



EQUITY-MINDED POLICY ANALYSIS

Indicators and Questions

Please use the following questions as you develop new policies and review existing practices. The goal of these questions is to remove barriers to equity and advance justice. This tool for analysis was adapted from the [Protocol for Assessing Equity-Mindedness in State Policy, USC Center on Urban Education](#) created by the University of Southern California's Center on Urban Education.

1. Equity-Mindedness as the Guiding Paradigm for Policy

- Do the state and institutions frame the success of underserved and underrepresented students as its responsibility?
- Is this policy tailored to benefit groups that have been neglected in the past? i.e. rural communities, communities of color, immigrant communities, impoverished communities, veterans, first generation students and students with disabilities.

2. Equity in Language

- Are language choices reinforcing stereotypes?
- Do the chosen words include or exclude students from communities that have been historically underserved by higher education? How are they described?
- Are proxy or umbrella terms used? Or are beneficiaries clearly identified?

3. Data Collection and Reporting Strategy

- Are data systematically disaggregated by subgroups?
- Is disaggregation practiced across different reporting mechanisms and incorporated consistently into policy evaluation, accountability, institutional reporting, etc.?

4. Disproportionate Impact

- Could the policy cause disproportionate impact to groups based on other factors?
- Who will benefit from the policy? Who will be excluded? Who is not eligible?
- Does this policy, potentially claiming to benefit all Virginians, provide additional resources to the privileged, at the expense of or at the same rate as to the disadvantaged? Does this policy promote equitable, equal or biased impact?

5. Policy Consistency and Ubiquity

- Are the needs of identified communities consistently included in the policy?
- Are the same disaggregated indicators used in planning, evaluation, accountability, institutional reporting requirements, etc.?

6. Equity Framing

- How is the case for equity framed? as an economic, demographic shifts and/or moral imperative?
- Have data been collected and analyzed to clearly show trends in educational and workforce needs, demographic shifts to appeal to a broad base of stakeholders across sectors?