



GBA Plus and Data Narratives Workshop: Slide Notes

Slide 1: n/a

Slide 2: [Replace with the territorial acknowledgment used by your organization.]

Slide 3: n/a

Slide 4:

[Speaker may include 1-2 goals you have for participants][Principles may be modified to reflect those used at your organization]

Practices

- Periodic pauses for questions
- Parking lot for tangential questions

Logistics

- Encourage use of sticky notes (in-person) or chat/Q&A function (virtual) for folks to record their thoughts.
- Consider saving the meeting chat and reviewing comments after the workshop's conclusion.

Slide 5:

Data *matters*.

Data is how you know who you're serving and how well you're serving them, through client files, program outcomes, and other metrics.

Data is both how you prove what you know and how you challenge what you know. It plays a key role in organization functions and activities like program and policy design

and development, funding, and reporting – data is everywhere. For something that central, with so many possible impacts, it is essential to pay attention to building in and monitoring equity in data practices, just as in hiring, services, and other program areas.

Note: Anecdotal data is based on stories, such as what staff learn or observe by interacting with their clients. It is different from quantitative data or data derived from formal surveys or focus groups and is used in different ways.

Slide 6:

Data work can include both the deployment or analysis of data as well as gathering and collecting data. Many staff will work at one end of the process, such as in client intakes, but almost all staff are interacting with data in some way.

[Use the responses to this slide to guide participants to a clearer understanding of both the role they play in data processes as well as the role data plays in the organization. When participants share where they work with data, follow up with a question about that work – how do they feel about their role in that process? What is most challenging or rewarding?]

Slide 7:

- Gender-based analysis plus (GBA Plus) is an analytical framework for examining how diverse groups access, experience, and benefit from policies, programs, and practices.
- Initially, it only examined the role gender played. While it now acknowledges other identity factors through the “Plus” in “GBA Plus”, it is important to be intentional about examining diverse intersecting factors and to move away from an additive model where gender is the first and foremost unit of analysis.
- To do so, engage in intersectional analysis to see how identity factors like age, gender, race, education, and other factors interact to affect the ways policies, programs, and practices affect diverse groups of people.
- This analysis is then used to design new policies and/or adjust existing ones in order to ensure equity in access and outcomes.
- Remember: analysis requires data to analyze. To perform intersectional analysis, you need intersectional data – in this case, disaggregated data.

Data equity is the principles and practices through which we engage with data. We have a responsibility to treat clients’ data with the same respect we extend to their persons.

What are some identity factors that play a role in your clients’ experiences?

Slide 8:

[If your organization has enacted recent interventions using this model, consider adapting that process as the example for this slide.]

Data helps to identify issues. For instance, you might notice higher rates of withdrawal from LINC classes during the summer months. Identify this as the issue.

Data can help challenge assumptions when it contradicts biases, so look at the data you have to challenge the assumptions you might carry – who do you assume is withdrawing and why? Use disaggregated data to find out who is leaving classes.

Then gather the facts – consult with those clients to find out why they're withdrawing (this is a form of qualitative data).

Use that information to develop targeted and strategic recommendations and interventions. It is a good idea to use an equity framework such as IDEA to ensure that these interventions are designed and implemented in an equitable way.

Finally, compare data from before and after these interventions to check their effectiveness. Do withdrawal numbers change? You may repeat this process to refine these interventions or design new ones.

Slide 9:

This pyramid shows how data provides the foundation for analysis, which guides interventions designed to improve equity. This is a two-way street – Data is used to work toward equity, but equity also has to inform practices around data.

Locating data *in* equity (moving from the top of the pyramid down to the base)

- Equity depends on creating justice-driven opportunities and supports through targeted interventions.
- Data-informed interventions address the specific needs of diverse groups.
- This requires finding relationships by analyzing or examining data.
- That data comes in many different forms, from service use statistics to staff observations to lived experience.

Locating *equity* in data

- Data equity guides data processes toward transparency, accountability, and engagement.

- Equity is built from
 - Intersectional awareness
 - Humanized data, respecting people and context
 - Openness about processes
 - Commitment to learning and growth

Slide 10:

[Pause at the end of this slide for questions]

Data equity is a broad concept, but here are some core principles to guide your work with data. Use these as a starting point and build your own equity-driven data practices based on how these principles intersect with the work you're doing.

Data management is a learning process

- Data equity is a process, not an achievement; mistakes will be made.
- Create and follow accountability measures.

Data is subject to bias

- Bias can enter at any stage of data management; data is less accurate and less representative when affected by bias.
- Listen when data contradicts assumptions and expectations; compare quantitative data to qualitative data and lived experience. Diverse perspectives can help identify bias.

Data represents people

- Treating information as valuable is one way of treating people as valuable. Informed consent and cultural safety are essential for collection.
- Ensure data accurately represents people through categories that reflect self-identification.

Data has consequences

- Visibility can be both beneficial and dangerous. Listen to clients and communities to learn how data practices are impacting them.
- Fair and accurate data can empower. Misrepresentation can cause harm and silence vulnerable voices. Ask what your data is doing.

Data does not exist in a vacuum

- Data reflects the interaction of individuals, histories, and systems.
- Context, including current and historic oppression, guides understanding and interpretation.

Data management must balance public good and personal privacy

- All data collection is invasive, so only collect data that serves a purpose.
- Understand and respect clients' right to decide what information to share.

Slide 11:

One way to think about data is through narratives. Know your subject, which could be described by the questions you want to answer; know your purpose, or the goal you want to achieve through this process; determine your audience, the main people or organizations with whom you'll share this narrative; and understand your evidence, the data you will use to illustrate and prove the subject of your data story.

These are all related, but it can be helpful to start with purpose. Once you know what you want to achieve, look at who you need to communicate with. With that foundation, consider what kind of evidence that audience would find compelling.

Example: if you want to communicate a need for more funding or the ability to shift allocations, the subject would be specific program areas and the audience would be a funder. To build a narrative compelling to funders, you want quantitative data, numbers that back up your subject, and possibly qualitative data, such as testimonies from clients or staff or findings from focus groups. So your purpose is funding, your audience is the funder, your subject is a specific program or activity, and your evidence is the numbers and/or stories that describe the need for the change.

Finally, once you know your subject, purpose, audience, and the evidence you need, identify the data needed to conduct the analysis, including what data you have and what you lack. Think of the subject and purpose as the what, the audience as the who, and the evidence as the why.

And as part of equity, always consider whose story you are telling. Is this your agency's story? Is it your clients' story? What does it mean for your organization to tell a story about newcomers? Begin with these questions but also delve deeper.

Slide 12:

Data equity brings us back to core principles and key questions. As part of designing data narratives, these questions can be used to frame the process.

First, always ask what your data is doing. Who is it describing, and who is being left out? Is visibility actually desirable for this group? Where is it helping or harming?

The language you use has consequences. Labels that don't accurately describe the people involved misrepresent them. This is both disrespectful and often perpetuates stereotypes. If you only describe clients in terms of what they lack, rather than looking also at their strengths and successes, you create lopsided stories that build a distorted image of people who only need things but have nothing to offer.

Consider where this data narrative is being shared. If you constantly take data from clients but offer nothing in return, you establish a fundamentally unequal relationship based on extraction. Think about how you can share with clients and communities the results of the data they share with you. Can you make reports available to the public? Can you present the information in alternate formats, such as info sheets with visual elements and accessible language, or even short video or audio recordings? Can you hold community events and forums to share what you've learned and learn what communities want to know? Make data an opportunity for exchange and sharing.

Transition: So let's apply the concept of data narratives and data equity to a case study.

Slide 13:

[Suggestion: prepare a targeted example of how data is used in the organization and guide participants through structuring that use as a narrative.]

[Pause to give participants time to answer each of these questions – subject, audience, evidence, analysis, and what data is needed before using the click-through animations to show possible answers.]

Note for analysis: This is the stage at which your GBA Plus work gets the most mileage. Here you want to build an understanding of who is using your service and what that is like for them, including how successful it is. Which is why when you get to the data you need, disaggregation is so important to understand who is enrolling, continuing, or withdrawing, in order to identify identity factors that may be affecting access to and success in LINC classes. Disaggregation is the method for separating data based on shared factors; it is how you can find out if women or men are more likely to drop classes, parenting or non-parenting clients, or if any other identity, such as visible minority, disability, LGBTQIA+, etc may have an effect on enrollment and/or completion. This is especially useful for spotting service gaps based on identity factors and is key to GBA Plus analysis.

Once you know what data you need to tell this story, check your data practices – do you have all the data? Are there mechanisms in place to enable the analysis you need (like disaggregation)? Find your data gaps and plan to fill them.

Transition: As you're working through this process, and particularly as you delve into your data, make sure you integrate data equity principles.

Slide 14:

[Pause to give participants space to offer their ideas on how to incorporate data equity through activities, standards, principles, and practices. Use click-through animations to explore related equity concepts. Encourage participants to think of concrete steps.]

First, your data represents real people with real lives and concerns.

- As an organization with the resources to gather and analyze data, you hold power. One way to further equity is to answer questions raised by clients and their communities.
- Engagement with communities throughout the process supports relationship-building and also creates opportunities to gather qualitative data.
- Remember that there is a risk your data narratives could be used against clients in competing narratives. Also look at how your work can be used by communities, particularly if they could be evidence in support of community advocacy work.

Equity is especially important when collecting data of all kinds.

- Be transparent about what data you're asking for, why, and how it will be used.
- It's also important to make an effort to use categories and labels (such as cultural or ethnic groups, gender identities, etc) that align with the ways individuals and communities describe themselves.
- These practices contribute to establishing culturally safe spaces for data collection. Cultural safety requires humility, a learning mindset, an awareness of the power dynamics at play, and a dedication to mitigating those imbalances.

When working with the data you've collected, keep in mind that:

- Intentional curation results in databases that more easily and effectively collate and disaggregate data.
- Finally, qualitative data gained through observation, focus groups, informal conversations, and/or open-ended surveys helps to check and verify what the numbers are telling you. When there's a mismatch between what clients and staff are reporting versus what the statistics say, that's a sign that you need to dig deeper into what's going on and why.

Slide 15: Take 5-10 minutes for everyone to reflect, stretch, and take care of needs.

Slide 16:

[Invite participants to explore the concepts of data narratives and data equity within the context of their own work in pairs or small groups. You may provide a list of possible subjects or objectives, based on work the agency is currently doing, that participants can choose from if they have trouble forming their own. Each pair or group should explore ideas for data narratives and incorporating data equity and then share back some highlights with the larger group.]

Note: If you have a different timeframe for your workshop, update this slide with the correct amount of time participants have for discussion.

In person: Post-its or oversized poster sticky pads can be used for groups to record their thoughts – this can be helpful when following up on these conversations after the workshop.

Virtual: Use breakout rooms for participants to discuss and then share back. Encourage use of the chat.

Consider: Providing the Data Narratives Workshop Worksheets to each group, to help participants organize their thoughts.

Slide 17:

[If using an evaluation survey, you may replace the QR code on this slide with a QR code or link to your survey so that participants can access it immediately.]

Note: If this workshop is virtual, replace “write your thoughts on the sticky notes provided at your table” with “type your thoughts in the chat.”

Give participants a chance to reflect on their own or in pairs/groups. You can offer all the questions at once, or separate them and consider each question separately. For the first and fourth questions, consider starting them with a nonverbal check-in.

In-person options: a show of hands for yes (up)/no (down)/somewhat (flat), or raised fingers for rating from 1 to 5.

Virtual options: Using the raise hand function for agreement, posting in the chat, polls, Slido, or Mentimeter.

Consider posting the workshop objectives in the chat and encouraging participants to reflect on how well the workshop experience met those objectives.

Follow-up questions may include: “What aspect of (GBA Plus, data equity, data narratives) do you feel most confident about? Why?” “What are your take-aways today?”

Slide 18:

[Thank participants and organizers.]

Workshop follow-up suggestion: assemble ideas and insights from participants into a document that can be shared alongside a copy of this presentation. Include a section for the comments that were placed in the parking lot or chat during the workshop.