

**TNLIP Data Advisory Group Meeting Minutes**

Tuesday, March 19th, 10:00 am – 11:00 am

**Virtual – MS Teams**

**Attendees (16):** Alin Moayed (New Circles), Astha Priya (TNLIP/WWCC), Catherine Chan, Diana Harrop (Centennial College), Elaine Berry (TPL), Farheen Meraj (TNLIP, JVS), Hodan Mohamed (JVS), Isabella Yan (TNLIP/WWCC), Kay Ham (TDCSB), Matthew Neill (Community Share Foodbank), Misha Hossain (TNLIP, TNO), Rachelle Molto (TNLIP, JVS), Rola Hamdan (Willowdale), Sarah Modesta Sepillo (TNO), Srna Stambuk (TNLIP, JVS)

Agenda Items	Facilitator/Presenter	Meeting Minutes
<p><b>Welcome, Land Acknowledgment &amp; Introductions</b></p>	<p>Rachelle Molto, Isabella Yan</p>	<p>Rachelle welcomed participants and outlined the meeting's agenda.</p> <p>All attendees introduced themselves, mentioning their roles and the projects they are currently working on.</p> <p><b>Purpose of the group was highlighted:</b></p> <p>The group's purpose was underscored with a specific focus on leveraging datasets accessible through the Community Data Program (CDP). The objective is to enhance the culture and skills related to using data in program planning, delivery, and evaluation as part of GBA+ analysis. This approach is integral to developing member capacity for data access and analysis. It aims to address:</p> <ul style="list-style-type: none"> <li>• Identifying the data access needs of TNLIP members, specifying what kind of data is required.</li> <li>• Determining the data analysis needs, focusing on how to analyze the data effectively.</li> <li>• Sharing data through infographics or other visualizations to facilitate</li> </ul>



		understanding and application.
<p><b>GBA+, Disaggregated Data, and the Community Data Program</b></p> <ul style="list-style-type: none"><li>• Presentation</li><li>• Q&amp;A</li></ul> <p>Discussion re: CDP and Sample Infographic</p>	<p>Rachelle Molto, Isabella Yan, All</p>	<ul style="list-style-type: none"><li>• An in-depth look into how GBA+ (Gender-Based Analysis Plus) offers a diverse and intersectional approach to assessing impacts on daily life.</li><li>• GBA+ assesses the diverse impact of policies and initiatives using an intersectional, data-informed approach.</li><li>• It considers multiple identity factors, including gender, sex, age, ethnicity, culture, income, and disability. The method challenges assumptions and biases in work.</li><li>• GBA+ is integrated into the design, implementation, and evaluation of projects for effective newcomer programming.</li></ul> <ul style="list-style-type: none"><li>• Srna plugs the upcoming GBA+ introduction event on Friday, March 22. Members expressed interest in the event and asked if it will be recorded.</li><li>• <i>Hodan (Chat)</i>: GBA Plus goes across policy, funding and programming, including under the SDGs (Sustainable Development Goals). It is policy-driven, from a M&amp;E point of view, addressing inequities. GBA+ comes out of the 1994 Beijing UN Conference, which has taken a while to be adopted and used in Canada. It is about identifying the issue, identifying the people and their needs, and the identifying the different issues and inequities that exist. It is very policy-driven and what the policy reflects. You can't really have much of an analysis of inequities and disparities without using a gender lens and other intersecting factors (the matrix of domination)</li></ul> <p><b>Disaggregated Data</b></p> <ul style="list-style-type: none"><li>• Disaggregated data breaks down large sets into sub-categories like age, gender, and location.</li></ul>



		<ul style="list-style-type: none"><li>• It details granular levels, e.g., Newcomer Youth in North York who are racialized.</li><li>• Disaggregated data could be used to examine the example of healthcare access differences for Toronto residents. How might accessing healthcare look different for newcomers &gt; newcomers in North York &gt; newcomer women in North York &gt; newcomer transgender women in North York etc.</li><li>• It supports better GBA+ analysis by highlighting how diverse groups experience policies and issues.</li><li>• Data collection should consider the availability of information, the relevance of disaggregated data, diversity representation, filling gaps when creating programs and policies, and filling information gaps.</li></ul> <p><b>Community Data Program (CDP)</b></p> <p>LIPs use the Community Data Program (CDP) to access tools and geographically specific data, organized by wards and neighborhoods.</p> <p>Rachelle showcased an infographic detailing the TNLIP catchment area's community profiles based on the 2021 census, utilizing data from the CDP. This infographic was intended to be used as a starting point to get members thinking about their data needs and to show some of the possibilities of the data available through the CDP.</p> <p>A demonstration was provided on using the Beyond 20/20 professional browser for data analysis, emphasizing demographic details such as age, location, employment status, and education.</p>
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<p><b>TNLIP Member Data Needs</b></p> <ul style="list-style-type: none"><li>• Discussion</li></ul> <p>Baseline data access and analysis survey</p>	<p>Rachelle, Isabella, all</p>	<p><b>Why do you need data? What do you need data for? (i.e. reporting, communications, research, policy design, operations)</b></p> <p>Data Advisory Group members noted that they need data for program design, reporting, and targeted marketing strategies; to debunk harmful myths and opinions such as countering the myth associating immigration with Canada's housing crisis; to narrate the national socio-political story and reinforce legal and policy accountability; for reporting, communications, especially for fundraising, informing advocacy, and defining future programming.</p> <p>One member asked about the ratio of employment/underemployment between immigrants who have received international education/training vs those who have a Canadian degree? There is a need for clear information of immigrant status, employment status, country of highest education – there is going to be more nuance there. For example, is there data showing how many people with masters degrees are driving Uber or can't find employment etc.</p> <p>Underemployment/overqualified (common knowledge that newcomers don't find employment at the level of their education and experience) – do we track what is the gap? What percentage don't? Then we can disaggregate further – Are immigrants from which countries more or less likely to find employment, those intersectional identities can inform how that immigration experience plays across</p>
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		<p>the intersectional identities – where and if that data is available.</p> <p>Another member shared that StatsCan would have the qualitative data. Internationally trained individuals tend to be much more educated on average than the Canadian population. This data exists, but it is a matter of putting that data together to reflect the socioeconomic conditions of those populations. It would great data to have education vs income. Qualitative research study was conducted by TNLIP on this topic 2 years ago and can be accessed on the TNLIP website here: <a href="#">Learning from Newcomers’ Lived Experiences of Racism: Towards Solutions Based in Equity, Diversity, and Inclusion for the Toronto North Region</a></p> <div data-bbox="875 759 1684 1015"><p><b>What is the data that is most relevant for you?</b></p><ul style="list-style-type: none"><li>• Demographic (age, gender, racialized)?</li><li>• Socioeconomic (income?)</li><li>• What else?</li></ul></div> <p>Relevant data identified by members included:</p> <ul style="list-style-type: none"><li>- Ethnicity/racialization</li><li>- socioeconomic status</li><li>- languages spoken</li><li>- education levels, particularly as they relate to food insecurity/poverty</li><li>- Food security by ward</li><li>- Age</li><li>- unemployment and underemployment, and education</li></ul>
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- more localized data for specific areas and is open to analyzing data by electoral ridings

**What are your data sources? Do you need additional sources of data?**

One member focusing on Food Bank services identified the need for demographic and socioeconomic data for North York to register participants for food services without making inquiries that may impact their access to food. Demographic data is not collected in order so that participants do not feel that it impacts their access to food. However, this data is still needed to inform their work and best understand/serve their participants.

One member indicated that they currently utilize data from Feed Ontario, Daily Bread Food Bank, North York Harvest, Food Banks Canada, and Maytree. They expressed a need for more localized data for specific areas and is open to analyzing data by electoral ridings if available.

Another member noted that they appreciate up-to-date data, and mentioned that legal clinics share client data with Legal Aid Ontario.



		<p>Another member noted that they use data from Stats Canada, peer-reviewed publications, and community-based research, and believes data should be freely accessible.</p> <p>The TNLIP manager suggests that Rachelle and members of the group can take up projects that make specific data more accessible.</p> <p><b>Who analyses the data and how?</b></p> <p>One member shared that they personally handle data analysis with the occasional help of board members for specific purposes. There is no designated research department.</p> <p><b>What data analysis tools do you use?</b></p> <p>One member shared that they use Excel and are interested in using Google Forms for its integration with other Google services.</p> <p><b>What would it mean for you to build your data capacity?</b></p> <p>One member indicated that they do not have the capacity or the resources amongst their staff, however there is still a strong need to sort through data. Another member emphasized the need for training in Excel proficiency, best practices for data gathering and storage, and workshops on the benefits of data collection for</p>
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		organizational culture, as well as the potential for administrative assistance in managing data.
<b>Next Steps</b> <ul style="list-style-type: none"><li>• Summary</li><li>• Next meeting<ul style="list-style-type: none"><li>– Tuesday</li><li>June 25th</li><li>10:00 AM –</li><li>11:30 AM</li></ul></li></ul>	Rachelle	Tuesday June 25 (Quarterly)