Why Engage and Communicate about Data?

- **Creates an environment** in which people value and understand administrative data
- Establishes **legitimacy and social license** to use administrative data
- Supports legal and ethical efforts to be **transparent and accountable**
- **Failing** to communicate **undermines** projects and outcomes
- Helps others’ **skills and expertise** improve your projects
- An opportunity to talk about data **benefits** and privacy **solutions**, not just problems
Why Focus on Privacy?

• Many organizations and researchers are afraid to talk about privacy!
• It’s a difficult topic to discuss – technical, philosophical, contextual
• There are many diverse perspectives (even within communities) about what privacy means and what should be protected
• Designing appropriate privacy and data protection measures requires user and community involvement
• Privacy harms are often hard to define and anticipate without engagement ...
For Example: Privacy Risk and IDS

Types of privacy risks:

- Financial risks, such as identity theft or fraud;
- Physical risks, such as stalking or burglary;
- Reputational risks, such as embarrassing rumors or damaging photos; and
- Dignitary risks, such as a loss of autonomy or opportunity via digital redlining

Integrated data and privacy risk:

Typically:

- Aggregate < individual records
- Non-sensitive < sensitive data
- Group < individual impacts
- Cross-sectional < longitudinal research
- Evaluation < prediction
IDS Engagement Toolkit

Key goals:

- Make sure you’re engaging the right people (be inclusive).
- Build sustainable relationships.
- Support active engagement.

5 Steps to Engagement:

1. Establish an engagement scope and strategy
2. Identify and map stakeholders
3. Prepare to explore data and privacy issues
4. Convene and engage stakeholders
5. Follow through and follow up
For Example: Who to Engage

Core IDS stakeholders
• Data owners and contributors
• Public agency leadership
• Funders

Direct IDS stakeholders
• Individuals/data subjects
• Data users (researchers, advocacy groups)
• Technical experts (legal, data, security, research)
• Advocates for vulnerable populations

Other stakeholders
• Business groups
• Good government groups
• Other citizen and public interest groups

For Example: Preparing to Discuss Privacy

Community impacts and ethical considerations
• What results are expected from the project? Who identified the research question and designed the project?
• What are the anticipated risks and benefits of this project, and how fairly are they distributed?
• What legal or ethical codes apply to this research?
• Who will oversee the process? How will the research/IDs team be held accountable?
• Is there a history of this community’s privacy being violated?

Data handling considerations
• What data will be used? Is it personally identifiable/aggregated/de-identified, is it sensitive?
• Who will have access to the data?
• What privacy and security safeguards will be in place? What remedies will there be if data is breached or used in inappropriate ways?
• How will results be shared and disseminated?
For Example: Modes of Engagement

- Online vs. In-person
- Active vs. Passive
- 1-1 vs. small groups vs. large groups/public

More active
- Public meetings and open houses
- Public voting/ballots
- Workshops and working sessions
- Stakeholder briefings
- Hackathons and policy jams
- Citizen advisory committees, expert panels
- Formal notice and comment

Less active
- Focus groups, public surveys, interviews, questionnaires
- Discussion or annotation platforms
- Infographics, reports, fact sheets
- Newsletters
- Exhibits/displays in public areas
- Websites
- Social media engagement
For Example: When to Engage for IDS

- Project and research conception
- Legal agreements, access to data
- Cleaning and linking data
- Analyzing data
- Disseminating findings
- Project review and wrap up
## For Example: Engagement Matrix

<table>
<thead>
<tr>
<th>Active engagement</th>
<th>Passive engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Co-creation:</strong> Individuals and/or groups are asked to apply their skills and creativity to the different phases of the innovation cycle with the problem-solving team.</td>
<td><strong>Reporting:</strong> Individuals and/or groups are asked to contribute data and facts to inform problem definitions, solution plans, and evaluations.</td>
</tr>
<tr>
<td><strong>Reviewing:</strong> Individuals and/or groups are asked to review approaches or initiatives in a more targeted manner – including assessing and evaluating proposals and/or interventions.</td>
<td>Funders, school leaders, and IDS leaders publish or present the premises and evidence on which the pilot program is based, and then invite teachers, students, parents, domain advocates, and the public to provide comment and fact-checks.</td>
</tr>
<tr>
<td><strong>Commenting:</strong> Individuals and/or groups are given opportunities to share their opinions, priorities and preferences.</td>
<td><strong>Project conception</strong>&lt;br&gt;Past and present students, teachers, parents, and others are invited to workshops to identify potential barriers to academic success within their community and prioritize them based on their impact and feasibility of being solved.&lt;br_WARNING&gt;&lt;br&gt;<strong>IDS peers, academic partners, domain experts, and data experts privately evaluate</strong> the proposed minimum viable data needed to evaluate the scholarship’s impact on high school academic performance.&lt;br&gt;<strong>Funders, school leaders, and IDS leaders host accessible public meetings</strong> within the metropolitan school district, presenting the proposed pilot program and research study and giving community members a forum to share their comments, concerns, and questions.</td>
</tr>
<tr>
<td><strong>Accessing and/or collecting data</strong>&lt;br&gt;A community advisory committee (representative of metropolitan, IDS, school, parent and student leaders) creates data use agreements for the pilot. &lt;br&gt;<strong>A group of internal data experts from across local agencies provide a risk assessment reviewing the proposed pilot datasets.</strong>&lt;br&gt;<strong>Researchers within IDS peer networks or other academic partners are asked to share their experiences working with similar datasets in a working session or focus group.</strong></td>
<td><strong>Cleaning, linking, and de-identifying data</strong>&lt;br&gt;A disclosure review board of internal and external data experts, IDS leaders, and data users determines whether and how particular datasets can be linked and used for the pilot. &lt;br&gt;<strong>A multidisciplinary group of internal domain and data experts reviews and votes on specific policies and procedures for researchers to better check, validate, and clean data to be used in the pilot.</strong></td>
</tr>
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Key Considerations for IDS Engagement

**Active engagement**

- Engaging throughout the IDS project lifecycle
- Informing vs. empowering stakeholders
- Meaningful follow through and follow up

**Inclusive engagement**

- Recognizing structural and cultural barriers
- Intentional inclusivity considerations –
  - Language and literacy
  - Food
  - Location
  - Time of day
  - Childcare
  - Incentives/power dynamics
  - Accessibility (online and offline)

<table>
<thead>
<tr>
<th>LEVELS OF PUBLIC PARTICIPATION GOALS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform</td>
<td>To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.</td>
</tr>
<tr>
<td>Consult</td>
<td>To obtain public feedback for decision-makers on analysis, alternatives and/or decisions.</td>
</tr>
<tr>
<td>Involve</td>
<td>To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered in decision making processes.</td>
</tr>
<tr>
<td>Collaborate</td>
<td>To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.</td>
</tr>
<tr>
<td>Empower</td>
<td>To place final decision-making in the hands of the public.</td>
</tr>
</tbody>
</table>
Questions/Discussion?

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