



HOW TO MAKE YOUR DATA TELL THE (RIGHT) STORY, PART 2

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WELCOME (BACK)!

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



MORNING/AFTERNOON

- **This morning: All about audiences!**
- **This afternoon: All about creating stories using data.**

LET'S DIVE DEEPER, TODAY . . .

- Review importance of identifying and segmenting audiences.
- Practice aligning your data with audience needs.
- Create compelling stories using data they care about.

YOUR TURN

- **Affiliation?**
- **Cohort?**
- **Role?**

LET'S GET RIGHT TO IT

- Take out worksheets.
- Share from first two columns.
- Keep going!

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?

WHAT WILL THEY NEED TO HEAR?

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

WHAT WILL THEY EACH NEED TO HEAR?

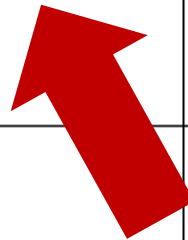
- **Resource/cost savings?**
- **Outcomes/impact?**
- **Reach?**
- **Anecdotes/real life stories?**
- **Some combo?**

WHAT WILL THEY NEED TO HEAR?

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WHAT DATA ARE AVAILABLE?

CAMPUS DATA COLLECTION INSTRUMENTS

- **PSI** – Prevention Strategies Inventory
- **TASP** – Training Activity Summary Page
- **SBHF** – Student Behavioral Health Form

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

SBHF – STUDENT BEHAVIORAL HEALTH FORM

- Student use of behavioral health services (including counts of specific services)
- Campus use of standardized screenings (and screening tool)
- Linkages to community providers
- Follow-up support
- Student suicide attempts
- Student deaths by suicide

WHAT DATA DO YOU HAVE?

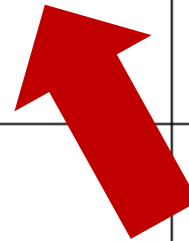
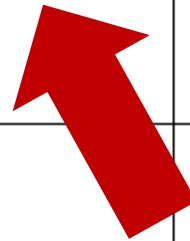
- **Inventory available data (national, campus, etc.).**
- **Identify which data will address what each audience will need to hear.**
- **List data source and specific points, if known, for each segment.**
- **Report out.**

BACK TO YOUR WORKSHEETS!

Communicating Data Cheat Sheet

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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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Christina.Zurla@icf.com

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

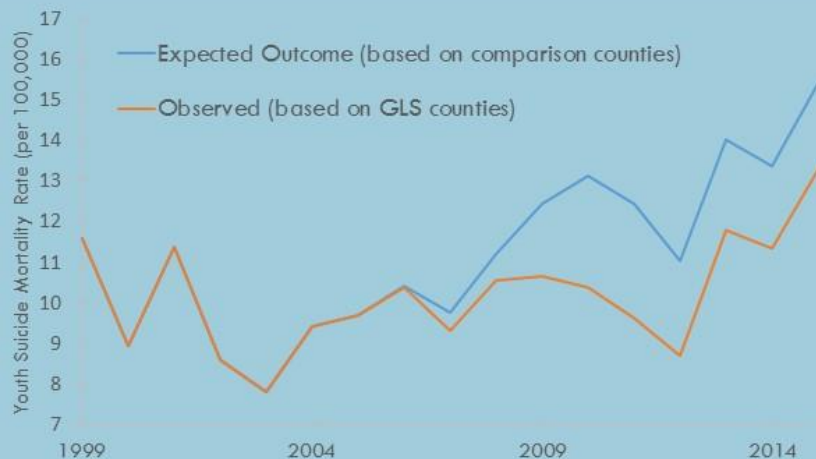
882 LIVES SAVED

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

PICTURES/IMAGES/ICONS



PICTURES/IMAGES/ICONS SOURCES

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

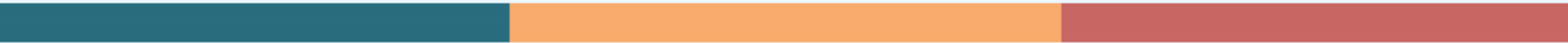
SOCIAL MATH

- **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

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

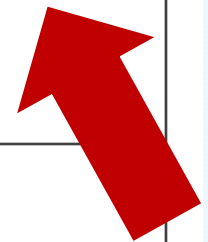
- **Using your specific data points (last column).**
- **Begin crafting a story.**
- **Gut check: will the story resonate with the audience segment?**
 - Why/why not?
 - Adjust, if need be.

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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
301-572-0239

Christina H. Zurla
Senior Communications Manager
Christina.Zurla@icf.com
240-277-3459



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Баярлалаа
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