



**Communication
Resource Center**

Your Partner in Promoting Mental Health

Data + Communication = Sustainability

*Successfully Communicating
Your SS/HS Evaluation Results*

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Safe Schools/Healthy Students

New Grantee Evaluation Meeting

Washington, DC

January 30, 2009

Session Objectives

- Examine the very different roles of communication and evaluation—and how they align to support a Safe Schools/Healthy Students initiative.
- Look at examples from SS/HS grantees who have successfully used data to garner audience support.
- Consider strategies to enhance effective collaboration with your Project Director.

Hats Off to Evaluators!

- Communicators appreciate evaluators because you:
 - Do critical, challenging work.
 - Do not fear complexity.
 - Are process oriented.
 - Appreciate absolutes.
 - Identify outcomes and trends.
 - Make our jobs easier.

Communication + Data = Sustainability

- Compelling presentation of outcomes:
 - Considers your audiences' needs.
 - Meets your audiences “where they are.”
 - Resonates with your audiences.
 - Is more than facts—tells a memorable story!
- Evaluation collects and assesses data; communication frames and presents it.

Communicating for Success

- Increases participation in and support for programs and services.
- Convinces people these programs and services will help them personally.
- Generates buy-in from audiences critical to your success.
- Encourages behavior change.

Communicating for Sustainability

- Fosters perception that “we’ve been here forever, and we’ll always be here.”
- Illustrates worthy successes and ongoing needs.
- Deepens existing partnerships for the long haul.
- Engages new partners to be a part of this success.

Social Marketing

“Social marketing is the use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole.”

—Kotler, Roberto, & Lee, *Social Marketing*, 2002

Science-Based.
Audience-Driven.

It's All About Your Audiences

Different Needs, Values, Beliefs, Priorities



Today's Audiences
Are Tomorrow's Champions

The Exchange Theory

What are you going to give me?

Does this solve a problem for me?

What will I have to give up in order to get it?



Is it worth the effort to me?

Putting the Audience First

- Successful communication requires that we:
 - Learn as much as possible about an audience before creating materials and messaging.
 - Create messaging and materials that matter to them.
 - Respect and respond to their needs, values, and beliefs.

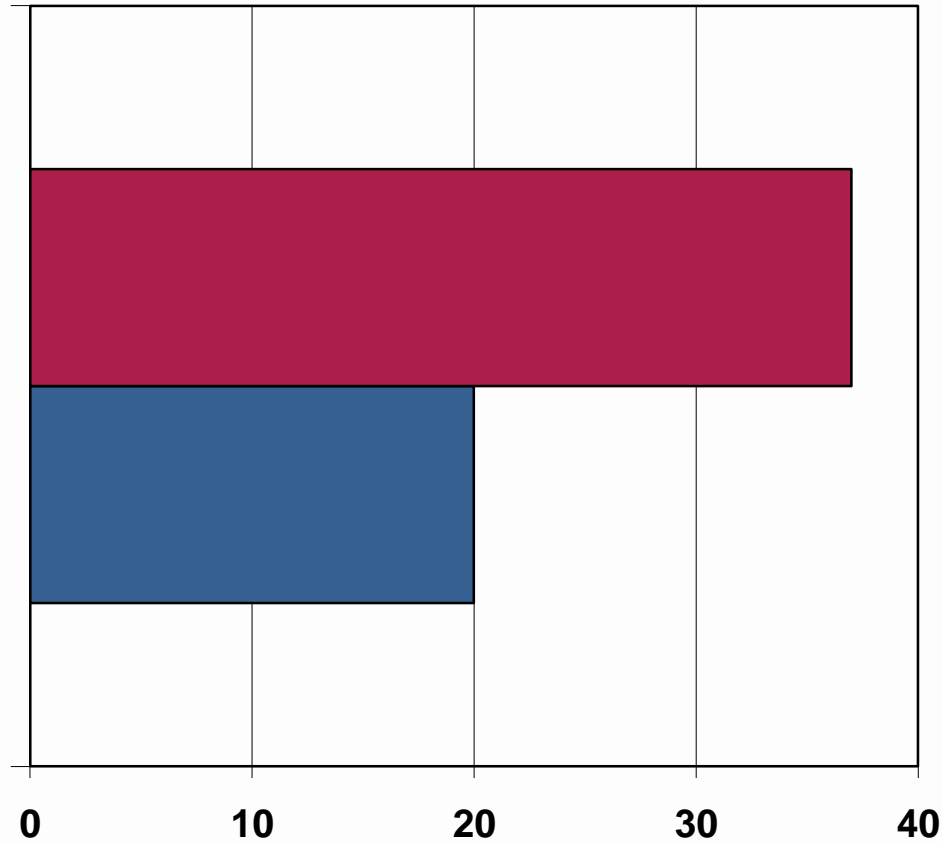
A “Real World” Example

- DATA report:*
 - The average “medium” popcorn contains 37 grams of saturated fat.
 - USDA recommends no more than 20 grams/day of saturated fat.
- COMMUNICATION challenge:
 - Reduce consumption of movie theater popcorn.

*From the Center for Science in the Public Interest

One Way To Tell the Story

**Grams
of Fat**



■ Medium Popcorn

■ USDA RDA

A Different Audience? A Different Way.



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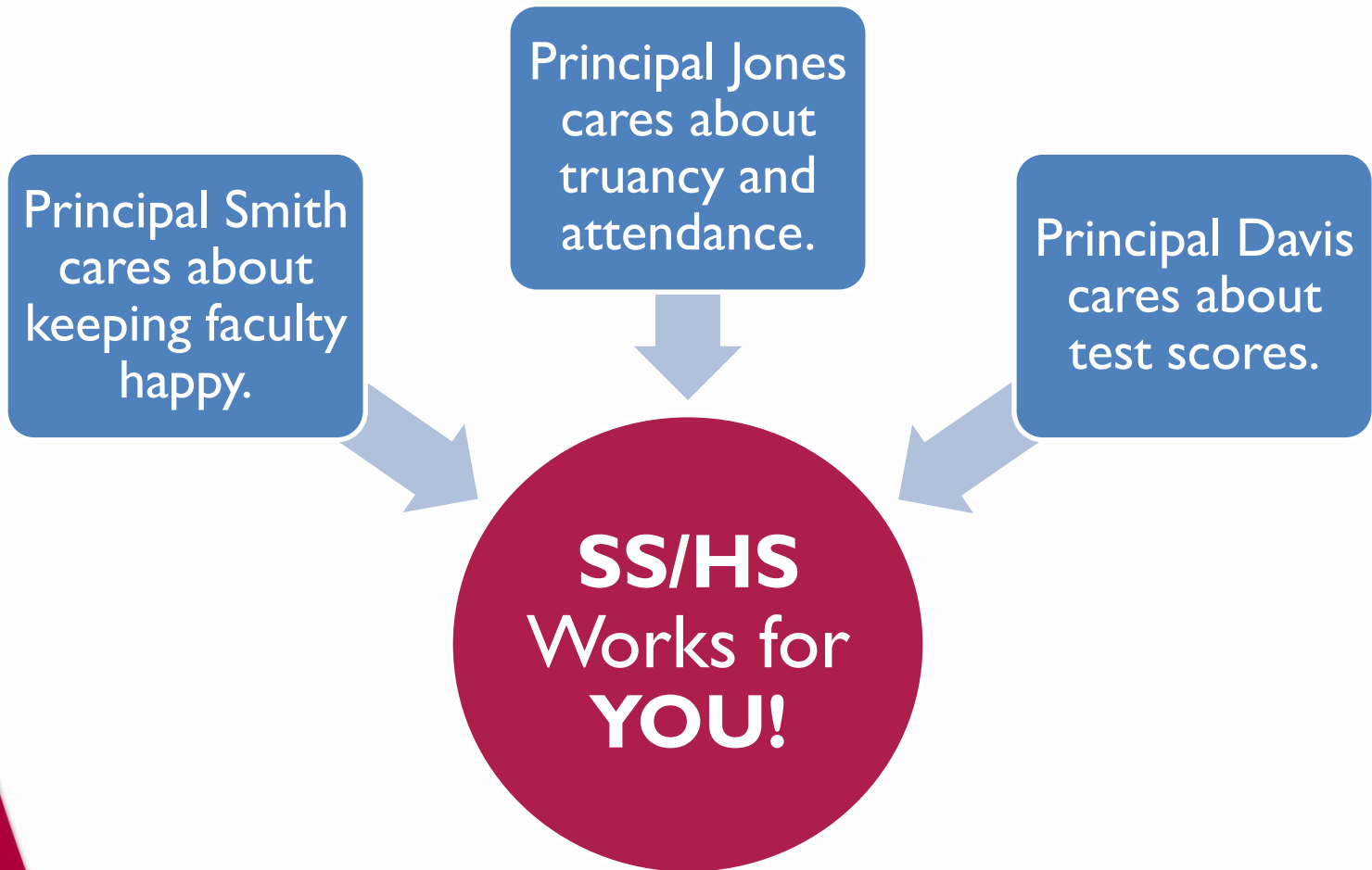
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Meeting Your Audiences Where They Are

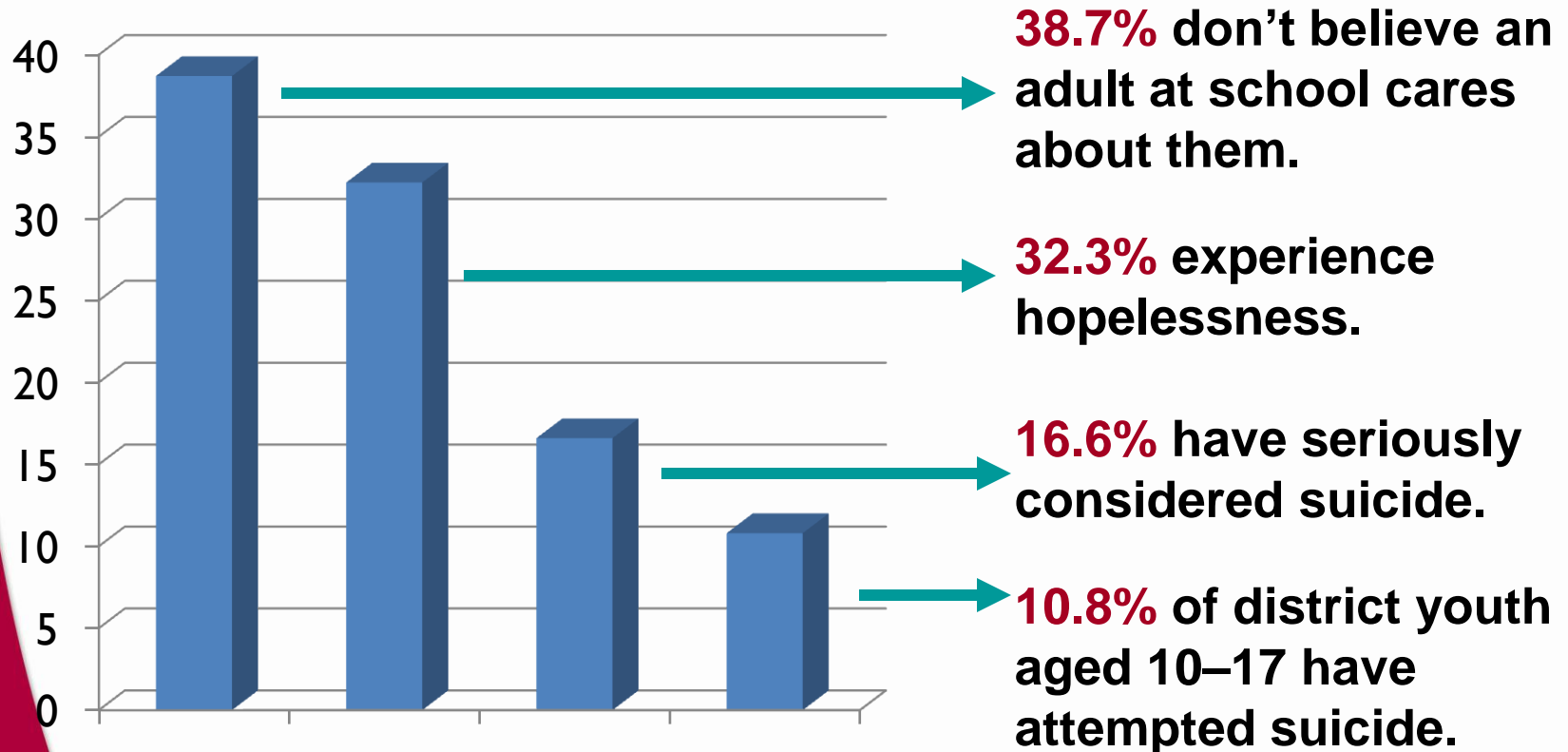


Data Support Your Program Goals

- The programmatic goal:
 - Increase number of children receiving mental health services.
- The communication goal:
 - Improve buy-in from teachers, school staff for mental health referral process.
- The data:
 - 38.7% of students don't feel an adult cares about them.
 - 32.3% report experiencing hopelessness.
 - 16.6% have seriously considered suicide.
 - 10.8% have attempted suicide (double State average).

**As reported in latest district survey, students ages 11–17*

Sharing the Data: One Way To Go



Students and Depression

Ages 11-17

One in three experiences hopelessness.

One in six has considered suicide.

One in 10 has attempted suicide –
double the State rate.



And more than one-third don't feel anybody cares.

Data Add Weight to Your Story

- The sustainability goal:
 - Sustain and expand your mentoring program by increasing the number of mentors from 25 to 125.
- The data:
 - 84% of mentors report the experience as either “rewarding” or “highly rewarding.”
 - 76% would recommend it to others.
 - At-risk children receiving 12 months of mentoring report:
 - 23.5% drop in self-reported substance use*
 - 36.6% fewer unexcused absences*
 - 56.3% higher sense of self-esteem*

**As compared to previous 12 months*

Perfect for Some Audiences

Effects of Mentoring on At-Risk Youth	Pre-Mentoring	Post-Mentoring	% Change
Self-reported Substance Abuse in Past 30 Days	17	14	- 23.5%
Unexcused Absences for School Year	102	65	- 36.3%
Self-reported Sense of Good Self-esteem	9	16	+ 56.3%

Represents 25 students surveyed who received mentoring.
Students were surveyed in May 2006 and 2007.

Back to the Goal: Attract New Mentors

- What are the characteristics of a good mentor?
- Where will you find them?
- What's in it for them?
- What are their barriers?
- How will you overcome those barriers?
- What's your message?
- How can data support your message?
- How will you deliver it?

Be a Mentor

And Change More Than Just One Life



More than four out of five mentors tell us they've valued the experience of being a mentor.

Three-fourths of mentors would recommend the experience to others.

Be a mentor and pay it forward...



Mentored children have higher self-esteem, less substance abuse and attend school more regularly.

Be a mentor and get it back...



Anyone can be a mentor. All you need is a willing spirit. We provide training to fit your schedule.

In the amount of time it takes you to watch one hour's worth of T.V., you can change two lives at once.



"Never in my wildest dreams did I imagine mentoring would be so much fun for ME. The time flies and I always look forward to our lunches together."

— Annette J.,
mentor and nurse

"I was terrified I wasn't smart enough to be a good mentor, but I realized it's not about smarts. It's about listening and caring. It's about being human."

— Jim S.,
mentor and plumber

Data answer
"What's in
it for me?"

Data answer
"What's in it
for them?"

Content
addresses,
overcomes
barriers.

←
Quotes
from
other
mentors
lend
credibility
and tell a
human
story.
←

SS/HS Case Study: Ontario Montclair, CA

- Objective: Deliver CHKS findings to an array of partners, stakeholders, school and district leadership, teachers and staff.
- Challenges:
 - Multiple audiences with varied priorities.
 - Need to promote the initiative.
 - Lots of data to share—don't want to “fatigue” audiences.

Solution: “The Big Picture”

**the
big picture:**
building support
for safer schools &
healthier students

**coordinated
efforts
can make a
difference**



*Together we create safe schools
and healthy students.*



**How well do you know
your students?** What do you know about them
beyond their academic performance? The
California Healthy Kids Survey is a window into the
lives of your students, and helps educators
understand and address issues that affect pupil
academics and behavior.

Supporting the well-being and academic success of children

In this issue we look at selected results from this survey and identify the programs available to address the needs of our students. Next month's issue will highlight some "real life stories," and show how the collaboration and coordination of the Safe Schools Healthy Students program works to help OMSD students and families.

CHKS-California Healthy Kids Survey

The following data is from the California Healthy Kids Survey administered to OMSD fifth grade and seventh grade students in the Spring of 2007. The California Department of Education funded CHKS to assist schools in preventing youth health-risk behaviors and promote positive youth development, resilience and wellbeing. Data presented here is for all OMSD schools, but survey results are available for individual schools sites. Please contact your school administrator for your site's survey results.

There is a significant amount of information in the survey results—much more than could be included here—so all teachers, administrators, and community partners are encouraged to review the CHKS results in their entirety.

Note: To provide an indication of the number of students that the percentages represent, "working numbers" of 90 fifth grade students per school and 450 seventh grade students per school were used. Also note that all numbers have been rounded. "CSS" is the biennial California Student Survey, last conducted in 2005/06. Not all questions have a CSS comparison number. There is no CSS data for fifth grade students.



**Ontario - Montclair
Safe Schools
Healthy Students
Partnership**

see next page

Volume 5 — Mar. 2008

SS/HS Case Study: Anaheim, CA

- Objective: Report ongoing progress to audiences wanting different levels of detail.
- Challenges:
 - Not as much hard data to report as they'd like.
 - Partners need a better sense of the whole initiative's work.
 - Busy school and district leaders only want “what's in it for them.”

Same Data, Different Presentations



Anaheim Safe Schools/Healthy Students (SS/HS) Initiative

Annual Report to the
Anaheim SS/HS Advisory Board
Sept. 28, 2007

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The Anaheim Safe Schools/Healthy Students Initiative is operated under Anaheim City School District's Office of Pupil Services, Director: Phyllis Reed.

Major activities of the SS/HS Initiative are funded through a Safe Schools/Healthy Students grant from the U.S. Departments of Education, Health & Human Services and Justice and through an Elementary School Counseling grant from the U.S. Department of Education—Office of Safe and Drug-Free Schools.

Partnership
wants full detail

School leaders
only want what
concerns them



Anaheim Safe Schools/Healthy Students Initiative

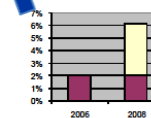


Enhanced School-based Mental Health Services *Helping remove barriers so children can focus on learning*

BACKGROUND

The Anaheim City School District expanded its partnership with Western Youth Services to place a mental health service provider at each of the District's 24 schools. Additionally, school counselors and a social worker were placed in Key and Main schools. The mental health service providers help students learn coping skills during one-on-one or small group sessions. Now children have a trusted professional to show them how to cope with their problems, whether it's stress or just making friends.

HIGHLIGHTS



Prior to receiving grant monies, about 2% of students received school-based mental health services. Now an additional 4.1% of students are being served (Safe Schools/Healthy Students and Elementary School Counseling Grants). Also, an estimated 200+ families are helped via informal assistance.

OUR OUTCOME

The mental health service providers have become integrated members at their school sites. Finding new ways to connect students with their peers, teachers and families, the mental health service providers have helped students develop positive prosocial skills and increased school bonding.

I thank you for making us better kids and helping us make better choices. We learned that fighting is bad and I am thankful for being in our [social skills] group. It has made me a better person and helped me learn to stay out of trouble.

—Student, in a letter to a mental health service provider

For more information about the many programs and services offered through the Anaheim Safe Schools/Healthy Students Initiative, contact Wendy Dallin, Project Coordinator:

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131 W. Midway Drive, Anaheim, CA 92805

Communicating With Your Project Director

- Common denominators for successful collaborations:
 - Mutually value each other's contributions.
 - Start working together early.
 - Communicate regularly.
 - Monitor and share key information to refine:
 - Data collection
 - Communication

Collaborating with Your Project Director

- What types of data do you have right now?
 - Quantitative/qualitative data
 - Descriptive/outcome data
- Do your data come from quality sources?
- What messages/stories do your data convey?

Looking Ahead to Sustainability

- Who needs to be at the table to sustain your initiative?
- What information do they want to hear?
 - Quantitative data
 - Qualitative data
 - Combination
- How do you present that information?

Who Will See Your Data?

- SS/HS audiences may include:
 - Your existing partners
 - Community and business leaders
 - Policymakers—local to national level
 - Nonprofit and foundation leaders
 - Faith-based community
 - School and school district leadership
 - Teachers
 - Students and parents
 - Interested community members

What Matters to Them?

Description of:

- Students?
- Programs?
- Services?
- Cost?
- Consumer satisfaction?
- School climate?

Change in:

- Student behavior?
- Academic performance?
- Available services?
- Expenditures?
- Consumer satisfaction?
- School climate?
- Academic indicators?

What Sources Do They Trust?

- Caregivers?
- Teachers?
- Students?
- Community members?
- Administrators?
- Agency staff?
- Management Information Systems?

What Else Do They Want To Know?

- Some or all of your program objectives?
- Your progress toward those objectives?
- Your evaluation methods?
- Comparison of results with objectives?
- The “human story” behind the initiative?
- What you would like from them (your “ask”)?

Tools You Can Use



- Tips and Guidelines
 - Materials
 - Delivery Channels
 - Document Design
- Worksheets
 - Audience Data Preferences
 - Data Inventory
- Templates
 - Fact Sheets
 - Reports
 - PowerPoint

<http://www.sshs.samhsa.gov/communications/>

Common Communication Challenges

- Our data don't tell a pretty picture.
- Our data are incomplete/inconclusive.
- Our data suggest the need for an unanticipated mid-course correction.
- Our audience “doesn't believe” in prevention.

Let's talk!



Communication Resource Center

Your Partner in Promoting Mental Health

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