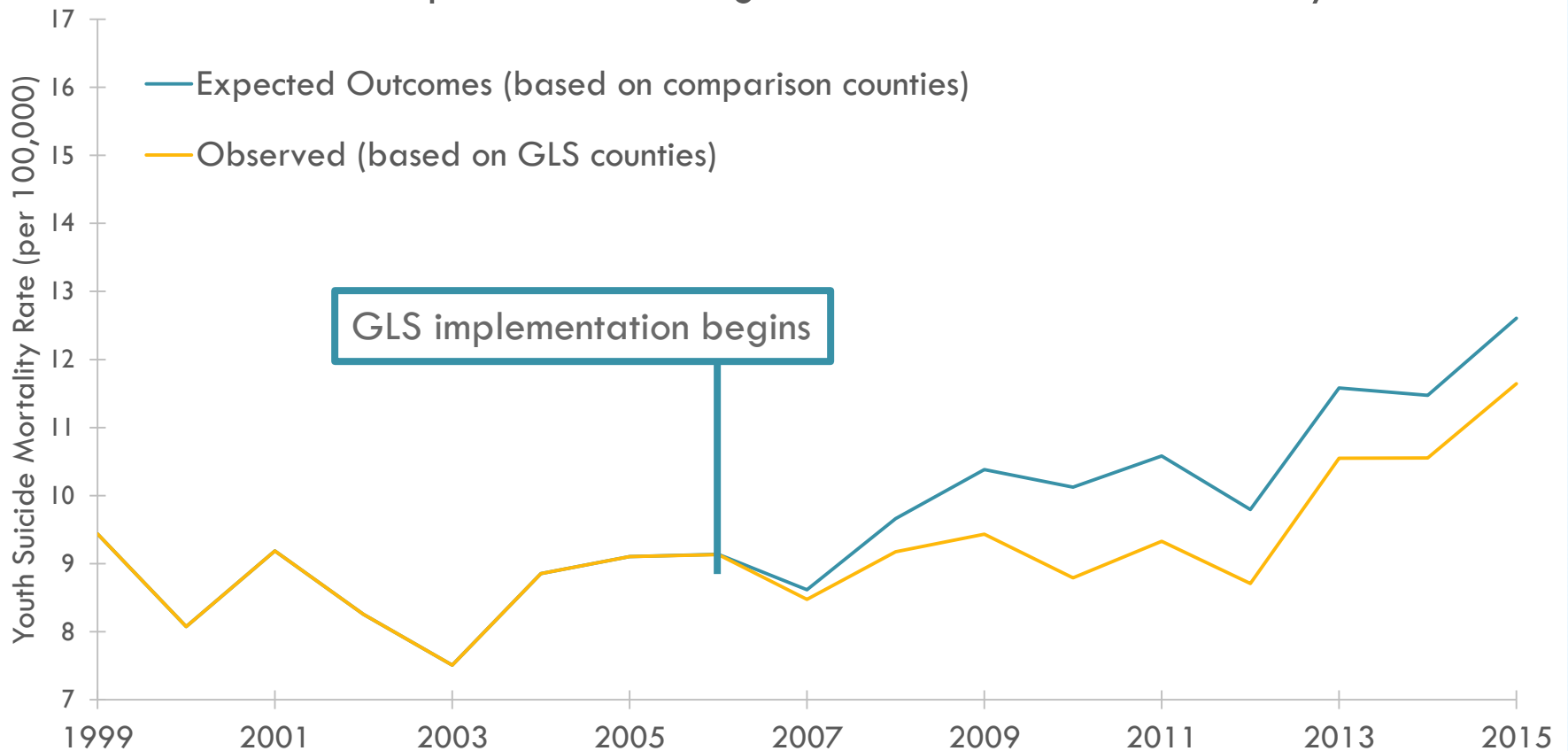

As of June 2017, Campus, State, & Tribal Grantees

Trained **1,304,600** people

Implemented **35,301** training activities

LONGER IMPACT ON YOUTH MORTALITY

Overall Impact of GLS Program on Youth Suicide Mortality

Expected Outcomes (based on comparison counties)

Observed (based on GLS counties)

GLS implementation begins

Youth Suicide Mortality Rate (per 100,000)

Fewer suicide attempts and completions in GLS areas.

COMMUNICATING DATA IS:

- **Always should be accurate.**

- **Best done in consult with Evaluator!**

- **Should tell a story that is easy (for most all) to understand.**

YOUR REALITIES

- **Competing priorities.**
- **Do more with less.**
- **Must show value, ROI, savings.**
- **Demonstrate effectiveness.**

DATA CAN HELP!

- **Helps accomplish your goal.**
- **Demonstrates need/problem.**
- **Shows your work is effective!**
- **Quantifies reach.**
- **Proves value.**
- **Generates support.**
- **Helps you tell the <u>right</u> story!**

FIRST THING'S FIRST . . .

WHERE TO FIND DATA

- **Infographics**

- **Grantee Summary Reports**

- **Public use data sets**

- **Journal articles**

- **Annual Report to Congress**

NEXT UP: HOW TO SHARE DATA

- ## What are you trying to accomplish?
  - Increase funding/support.
  - Persuade community partners to get on board.
  - Get critical information to students, faculty, staff.
  - Increase staff/student suicide prevention capacity.
  - Get President's support.
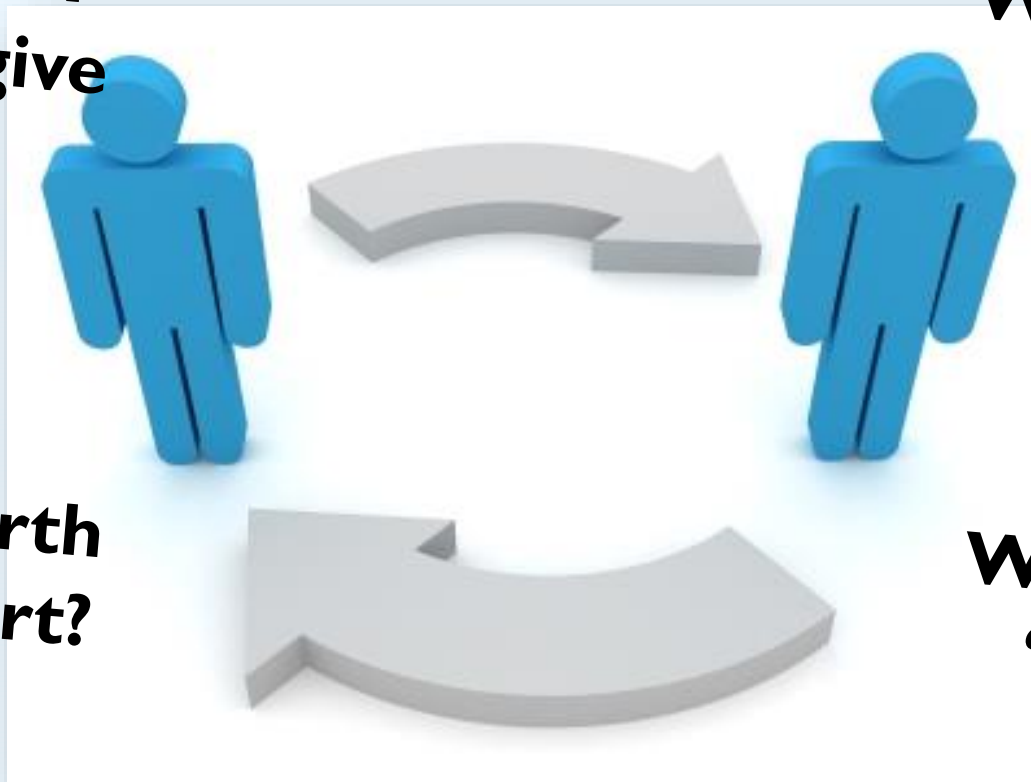 - Sustain work past SAMHSA funding.

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?"

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!**
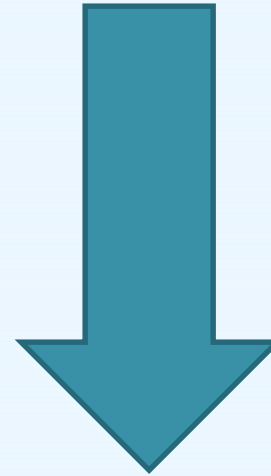- **Instead, think: what's wrong with my message or the way I'm delivering it?**

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.
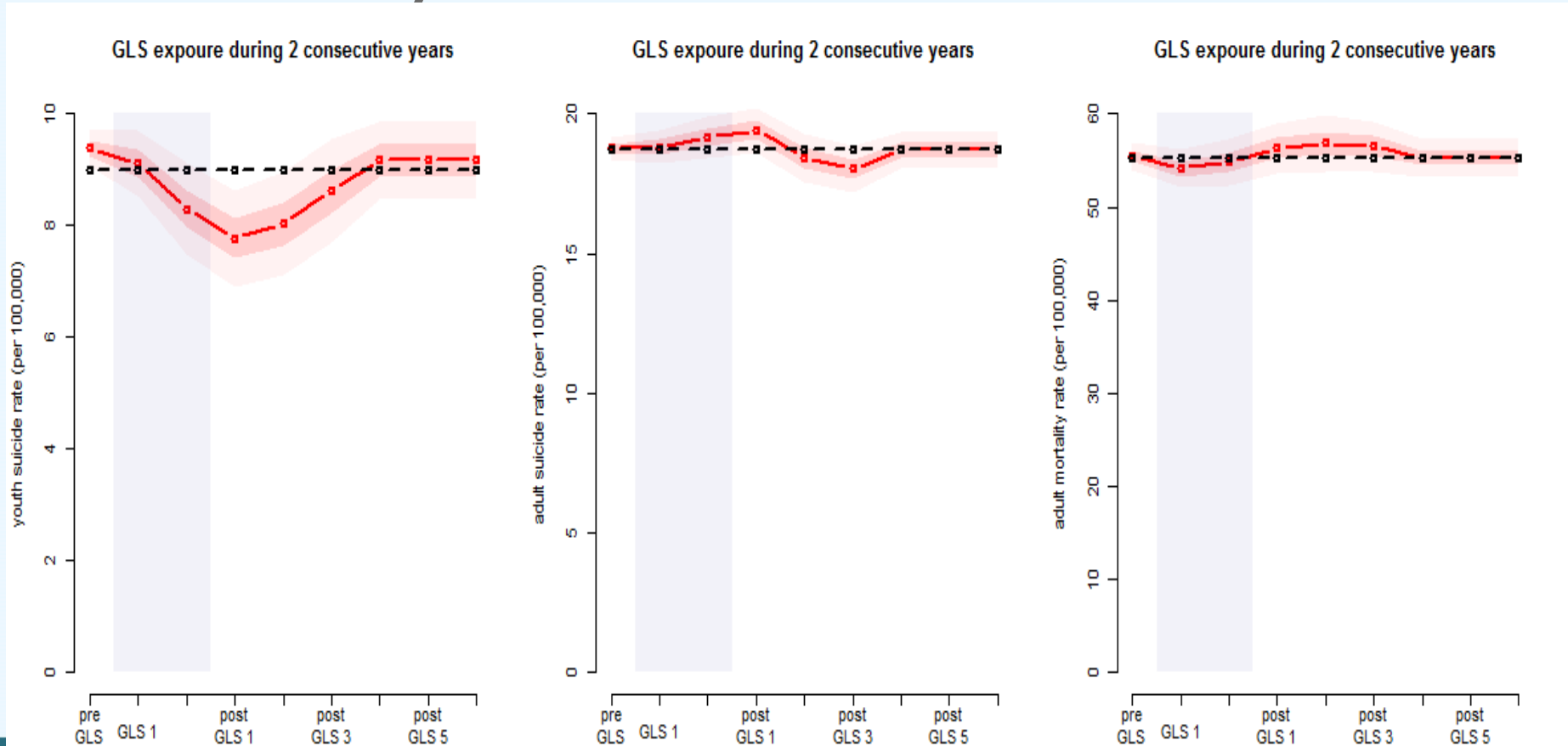
BUT WHAT IF WE INSTEAD SAID:

GLS Programs = ↓ **Decrease in youth suicide rates**

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!!

WHO DO YOU NEED TO REACH?

- **Call 'em out!**

TRYING TO REACH EVERYONE . . .
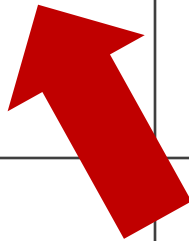
LET'S TRY AGAIN.

WHO DO YOU NEED TO REACH?
(Be specific)

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?

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.**

NEXT: PROFILE YOUR AUDIENCE SEGMENTS

- **We are not our target audience.**

- **Acknowledge their realities.**

- **If you don't know, find out or ask someone.**
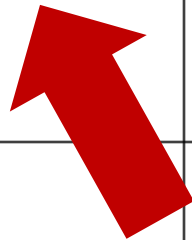
QUESTIONS TO ASK WHEN PROFILING

- **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?

TIME TO SHARE

- **What did you discover about each audience?**

- **Any disagreements re: priorities among teams?**

- **Any gaps in what you know?**

- **Any question?**

WHAT HAVE WE ACCOMPLISHED SO FAR?

- **Understand that there are different ways to communicate data.**

- **Audiences dictate what data you share and how you share it.**

- **Audience segments are critical so that we know what we say will resonate with them.**

WHAT'S NEXT?

- **Match the data your audience(s) needs to hear with available data.**

- **Learn ways to communicate data in unique ways.**

- **Start creating your specific story, using data.**

(Part 2, 3:45pm)

THANK YOU

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