**NNIPCamp Atlanta, May 11, 2018 10:15-11:15**

**Session 3 –**

**Led by Seema Iyer**

**Notes by Olivia Arena**

**Data Literacy:**

* Cheryl Knott, Baltimore
* Matt Nowlin, Indianapolis
* Michelle Frisque, Chicago Public Library
* Shea Swagger, Auraria Library
* Dely Alcantara, University of New Mexico
* Jessica Davis, Charlotte-Mecklenburg Library
* Olivia Hoge, Cleveland Public Library
* Mehvish Siddiqui, CI:NOW, San Antonio
* Jay Dev, MIT Department of Urban Planning
* Kevin Miller, Microsoft
* Tim Bray, Institute for Urban Policy Research, Dallas
* Aaron Schill, Mid-Ohio Regional Planning Council
* Saba Arzola, Juvenile Welfare Board, Pinellas County, FL
* Reginald Constant, Laney College Library
* Katie Pritchard, Data You Can Use, Milwaukee
* Rania Ahmed, Urban Strategies Council, Oakland
* Troy Rosencrants, University of Michigan- Flint

**Framing:**

SI: Data management for smart cities technology. If we are going to install smart streetlights, where should that data go. We need to understand how people access data, access data portals. On the West side of Baltimore, former Hope Six site—mature mixed income community vs. former towers that came down. Interesting questions. State Center area of Baltimore, underutilized complex surrounded by residential neighborhoods. They were going to figure out what they wanted, then we would go and build the data portal. Some were easy like crime, 311, others are income distribution. Where do people work from my neighborhood? How do homes get sold? We would love to know how we are doing, pre and post data literacy.

**Went around and talked about trainings and data literacy.**

MN—[SAVI Trainings](http://www.savi.org/), data Literacy training, 20 hours across different trainings. We used a point of service, pre and post test. Do you feel more data literate, specific skills based on module, plan on 6 month follow up. Tenuous evaluation method.

MF—Chicago Public Library—programmatic staff, back of house staff, design programs that are run in community areas, trying to measure data literacy, based on the questions I’m not being asked. Affinity group, trained together, other out of school groups coming together to get trained. Questions getting and getting better, handoffs are getting better. If things aren’t working, then I need to do other interventions. Can tell when they talk about it.

RC—Basic skills students, information illiterate, reaching and coordinating skills try to incorporate data into instructions.Need to learn myself to teach my students.

KP—Neighborhood organizations.

MS—Looking to measure, need better indicators.

DA— I am teaching how to access data, teaching applied statistics and demography to graduate students, grading is my way of evaluating data literacy. With the community, you present and never really know [how much is learned], looking for measurement.

SS—Denver, [Data Carpentry](http://www.datacarpentry.org/) trainings, some assessment. But we need to think about data literacy for who? That’s going to change how we define use, program. We separate data literacy for students vs. faculty and approach in other ways. What’s the definition for data literacy?

SA—Grassroots, advocacy organizations, train on how to enter data and get them to report. We consider that report. We haven’t trained them to use that data. I’m a program evaluator and trying to communicate that.

JD (Charlotte-Mecklenburg Library)—Media literacy, in the lens of media and fake news, adding in context. We want to add in data literacy, so that when people are confronted with information how do they parce out what is real or fake.

OH—information literacy with data literacy on the side, depending on who that is. Also looking to add data literacy, interested in what other people are doing. Push for performance measures.

TR—Train the trainers, actual organizations and working with residents. We have just done feedback forms. We don’t have a pre assessment. In addition, what data do you use the most so we can get a better sense of what to provide. We get feedback on the trainer’s training, haven’t had feedback from the trainings on how the trainers are doing.

AS—Regional data agenda, want to build data capacity across the spectrum. We have a citizens and technicians planning academy. Another academy for all of us, data visualization.

JD (MIT DUSP)-- I have homework. I have a data storytelling tactical urbanism project in a couple of days and we need to assess its effectiveness while I’m here. Interesting to me in my studies—we are doing a lot around Community-Based Participatory Research, data literacy goes beyond reading data and data dashboards, they need to comment back and provide greater experience. Data literacy is one part of participation.

KM-- Broad spectrum in the nonprofit world, teaching people to use better Excel. They are hearing about AI and machine learning and we want to get there but don’t know how. Educating people on what the opportunities are and what the road map to get there looks like. My biggest interest here is understanding the challenges we are all facing. How to make data literacy trainings better.

TB—[Community Services Block Grant](https://www.acf.hhs.gov/ocs/programs/csbg) Money—AI and predictive analytics, we are trying to make it useful and relevant to the community

CK—[NSF Smart Cities Project](https://www.nsf.gov/cise/scc/), working with recipient of a block grant, working with residents to pull down data that we were also pulling down and create the same data profiles we were making. Helping people pick up where we left off. Didn’t have structure to follow up in the community, want to develop training tool.

OA—Pitch for the [cross-site project and training catalog](https://www.neighborhoodindicators.org/data-tech/training) from Microsoft.

**How many partners actually train people on other tools besides your own tool?**

SI--How to use Census data or open data tool? It’s not something that we take on, but who else is doing that. Real data vs. fake data. How does data alter perception? You may think your neighborhood has thousands of homes being sold, it may challenge or corroborate your feelings or thoughts on your neighborhood. Multiple tools vs. our own. How do we get to information and knowing where the data comes from and how deep do we need to do that? Thinking through, does the data change how they think about their lives?

BS—Data literacy for this website for this part of time, and figuring out how we should do it. Topic by topic, city council vs. housing. We are structuring the workshops based on helpfulness. If you have a question about where city council minutes are, point out. Can’t make it useful for 50 people in one room on 50 topics.

SI—In Baltimore, [Strong City Neighborhood](https://www.strongcitybaltimore.org/our-work/neighborhoods/) hosts, they have a track around data, if you want to green your garden, if you want to start your business, 300 people that show up and combination of data and how you use information and the do, here’s where you go to buy the lot next door to use.

MN—[Neighbor Power](http://www.inrc.org/neighbor-power-indy) in Indy.

CK—Try to lead a session on top findings, 10-15 minutes for showing how to pull down information.

SI—Time their information to come out after Vital Signs.

KP--Sunlight Foundation’s user profiles ([Madison User Profiles](http://sunlightfoundation.com/wp-content/uploads/2018/01/user-personas-and-journeys-madison-wi.pdf)). Five different levels, the conversation around it.

AS—Materials to communities.

RC—Any thoughts on skills?

SI—We want residents or organizations with data to have a goal or focus.

AS—What do you want to do with data you find? – I want to influence someone.

SI—Qualitative approach to evaluating data, and communicating about how they use data. Powerful but not quantifiable. We haven’t gone anywhere with that. They are the ra-ra session.

--300 people come to [Baltimore Data Day](https://bniajfi.org/data_day/), we reach out to community organizations and reach out. We open it up to everyone—students, researchers, community organizations. Literally call on the phone.

MN—Organizations come to use data and talk about it. What about the follow up?

SS—Assessment of data literacy in general. They create assessments that benefit the organizations. Libraries and institutions create assessments that benefit libraries. Community-level, what are you hoping to get out of this and improve? Communities should make the assessments. How do we measure the measure that they set?

KP—We are going to teach you this vs. the insights we get from them. We convene organizations to tell us what measurements they want to use and see. It informs their understand and ours.

SI—What does that look like? Lobbying alderman is an indicator.

MN—On a scale from one to ten how proficient, write one in vs. prescribed

OA—Changing language around data and literacy

JD—Pedantic, changing and reframing, literacy vs. illiteracy, empowerment process, and identify goals and have this goal of being able to give this in my defense, what we need to understand, survey methodology, what do I want to do with this, beginning to frame

* BS—Community Data Learning?
* SI—What do you want to learn today and did you learn it?
* SS—I’ve heard from a student, “I feel good because I can get shit done.”

RA—What is the goal and purpose of our data training? Will they use it later on? Is it one-time thing. Research thing, add more data in research project. If the teacher didn’t have the data concept in her thinking and spreading to students.

BS—Data training based on community issue and community-specific questions. IE: Gardens and indicators about gardens

SI—Smart Cities is doing that. How can we make sure that people have good paying jobs? How can we make sure that smart technology helps us communicate better? We may not have the data tools to answer those questions and documented thoughts.

SS—[Data to Policy Project](https://github.com/sparcopen/doathon/issues/23), police violence motivated them to get into data. Willing to get into learning something new around a specific motivating issue.

BS—I think when thinking of one-off data trainings that other questions will pop-up and then think about how data relates to a topic. They are really able to identify the deeper questions, connect back with them. Moderated trainings, several trainings

MN—Trainings but in layman’s terms, you can use that first training to formulate ideas and questions, developing a cohort and keep supporting that group of people.

TR—Train the trainers, we tried to have researchers do that, not caring about going outside of their niche. The most recent example is librarians, get people coming up with questions, now they have a place to say, look at this tool. Neighborhood organizations, foundations we work with, train them and then grassroots organizations. How big?

* Small groups 10-50, ten main trainers and 4 support staff
* When we go out, we’ve had to bring 5-6 laptops, some organizations have computers, at the library

AS—Official workshop training, besides organizations, think about data literacy in daily interactions. How can we in our daily interactions, think about enhancing data literacy?

BS—Try, when we get calls, try to do that assessment, before we give an answer.

OA—Eleanor Tutt’s [NNIP Showcase](https://www.neighborhoodindicators.org/library/catalog/data-101-paper-pens-felt-friends-strangers-stickers-string-data-literacy) talked about meeting people where they are with data training.

MF--[Data-basic.io](https://databasic.io/en/), you can do a lot of data on the front end and how to talk to people and how non-trainers can talk about data. [MIT Media](https://datatherapy.org/).

AR—Digestible to translate information into an infographic and made accessible.

SI—Any research that shows 33% vs. 1 in 3 is helpful. Use visual aides.

KM—Supporting organization in Cleveland, [Digital C](https://www.digitalc.org/), smart civic society, X number of nonprofits, sort of data intermediary, think about data capacity in the community. Assessment from [DataKind](http://www.datakind.org/) to understand data capacity. Brining in material and training for their work, doing consulting on the side to execute projects on the side. We supported that because we think there are

BS—Social services providers, funders want data back, don’t reach that data or support that data

SI—Using existing data is one avenue, how to get communities to collect data themselves? There are guerilla tactics on their own stuff. We haven’t necessarily helped too much in that vein. We haven’t helped them to collect their own data except standardization of data, capturing data at a basic level. Ethics and security. Data collaboratives.

KM—Data Collaboratives, more technical solution, one organization that manages data based on organization’s goals and requirements, and one partner manages data.

TB—CSBG project, curatorial model, the domain experts in certain areas, economies of scale.

COMMUNITY-BASED DATA LITERACY ASSESSMENT, more localized.