

Equity in Data eLearning Reflection Guide



This guide captures all reflection questions included in the *Equity in Data eLearning*. During and/or after participating in the eLearning, use the questions below to facilitate individual and/or team reflection on how your TPP program currently approaches data projects.

Keep in mind: While it is valuable to acknowledge your project's strengths related to equity in data, it is even more valuable to identify opportunities for improvement. As you reflect, try to be as honest with yourself as possible about whether your project is advancing equity in a meaningful way.

1. TPP programs use data to support their work in various ways, including to:

- Assess community needs
- Develop and execute learning agendas
- Inform program design and implementation
- Monitor fidelity
- Conduct quality improvement
- Evaluate a program model or promising intervention

Can you think of other ways in which your program uses data to support its work?

2. How do you approach developing variables and outcomes?

- How do you collect and leverage community input to develop these definitions?

3. How do you approach gathering data that represents the community?

- What data may be of interest to the community?
- Consider whether you proactively seek out all perspectives or whether you pull in only perspectives that are conveniently available to you.

4. Think of a recent data project that you completed. How might someone with a different background or perspective interpret your results and key takeaways?

5. Do you have a feedback loop between your program and the community? What does it look like?

6. How do you involve the community in program planning?

- Consider whether they provide feedback or whether they have opportunities to co-create with you.

7. How would the community prefer to be involved?

8. How do you center the perspective of program participants in your work?

9. Which people and/or groups play a role in your program?

- For example: youth, parents/caregivers, funders, schools, local/state agencies, etc.

10. How do you make decisions about your program?

- Consider who holds decision-making power (for example: funders, schools, etc.), who has a seat at the table, and who is missing from the decision-making process.

Note: Several reflection questions reference "community." The definition of community in this context may vary across grantees.

- **If you're implementing an effective program**, you may think of community as including program participants, parents/caregivers, people who live in the area, schools and other institutions or organizations, and/or others.
- **If you're developing or piloting a promising innovation**, you may think of community as including your network, the youth you serve, people who live in the area, and/or others.