**Data Equity Walk (DEW) Facilitation Guide  
[*organization name*]  
[*DEW date*]**

**Facilitation guidelines and tips**

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| CONSIDER IN ADVANCE… | ED TRUST-WEST’S SUGGESTED SOLUTIONS |
| Facilitator selection | * Effective facilitators are able to keep the audience engaged by connecting with participants and leveraging their experiences, keeping energy levels high, and encouraging participation. In determining who is best equipped to facilitate, consider who has experience engaging external audiences in these ways. |
| Participants | * Age: Consider how data may be interpreted, particularly for younger audiences. (See suggestions below about emotional considerations.) * Data savviness: Younger participants or those who are less familiar with data may need more support to interpret the data and related terminology. Be sure to print and tape the *data terminology slides* included in the toolkit to the bottom of posters that may require additional explanation. |
| Timing | * Use a timer to time each section of the DEW so you can stay on track. * Consider ahead of time where you might want to cut if you’re running out of time. We suggest cutting from the think-pair-share time (see below) if you need to, but ensure enough time for the large-group discussion, particularly with students, who may need more time to process their reactions. |
| Guiding the audience through each component | * Start with a clear introduction for the audience – what a DEW is, what will happen during each component (see below), etc. * As you start each new component of the DEW, be sure to verbally cue transitions to the next component so it’s clear what’s coming next. |
| Working through emotional component | * Remind the audience (if appropriate to do so, particularly for younger/student audiences): “Everyone interprets and reacts to data in different ways. Please keep that in mind as you interact with others and hear their perspective on these data points, and be respectful of others throughout this process.” * We’ve found that, for students in particular, this can be an emotionally heavy experience. Focusing on developing solutions and identifying success examples can help keep the dialogue positive.   + Find “bright spot” examples to include as posters in addition to the data, to counter data examples that could seem discouraging and help students focus on the existence of positive examples. * Be thoughtful about what students are going through – individually, or current events outside the room – that may impact how they interpret. Consider acknowledging these experiences up front to validate students’ feelings. * Explore resources that can be helpful in facilitating difficult conversations ahead of time, such as:   + Singleton and Hays’ article, “Beginning Courageous Conversations about Race.”   + National Coalition Building Institute’s website |
| Prompting through questions | * Ask open-ended questions. * Put questions back on the audience rather than trying to answer them yourself (see prompt ideas below, particularly for the large-group portion). |

**Guiding Questions**   
*You should include a poster with – or project onto a screen where all participants can see –any combination of the guiding questions below. The second question may be more appropriate to include for student audiences. These questions should be continually referenced throughout the DEW activity (see components in orange chart below).*

1. What are your general reactions to the data? What questions do these data raise for you?
2. What’s the story behind the data? How does this connect to your personal experience?
3. What further information would be helpful?
4. What solutions can you think of to address the issues raised by these data?

**Data Equity Walk Components**

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| ACTIVITY | SCRIPT | TIMING  *(Adjust the times below depending on the total amount of time you have, ideally 1 hour)* |
| Introduce data equity walk | Go through instructions and basic components of equity walk so participants know what to expect: individual reflection, partner discussion, large-group discussion.  *“This DEW provides an opportunity to observe, become familiar with, and reflect on data that affects students in California…”*  Distribute materials as needed (post-it notes, pens, etc.)  Then transition into round 1… | 5-10 min |
| Data equity walk, round 1 | *“You will have about 20 minutes for a “data equity walk” around the room and observe each chart and the data it shows. As you take this first walk around the room, use the post-its we’ve provided to write down and post your reactions to the data you see. Consider the guiding questions posted around the room as you react to the data.*  *While you’re reflecting on the data, look at other people’s post-its to find out what others’ reactions were to the data.”*  [Read the guiding questions out loud before participants get up to start moving around the room.] | 20 min  (give warning at 5 and 1 min) |
| Think-pair-share | *“Pair up with someone you haven’t yet interacted with to talk about your experiences looking at the data. Use the same guiding questions to prompt your discussion with your partner. Take 10 minutes to do this (think-pair-share).”* | 10 min |
| Large-group share | *“Now we’ll come back together as a group to share out what you talked about in your pairs.”*  (See potential conversation questions/prompts below.) | 25 min |
| Closing/call to action | Thank audience for their participation, and discuss implications for work going forward.  (See potential conversation questions/prompts below.) | 5 min |

**Conversation Prompts/Questions**

*These are just a few ideas – get creative and tailor to your audience!*

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| PROMPT TYPE | PROMPT | AUDIENCE |
| Follow up/Clarifying | *So what I hear you saying is…* | All |
| Follow up (espec. for large-group conversation) | *Did this come up in anyone else’s discussion?* | All |
| Follow up | *Why do you think that is?* | All |
| Follow up | *What do you think needs to change?* | All |
| Follow up | *What are some examples of places or practices that are improving education?* | All (espec. practitioners, advocates) |
| Follow up | *How many of you have seen better/positive examples?* | Students |

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| Closing/Next steps | *How will the data you’ve looked and the conversations you’ve had today inform your work going forward?* | All |
| Closing/Next steps | *What piece of data from today do you anticipate will most impact how you think going forward?* | All |
| Closing/Next steps | *What will you do with the information you learned/discussed today?* | All (espec. students) |
| Closing/Next steps | *How might you connect with a fellow participant to collaborate in the future?* | All |
| Closing/Next steps | *What types of relationships need to be formed across sectors and boundaries to bring about change?* | Advocates, policymakers |