Workshop: GBA Plus and Data Narratives

Purpose

This workshop is designed to increase understanding of the role data plays in GBA Plus and equity work through the concept of data narratives. It is intended to build both knowledge and confidence around employing data in the pursuit of equity while incorporating key principles of data equity. Therefore, this workshop begins with an overview of the importance of data, the concepts of GBA Plus and data equity, and their role in driving equity-focused work, including a grounding in core principles of data equity.

This conceptual grounding is followed by an exploration of data narratives, including subject, audience, and evidence, and an examination of data equity framed by its impact on clients and their communities. Following a case study example for constructing a data narrative, it opens space for participants to explore the possibilities for data narratives in their current work.

Resources

You may choose to make use of additional resources as part of facilitating this workshop.
- The Data Narratives Workshop Introduction is a one-page document providing a brief introduction to concepts covered in the workshop. This can be a beneficial pre-read for participants.
- The Data Narratives Workshop Worksheets provide a structured space for participants to record their thoughts as they outline their own data narratives.

Outline

Speaking notes for each slide are provided alongside the relevant slide, in the "Notes" section of the deck.

This workshop is expected to take 1-1.5 hours. The listed times are estimates; based on where your organization is currently at in the GBA Plus, data, and equity processes and your assessment of the knowledge base held by participants, explanatory slides may require additional depth. Alternately, some of the concepts may be familiar to participants, and more time can be allocated to the workshop portion.

Topic & Objectives	Slides	Estimated Time
Welcome and Housekeeping **Territorial & Funder Acknowledgements** *Substitute the territorial acknowledgment slide with one appropriate for the venue in which the workshop is taking place.*	1-3	2 min
Grounded Engagement: Objectives, Agenda, Grounding Principles *Use this slide to discuss workshop logistics and methods for engagement. Encourage the use of notepads or sticky notes for in-person delivery and the chat or Q&A functions for virtual delivery. Ensure there is active recording of thoughts destined for the parking lot – it can be very helpful to follow up on the workshop with acknowledgment of the ideas that arose from it. You may replace the principles for engagement with ones used by your organization.*	4	5 min
Introduction: Data matters *Introduce the importance of data and the roles it plays (or can play) in the organization. Prepare 2-3 examples of data usage within the organization, such as usage statistics for funder reporting, or client survey data used for journey mapping. Consider how the use of this data impacts the organization in general and the teams, departments, or staff present for the workshop.* *Pause on Slide 6 to give participants time to consider and express how they see data integrating into their work. This can include both using data (such as through analysis or reporting) and collecting or gathering data, through intakes, case notes, or other mechanisms.*	5-6	1 min intro 2 min answers

Key Concepts: GBA Plus and Data Equity *Use the concept of intersectionality to guide an overview of how data supports GBA Plus and the importance of equity when working with data.* *Pause on Slides 8 and/or 10 to give participants a chance to ask questions about the concepts covered.*	7-10	2 min per slide/8 min total 2 min questions
Exploring data narratives Introduce participants to data work as a form of storytelling using the concepts of subject, purpose, audience, and evidence. Guide participants through the role data equity plays in constructing these narratives. *Pause on slide 12 to check comprehension before continuing on to the example.*	11-12	5 min
Example/case study: *Pause to solicit suggestions about the subject, purpose, audience, and evidence (click-to-continue animation is included in the slides).* *Note the importance of disaggregated data for discovering **who** may be going unheard or facing additional barriers or challenges.* *On slide 14, pause to collect responses, then use click-through animations to explore related areas for integrating data equity.* *After covering slide 14, you may pause for questions.*	13-14	6 min slides 2 min questions
Break: *Take a 5-10 minute break before diving in to the workshop portion.*	15	5 min
Workshop: Building data narratives for current work *Encourage groups to record their thoughts and to place ideas that diverge or go beyond the scope of this workshop into the parking lot. Consider preparing a list of potential or identified subjects or objectives currently facing the organization to share with groups. You can offer an option from the list to groups who are struggling to come up with their own, assign a gap to each group, or just offer the list to all and allow each group to select from it. It is possible for more than one group to explore the same gap – they may come up with very different answers.*	16	3 min to introduce 10 min for small groups 10 min to share back

Reflection *Consider using the nonverbal participation suggestions below to support engagement. Record feedback and thoughts.* *Include a link to an evaluation survey (if you are using one) on this slide. The QR code currently on this slide is for an AMSSA evaluation survey.*	17	10 min
Conclusion, thanks, farewell *You may add or substitute a slide with a link or QR code for participants to evaluate the workshop and provide feedback.*	18	1 min

A few tips for facilitation

Consider accessibility. Is the (physical or virtual) venue for the workshop accessible to folks with a variety of physical, mental, or sensory needs? Is it in a space that is welcoming to people of all identities? Are there mechanisms encouraging accommodations for those with needs not being met? Does it have loud or especially bright lights that could contribute to sensory overload?

Sensory and psychological needs
While the content of this workshop is intended to support psychological and cultural safety, even in the most carefully cultivated environment individuals may need to retreat to care for their own well-being. A variety of causes may lead to this need, so ensure participants have access to a quiet space to care for themselves. Include directions for accessing this space, and the value of self-care, when discussing the Grounded Engagement slide (4).

Anonymous participation
Not all participants will always be comfortable speaking up. Encourage the use of sticky notes to record thoughts for in-person workshops and the chat/Q&A functions for virtual ones. Zoom Q&A allows participants to ask questions anonymously.

For in-person workshops, consider periodically collecting sticky notes, or encouraging participants to put their written questions on a dedicated surface, such as a poster sheet or section of the wall. Check those notes for questions and insights that can be shared with the group.

For virtual workshops, consider having a designated assistant who can receive and read direct messages from participants, and/or make sure the Q&A function allows for anonymous submissions.

Nonverbal participation
As an alternative to expecting participants to speak up, consider using nonverbal check-ins. A show of hands – up for agreement, down for disagreement, flat for neutrality – or using fingers to rate a statement from one to five can help to engage and include participants who are uncomfortable speaking up.

For virtual facilitation, you may ask participants to share a number (1-5) in the chat rating their understanding, confidence, or other statement.

Example: Ask participants to raise their hands if they feel they understand a concept; those who are unsure can hold their hands out horizontally instead of raising them vertically.

Agree:

Unsure:

Example: Ask participants to rate their confidence employing a new concept or skill from one (not at all confident) to five (very confident) by holding up that many fingers.