

EiPLC Scope and Sequence

This document is designed as a curricular overview of the [AISP Equity in Practice Learning Community](#). Each site is working for data equity in different ways, yet there are broad categories of the work that we think are important to consider when working to center equity throughout the data life cycle. We do not expect this document to be used as a linear guide or a checklist for completion. Our goal is to support an iterative approach, where the components build upon and strengthen one another.

The EiPLC is a 30-month cohort-based learning community. All EiPLC Sites are selected through a competitive RFA process and are also invited to become members of the AISP Network.

❖ **Cohort 1: June 2022–December 2024**

❖ **Cohort 2: June 2023–December 2025**

This curriculum overview can also be referred to as a scope and sequence. The scope refers to the broad areas addressed by the curriculum—planning, data collection, data access, use of algorithms and statistical tools, analysis, and reporting & dissemination. Planning includes subcomponents that align with the [GARE approach](#)—visualize, normalize, organize, and operationalize. All other parts of the data life cycle include subcomponents that align with the [AISP Quality Framework](#)—governance, legal, technology, capacity, and impact.

The sequence includes:

- ▶ **essential questions**—designed to encourage further questioning about big ideas. They’re intended to spark inquiry rather than lead to conclusions.
- ▶ **learning activities**—what the sites will be doing and focusing on as they work to incorporate equity across the data life cycle, and
- ▶ **learning outcomes**—describe what the site team will be able to do as a result of thinking through the big ideas and activities. Ideally, these are measurable, and often include a tangible outcome such as a list of principles or an updated process.

By the end of the EiPLC, you might have created the following products:

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| 1.I.a. Vision and guiding principles | 1.III.c. Data equity framework |
| 1.I.b. Data landscape | 1.III.d. Process map of current governance practices, policies, and processes |
| 1.II.b. List of terms and definitions | 1.IV.a. Staffing plan |
| 1.II.d. Document the racial history of program and place | 1.IV.c. Asset map |
| 1.III.a. Table of partners | |

1. PLANNING

1. Planning, Learning Goal I: Visualize.¹ Articulate your guiding principles for centering racial equity throughout data integration. Envision the use of shared data infrastructure as a tool to work for equity and justice.

Essential Questions	Learning Activities Participants will...	Learning Outcomes Participants will be able to...
<p>1.1.a. What is your shared vision for how data can be used to center racial equity?</p> <p>What are your guiding principles for working towards this vision?</p>	<p>Co-create a vision and guiding principles for centering racial equity throughout data integration.</p>	<p>Throughout the EiPLC, expand and refine your vision and guiding principles.</p>
<p>1.1.b. How can data be used to share power, build relationships, and deepen trust?</p>	<p>Conduct a data landscape to better understand data availability for organizational and community use. It will be helpful to create a macro view of relevant data initiatives, as well as a data landscape specific to the data collaborative. This document could outline what data is available (e.g., data dictionary) and how data has been used (e.g., list of projects).</p> <p>Determine how these data could be used to share power, build relationships, and establish trust.</p>	<p>Envision a future state of data access and use that centers racial equity while building authentic relationships to develop trust across government, organizations, and communities, with the goal of shifting and sharing power.</p>

¹ With permission, we use and expand upon the [Government Alliance for Racial Equity \(GARE\)](#) approach—to Visualize, Normalize, Organize, and Operationalize to work for racial equity.

1. Planning, Learning Goal II: Normalize. Evaluate your organizational readiness to support data practices that center racial equity and incorporate community voice and agency in key decisions about how cross-sector data are used. Unearth and examine how the racial history of your context currently impacts dynamics and data use in your organization, collaborative, and community.

Essential Questions	Learning Activities Participants will...	Learning Outcomes Participants will be able to...
<p>1.II.a. How are data currently used in your organization, collaborative, and community? How is data access and use changing over time?</p>	<p>Evaluate past, current, and planned activities at the intersection of data infrastructure and racial equity for positive and problematic practices.</p>	<p>Identify opportunities to expand positive practices and shift problematic practices across the data life cycle.</p>
<p>1.II.b. How is language used to operationalize concepts related to data infrastructure and racial equity?</p>	<p>Catalog relevant definitions and terms (e.g., equity, systemic racism) across the collaborative, noting duplication, inconsistencies, and opportunities for clarity.</p>	<p>Co-create relevant terms, messages, stories, and narratives to build understanding and drive action for supporting shifts in data practices.</p>
<p>1.II.c. How has your collaborative acknowledged the importance of a racial equity lens and demonstrated a commitment to engage in data integration efforts that center racial equity?</p>	<p>Explore and catalog internal and external communications regarding racial equity, data access and use, and community participation.</p>	<p>Align communications to support data practices that center racial equity and incorporate community voice and agency in key decisions about how cross-sector data are used.</p>
<p>1.II.d. What is the racial history of your organization, collaborative, and community? How does this history show up in your work? Your data? Your engagement with partners and communities?</p>	<p>Investigate and document the racialized history of relevant programs, policies, and place.</p>	<p>Synthesize relevant information to effectively communicate this history, particularly the role of data and “expert” as tools of power.</p>

1. Planning, Learning Goal III: Organize. Determine how community partners, community members, and government will learn and work together. Determine how partners will be mutually accountable for using integrated data to inform, co-create, and evaluate policies and practices for equity.

Essential Questions	Learning Activities Participants will...	Learning Outcomes Participants will be able to...
<p>1.III.a. How will community expertise be forefront throughout the data life cycle? What capacity will need to be developed to ensure that this occurs?</p>	<p>Identify and categorize exemplar participatory approaches to community use of data that your collaborative would like to learn from (e.g., engagement, involvement, partnership, power sharing). Determine how partners were identified and convened. Identify how your collaborative is similar and different from the examples.</p>	<p>Design a “table” of partners and outline considerations for convening community expertise, including timeline, budget, staff capacity, power to influence process, and data access requirements.</p>
<p>1.III.b. How will data use help communities interrogate systems and relationships of power, rather than just inform how to “treat” communities with additional services and programs?</p>	<p>Identify and categorize exemplar community uses of data, identifying organizational and systemic similarities, differences, positive and problematic practices.</p>	<p>Convene a “table.” First, clarify organizing principles and commitments. Then, begin to create an inquiry agenda. Identify issues that would benefit from use of integrated data and identify specific high-value uses of data, with questions that originate from community members.</p>
<p>1.III.c. How will a racial equity lens be incorporated throughout the data life cycle?</p>	<p>Identify and compare data equity frameworks, locating components that support site-specific data equity goals.</p>	<p>Create a data equity framework relevant to your site context.</p>
<p>1.III.d. How will the culture, policies, practices, and expectations of the agency/collaborative shift to center racial equity?</p>	<p>Create a process map of current governance practices, policies, and decision-making processes. Identify areas for shifting practice to align with envisioned future state.</p>	<p>Present proposed revisions to the governance process to your “table” of community and agency partners and set specific goals around how you will increasingly center community voice and experience through shared decision-making.</p>

1. Planning, Learning Goal IV: Operationalize. Clearly articulate the approaches and tools that will be used to center racial equity throughout data integration.

Essential Questions	Learning Activities Participants will...	Learning Outcomes Participants will be able to...
<p>1.IV.a. What work has been done with policy leaders, agency directors, department staff, and front-line employees to prepare them for this work? What are next steps? Who is best prepared to lead this work, and what resources will they receive?</p>	<p>Examine staffing, hiring, and training practices to determine capacity of staff to effectively identify and address structural and institutional racism and unrecognized bias across the data life cycle.</p>	<p>Craft a staffing plan with short-, mid,- and long-term goals and metrics to implement hiring and training practices that build staff capacity to support equitable data practices.</p>
<p>1.IV.b. How will the agency/collaborative build relationships and share power with community members? Who will hold the agency/collaborative accountable?</p> <p>How will the collaborative ensure that the benefits of data integration outweigh the risks?</p>	<p>Evaluate past and current community participation efforts. Locate these efforts and outcomes along a continuum, from outreach to shared leadership.</p>	<p>With your “table,” create community participation principles, expectations, and guidelines with clear parameters for collaborative members and the collective.</p>
<p>1.IV.c. How will community members and people whose data are in the system support and receive capacity building? What structures will be implemented, including funding, training, and ongoing relationship building?</p> <p>What role does community organizing play in the design and use of data?</p> <p>What guides accountability and power sharing between community members, policy makers, and agency? How are decisions made? How are grievances aired and conflicts solved?</p>	<p>Map assets of the people, place, public, promises, processes, and programs in a community (Toolkit, Activity 2).</p> <p>Explore the seven inequities held in place by power—access, information, validity, ownership, value, accountability, and authorship (Chicago Beyond, 2019), examining relevance within site context.</p>	<p>Implement data governance policies and practices that support collaborative decision-making and power-sharing in at least one analytic project using cross-sector data, and document lessons learned.</p>

2. DATA COLLECTION

2. Data Collection, Learning Goal I. Assess and document how partners' data are collected, and identify implications for your collaborative's data governance, legal framework, and data standards.

Essential Questions <i>Consider data holdings available within the data collaborative.</i>	Learning Activities Participants will...	Learning Outcomes Participants will be able to...
Governance		
<p>2.I.a. What data are collected and for what purpose? How does data collection support your shared vision and guiding principles for centering racial equity?</p> <p>What data are needed to support nuanced, contextualized understanding of social problems that value many ways of knowing? What data are not needed?</p>	<p>Use the data landscape created in 1.I.b. to review data availability through a critical lens. Assess how these data are collected, how they support the co-created vision of the collaborative, and many ways of knowing. Identify data that are missing, and data being collected that does not further stated goals.</p>	<p>Work collaboratively to revise data holdings to ensure that available data supports nuanced insights, while adhering to data minimization principles. Considerations of erasure, oversurveillance, self-identification, “street race,” intersectionality, exposure to racism, etc. must be grappled with and kept in the forefront of data collection decision-making.</p>
Legal		
<p>2.I.b. Who “owns” the data that is collected? Who “stewards” the data to determine ethical use? Who serves as “custodian,” securing and protecting the data? Who decides how these data are collected, accessed, and used?</p>	<p>Using the process map created in 1.III.d, review current governance practices, policies, and decision-making processes related to data collection. Now review available data from 2.I.a, and determine and document the data owner, data steward, and data custodian for each data set [See Finding a Way Forward, p.18]. Then, incorporate this documentation into your established legal framework.</p>	<p>Work in partnership with collaborative members who are data owners to refine processes to ensure data collection is 1) legal, 2) ethical, 3) a good idea, and 4) there are established governance processes in place to determine #1-#3 [See Finding a Way Forward, p.5]. This is particularly important in considerations surrounding the collection and use of demographic data, including race; ethnicity; language; and sexual orientation, gender identity, and expression (SOGIE).</p>

Technology		
<p>2.I.c. How are data protected and secured to ensure privacy and confidentiality, particularly personally identifiable information? How are data standards developed and implemented? How is metadata created, maintained, and communicated? How are technical parameters communicated?</p>	<p>Review data security provisions within your legal framework. Ensure that current industry best practices are in place to safeguard privacy and confidentiality.</p> <p>Catalog current data standards. Document the process in place to develop and implement standards.</p> <p>Review current metadata practices, including documentation description, provenance, technical specifications, rights, ownership, and preservation citation.</p> <p>Ensure that these technical processes align with the agreed upon vision and guiding principles to center racial equity in data use.</p>	<p>Refine data security provisions; data standard development and implementation; and metadata creation, maintenance, and communication through on-going data governance discussions and use. For example, data standards and metadata should allow for changes over time, and documentation of this change (e.g., changes in how race, ethnicity, or SOGIE data are collected).</p>
<p>2. Data Collection, Learning Goal II. Identify and refine capacity for collaborative decision-making around data collection to ensure positive impact.</p>		
Essential Questions	Learning Objectives Participants will...	Learning Outcomes Participants will be able to...
Capacity		
<p>2.II.a. How are agency staff and staff of the data collaborative involved in decision-making around data collection? How is decision-making authority operationalized? How are data collection decisions documented?</p>	<p>Review the staffing plan created in 1.IV.a, with a focus on data collection related activities. Clarify decision-making frameworks and document the role of agency staff in decisions regarding data collection, particularly in making changes to data collection practices. Clarify the role of data collaborative staff in documenting agency specific data collection practices.</p>	<p>Continuously refine the staffing plan and process map of governance activities, ensuring that staff maintain clarity of purpose for collection of data, and capacity to continuously evaluate the impact of data collection, and efficacy to shift practice when needed (i.e., staff can be reflective and proactive, rather than reactive).</p>

Impact		
<p>2.II.b. How does community expertise inform decision-making around data collection? How do individuals and families “in the data” inform decision-making around data collection?</p> <p>How can we learn from those who “opt out” to understand sources of distrust, work to minimize harm, and build trust?</p>	<p>Regularly engage the “table” from 1.III.a. Build understanding of data security standards, what data are collected, for what purpose, how these data are used, and how all of this is documented within metadata. Collaboratively discern the value and impact of the data that are collected, and those that are not.</p>	<p>Integrate community expertise into data availability considerations (what data are needed or are not needed) and technical processes, including data security provisions; data standard development and implementation; metadata creation and maintenance; and communication of this work.</p>

3. DATA ACCESS²

3. Data Access, Learning Goal I. Assess and document data access and identify implications for your collaborative’s data governance, legal framework, and technical processes.

<p>Essential Questions</p> <p><i>Consider data holdings available within the data collaborative</i></p>	<p>Learning Objectives</p> <p>Participants will...</p>	<p>Learning Outcomes</p> <p>Participants will be able to...</p>
<p>3.I.a. Who determines whether decisions around data access are legal, ethical, and a good idea?</p> <p>Do open and restricted data support nuanced, contextualized understanding of social problems?</p>	<p>Use the data landscape created in 1.I.b. for your data collaborative to review data access through a critical lens.</p> <p><i>Open data:</i> Who benefits from this data being open? Who is/could be harmed? How are open data being used? By whom? How are data release schedules communicated?</p> <p><i>Restricted data:</i> How is the data request process communicated? Who can request data? What metadata is available? Is there a fee associated with the request?</p>	<p>Work collaboratively to ensure data access is carefully considered for risk and benefit to agencies, individuals, and communities. Considerations of erasure, oversurveillance, stigma, intersectionality, exposure to racism, etc. must be grappled with and kept in the forefront of data access decision-making.</p> <p>These conversations, considerations, and decisions should be routinely documented and reviewed.</p>

² Note that concepts related to data access, specifically how data are classified as open, restricted, or unavailable, are explained within [Finding a Way Forward: How to create a strong legal framework for data integration](#) (2022).

Legal		
<p>3.I.b. What data are open, restricted, and unavailable? [See Finding a Way Forward, p.4]. How does data access support your shared vision and guiding principles for centering racial equity?</p> <p>Who evaluates access specific to issues of privacy, de-identification, anonymization, and re-identification?</p>	<p>Using the process map created in 1.III.d., review current governance practices, policies, and decision-making processes related to data access.</p> <p>Establish or refine the collaborative’s legal framework to ensure legal access and use.</p>	<p>Working in partnership with collaborative members who are data owners, identify opportunities to refine processes to ensure data access is 1) legal, 2) ethical, 3) a good idea, and 4) there are established governance processes in place to determine #1-#3 [See Finding a Way Forward, p.5].</p>
Technology		
<p>3.I.c. How are open and restricted data protected and secured to ensure privacy and confidentiality? How is metadata created, maintained, and communicated? How is data quality evaluated and documented?</p>	<p>Review current metadata practices, deidentification standards, and data quality procedures. Ensure that these technical processes align with the agreed upon vision and guiding principles to center racial equity in data use.</p>	<p>Refine data security provisions; data standard development and implementation; and metadata creation, maintenance, and communication through on-going data governance discussions and use. For open data, an “Open Data Risk Assessment” may be a helpful tool.</p>
<p>3. Data Access, Learning Goal II. Identify and refine capacity for collaborative decision-making around data access to support impact.</p>		
Essential Questions	Learning Objectives Participants will...	Learning Outcomes Participants will be able to...
Capacity		
<p>3.II.a. How are agency staff and staff of the data collaborative involved in data access decision-making? How is decision-making authority operationalized? How are data access decisions documented?</p>	<p>Review the staffing plan created in 1.IV.a, with a focus on data access related activities. Clarify decision-making frameworks and document the role of agency staff in decisions regarding data access, particularly in categorizing data that are open, restricted, and unavailable.</p>	<p>Continuously refine the staffing plan and process map of governance activities, ensuring that staff maintain clarity of purpose regarding data access, and capacity to continuously evaluate the impact of data access, and efficacy to shift practice when needed (i.e., staff can be reflective and proactive, rather than reactive).</p>

Impact		
<p>3.II.b. How does community expertise inform decision-making around data access? How do individuals and families “in the data” inform decision-making around data access?</p>	<p>Regularly engage the “table” from 1.III. Build understanding of how data are categorized (open, restricted, unavailable), accessed, and used, and how this is documented within metadata. Collaboratively discern the value and impact of data access, including which data are open, restricted, and unavailable.</p>	<p>Integrate community expertise into data access considerations, especially in determining potential risk and benefit of decisions around data access.</p>

4. USE OF ALGORITHMS & STATISTICAL TOOLS

4. Use of Algorithms & Statistical Tools, Learning Goal I. Assess and identify considerations for use of algorithms and statistical tools through your collaborative’s data governance, legal framework, and technical processes.

Essential Questions	Learning Objectives Participants will...	Learning Outcomes Participants will be able to...
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Governance		
<p>4.I.a. How are the principles for accountable algorithms—responsibility, explainability, accuracy, auditability, and fairness³ —adhered to?</p>	<p>Using the process map created in 1.III.d, review current governance policies and practices with the principles for accountable algorithms in mind. Clearly identify mechanisms for weighing risk versus benefits of algorithms and statistical tools and define permissible and non-permissible use. (e.g., “early warning” indicators can be used for supportive services, not punitive action; self-report race/ethnicity data is available, biometric data is unavailable)</p>	<p>Work collaboratively to ensure that adherence to principles for accountable algorithms and use of statistical tools are incorporated into data governance processes. In particular, ensure that decision-making is clearly articulated (e.g., Can a data owner prevent use of their data for automated decision-making?)</p>

³ See <https://www.fatml.org/resources/principles-for-accountable-algorithms>.

Legal		
<p>4.1.b. Who determines whether use of algorithms and statistical tools are legal, ethical, and a good idea?</p>	<p>Review the collaborative’s legal framework. Critically evaluate the legality of automated decision-making, parsing out specific data holdings as needed.</p>	<p>Refine the legal framework, including the specifics of the data sharing agreements (i.e., legal agreements that outline permissible access on behalf of the data owner), and the data use license (i.e., legal agreement that outlines permissible access and use of the data recipient) regarding algorithmic decision-making. Ensure clarity among data partners regarding approved use of data for inclusion within algorithms and statistical tools.</p>
Technology		
<p>4.1.c. What algorithmic documentation is in place? (e.g., documentation for transparency, description of design and testing process, thresholds, validation data, definitions, time periods, etc.)</p>	<p>Using review of metadata practices and data quality procedures from 3.1.c., ensure that technical processes are sufficient to evaluate data quality based upon proposed use. Data quality standards should be used to verify that data quality is sufficient for approved use (e.g., automated decision-making should only be utilized with data that meet agreed upon quality thresholds).</p>	<p>Refine data documentation processes, including data standard development and implementation, metadata creation, maintenance, and communication through on-going data governance discussions and use. Ensure that data quality is a core consideration for all uses of algorithms and statistical tools.</p>

4. Use of Algorithms & Statistical Tools, Learning Goal II. Clarify and broaden capacity for collaborative decision-making around use of algorithms & statistical tools and clear communication regarding impact.		
Essential Questions	Learning Objectives Participants will...	Learning Outcomes Participants will be able to...
Capacity		
<p>4.II.a. How are agency staff and staff of the data collaborative involved in decision-making for use of algorithms and statistical tools? (e.g., Can a human override algorithm? If yes, how?)</p> <p>How are staff trained to evaluate appropriate use of algorithms and statistical tools?</p> <p>How are staff empowered to lead efforts on transparency and translation?</p>	<p>Review the staffing plan created in 1.IV.a., with a focus on use of algorithms and statistical tools. Clarify decision-making frameworks and document the role of agency staff in decisions regarding tools for automated decision-making.</p> <p>Document current staff training on appropriate use of algorithms and note future needs.</p>	<p>Continuously refine the staffing plan and process map of governance activities, ensuring that staff maintain clarity of purpose regarding use of algorithms and statistical tools, and capacity to continuously evaluate their impact, and efficacy to shift practice when needed.</p>
Impact		
<p>4.II.b. How does community expertise inform decision-making around use of algorithms and statistical tools?</p> <p>How do individuals and families “in the data” and impacted by the use of algorithms and statistical tools inform decision-making prior to implementation?</p>	<p>Conduct an algorithmic impact assessment. Engage the “table” from 1.III.a. Build understanding of the risks, benefits, and mitigation techniques for proposed use. Collaboratively discern the value and impact of automated decision-making.</p>	<p>Integrate community expertise into considerations around use of algorithms and statistical tools, specifically determining potential risk and benefit of use.</p>
<p>4.II.c. Where can the public find information about the use of algorithms and statistical tools? Are principles, decision-rules or algorithmic impact assessments made publicly available?</p>	<p>Determine how information about the use of algorithms and algorithmic impact assessments will be communicated to the public, either by the collaborative or individual data partners. Discuss how, when, and by whom questions about these tools will be answered.</p>	<p>Effectively communicate principles and decision-making processes around the use of algorithms and statistical tools to partners, those represented in the data, and the general public.</p>

5. DATA ANALYSIS

5. Data Analysis, Learning Goal I. Evaluate considerations for data analysis through your collaborative’s data governance, legal framework, and technical processes.

Essential Questions	Learning Objectives Participants will...	Learning Outcomes Participants will be able to...
Governance		
<p>5.1.a. How are projects proposed and prioritized? What is prioritized (e.g., community-oriented projects, such as participatory research) and what is not (e.g., projects disconnected to the mission of collaborative)?</p> <p>How are analytic plans evaluated?</p> <p>Does your evaluation of proposals and analytic plans allow for, advantage, or disadvantage projects that incorporate many ways of knowing (e.g. mixed methods)?</p>	<p>Review your current process for data requests with a critical eye to evaluate how projects are selected and prioritized and how analytic plans are evaluated (e.g., When evaluating analytic plans, consider the vision and guiding principles of the effort [1.1.a.], the broad data landscape [1.1.b.], and the racialized history of programs, policies, and place [1.11.d]).</p>	<p>Refine data request processes to incorporate clear guidance on project proposals, prioritization, and evaluation that are in alignment with the established vision and guiding principles of the data collaborative.</p>
Legal		
<p>5.1.b. Who determines whether the proposed analytic plan results in analyses that are legal, ethical, and a good idea?</p>	<p>Review the collaborative’s legal framework and data governance processes from 3.1.b. to critically evaluate the legal, ethical, and practical implications of analytic plans (e.g., is consent needed prior to analysis?⁴).</p>	<p>Working in partnership with collaborative members with relevant subject matter expertise, including around data privacy, and methods, ensure proposed data analysis is 1) legal, 2) ethical, 3) a good idea, and 4) there are established governance processes in place to determine #1-#3 [See Finding a Way Forward, p.5].</p>

⁴ See AISP, *Yes, No, Maybe? Legal & Ethical Considerations for Informed Consent in Data Sharing and Integration* (2023).

Technology		
<p>5.I.c. How are learnings from analyses captured within data documentation and metadata to improve construct validity?</p>	<p>Review metadata practices and data quality procedures from 3.I.c. Incorporate clear guidance regarding data quality as a primary consideration prior for data request approval. is sufficient for approved use.</p>	<p>Refine data documentation processes, including data standard development and implementation, metadata creation, maintenance, and communication through on-going data governance discussions and use. Ensure that data quality is a core consideration for analytic use during data request review process.</p>
<p>5. Data Analysis, Learning Goal II. Clarify and expand capacity for collaborative decision-making for analysis, with clear consideration of and communication regarding impact of analysis.</p>		
Essential Questions	Learning Objectives Participants will...	Learning Outcomes Participants will be able to...
Capacity		
<p>5.II.a. How are domain experts (e.g., agency staff, caseworkers) and methods experts (e.g., analysts, statisticians, data scientists) engaged to ensure that the analytic plan is appropriate? How are mixed methods employed to complement quantitative analyses? How is “imagined objectivity”⁵ interrogated?</p>	<p>Review the staffing plan created in 1.IV.a, with a focus on analytic activities. Clarify decision-making frameworks and document the role of agency staff, domain experts, and community members in decisions regarding data analysis.</p>	<p>Continuously refine the staffing plan and process map of governance activities from 1.III.d., ensuring that staff have capacity to maintain clarity of purpose and continuously evaluate the impact of data analysis, with efficacy to shift practice.</p>

⁵ Benjamin, R. (2019), “imagined objectivity” refers to the idea that scientists and analysts can be objective and use data as if data are race neutral.

Impact		
<p>5.II.b. How does community expertise inform decision-making around data analysis? How do individuals and families “in the data” and impacted by data analysis inform decision-making regarding proposed analysis?</p>	<p>Build understanding of the risks, benefits, and mitigation techniques for proposed data analysis. Collaboratively discern the value and impact of a proposed analytic plan.</p>	<p>Integrate community expertise into considerations around use of data, specifically determining potential risk and benefit of use.</p>
<p>How are agency staff, community members, and advocates empowered to use data to improve their work and their communities? How will this analysis be used as a tool for engagement and support, rather than as a tool of enforcement?</p>		

6. REPORTING AND DISSEMINATION

6. Reporting and Dissemination, Learning Goal I. Evaluate and document considerations for reporting and dissemination through your collaborative’s data governance, legal framework, and technical processes.

Essential Questions	Learning Objectives Participants will...	Learning Outcomes Participants will be able to...
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Governance

<p>6.I.a. How are reporting and dissemination requirements included in the data request process? (e.g., How is the audience for the project identified? How is the mode of dissemination determined? How are the findings reported to be actionable?) How are findings validated and verified prior to release? What is the review process for approval of products prior to release? (e.g., if product is a static report, who reviews report for accuracy? if product is a dashboard, who reviews for appropriate aggregation?)</p>	<p>Review your current governance practices and consider the process for review and approval of projects. When evaluating plans for reporting and dissemination, consider the vision and guiding principles of the effort (1.I.a), the broad data landscape (1.I.b.), and the racialized history of programs, policies, and place (1.II.d) to ensure that findings are appropriately contextualized and approved prior to dissemination.</p>	<p>Refine data request processes to incorporate clear guidance for evaluation of reporting and dissemination components of project proposals that are in alignment with the established vision and guiding principles of the data collaborative.</p>
<p>How can analytic files be requested for reproducibility?</p>		

Legal		
<p>6.I.b. Who determines whether the proposed reporting and dissemination results in products that are legal, ethical, and a good idea?</p> <p>Who determines legality of release of data? Who determines levels of appropriate risk for privacy and security considerations?</p>	<p>Review the collaborative’s legal framework and data governance processes from 3.I.b. to critically evaluate the legal, ethical, and practical implications of plans for dissemination and reporting, as well as compliance to ensure that requirements are fulfilled.</p>	<p>Working in partnership with collaborative with relevant subject matter expertise, including around data privacy, and methods, ensure proposed reporting and dissemination is 1) legal, 2) ethical, 3) a good idea, and 4) there are established governance processes in place to determine #1-#3 [See Finding a Way Forward, p.5].</p>
Technology		
<p>6.I.c. How are data and analytic files stored and shared for validation and reproduction of results? How are analytic processes documented, stored, and accessed for future reuse?</p>	<p>Review data management practices and data security plans. Ensure that practices enable validation and reproducibility.</p>	<p>Refine data security provisions, metadata creation and maintenance, and communication through on-going data governance discussions and process refinement.</p>
<p>6. Reporting and Dissemination, Learning Goal II. Clarify and expand capacity for collaborative decision-making for analysis, with clear consideration of and communication regarding impact of analysis.</p>		
Essential Questions	Learning Objectives Participants will...	Learning Outcomes Participants will be able to...
Capacity		
<p>6.II.a. How are domain experts (e.g., agency staff, caseworkers) and methods experts (e.g., analysts, statisticians, data scientists) engaged to ensure that the reporting and dissemination is appropriate?</p>	<p>Review the staffing plan created in 1.IV.a. Clarify decision-making frameworks and document the role of agency staff, domain experts, and community members in decisions regarding reporting and dissemination.</p>	<p>Continuously refine the staffing plan and process map of governance activities from 1.III.d., ensuring that staff have capacity to maintain clarity of purpose and continuously evaluate the impact of reporting and dissemination, with efficacy to shift practice.</p>

Impact

6.II.b. How will data be reported? (e.g., at the individual level [e.g., case management], aggregated to the population, program-level, subgroup [e.g., grade, racial group, gender, etc.], or systems level [e.g., availability of service by neighborhood].
How are mixed methods employed to complement and expand quantitative analyses?

What are the range of products that will be created to communicate findings across a wide variety of audiences? Consider online and offline communication methods, short form (e.g., briefs, infographics) vs long form products (e.g., reports, journal articles), multimedia (e.g., webinars, podcasts), etc.

How will findings be communicated to meet the needs of a variety of audiences?

How are products evaluated for technical jargon, language, use, length, format, accessibility, etc.?

How does community expertise inform decision-making around reporting and dissemination? How do individuals and families “in the data” and impacted by data analysis inform decision-making regarding release?

Does the way findings are communicated and visualized mitigate, worsen, or ignore existing disparities? Does the way findings are communicated and visualized deepen stereotypes and/or cause harm?

Engage the “table” from 1.III. Conduct (or continue) an impact assessment for reporting. Discern risks, benefits, and mitigation techniques for proposed reporting and dissemination. Create a set of principles for reporting and dissemination aligned with your collaboratives mission and vision.

Integrate community expertise into considerations around reporting and dissemination, specifically determining potential risk and benefit of release following analysis.