

Equity-Minded Policy Analysis



STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA

Today we will:

- Frame equity
- Review opportunities for equity-based policy analysis
- Review and discuss six questions to ask when analyzing policy with equity-mindedness
- Reflect on equity-minded policy analysis and its relevance to work and life

Framing

Equity refers to the **creation of opportunities** for historically underrepresented populations to have **equal access** and equitable opportunity. Equity is also **the process of allocating resources, programs, and opportunities** to students, educators, and administrators to address historical discrimination and existing imbalances.

- Virginia's Strategic Plan for Inclusive Excellence, February 2021

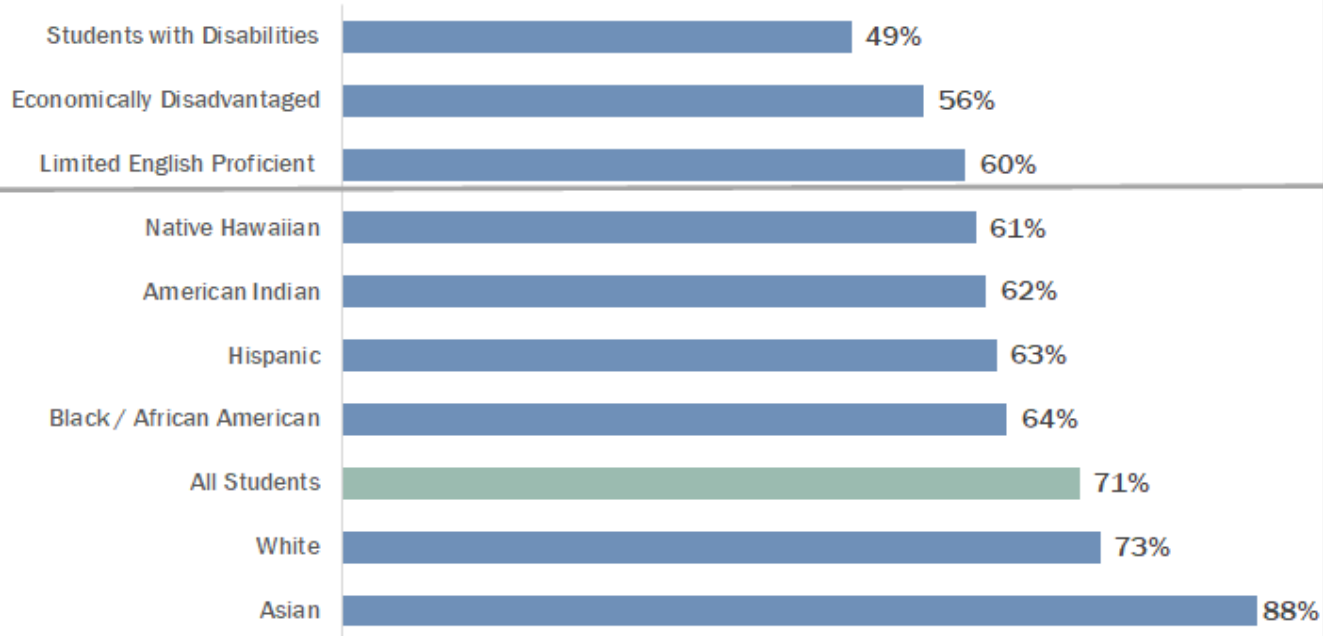
Framing

“Historically, college attendance [and associated benefits] has been least accessible to traditionally underrepresented populations, including persons from low-income families, first generation students, persons with limited English proficiency, and persons from a variety of racial and ethnic groups.”

Alleman, N. F., Stimpson, R. L., and Holly, L. N. (2009). *A statewide examination of college access services and resources in Virginia*. Richmond, VA: SCHEV.

Framing

Percentage of Virginia High School Students Enrolling in College (2017)



Source: Source: Virginia Department of Education. Postsecondary enrollment report

Opportunities for Equity-Based Policy Analysis

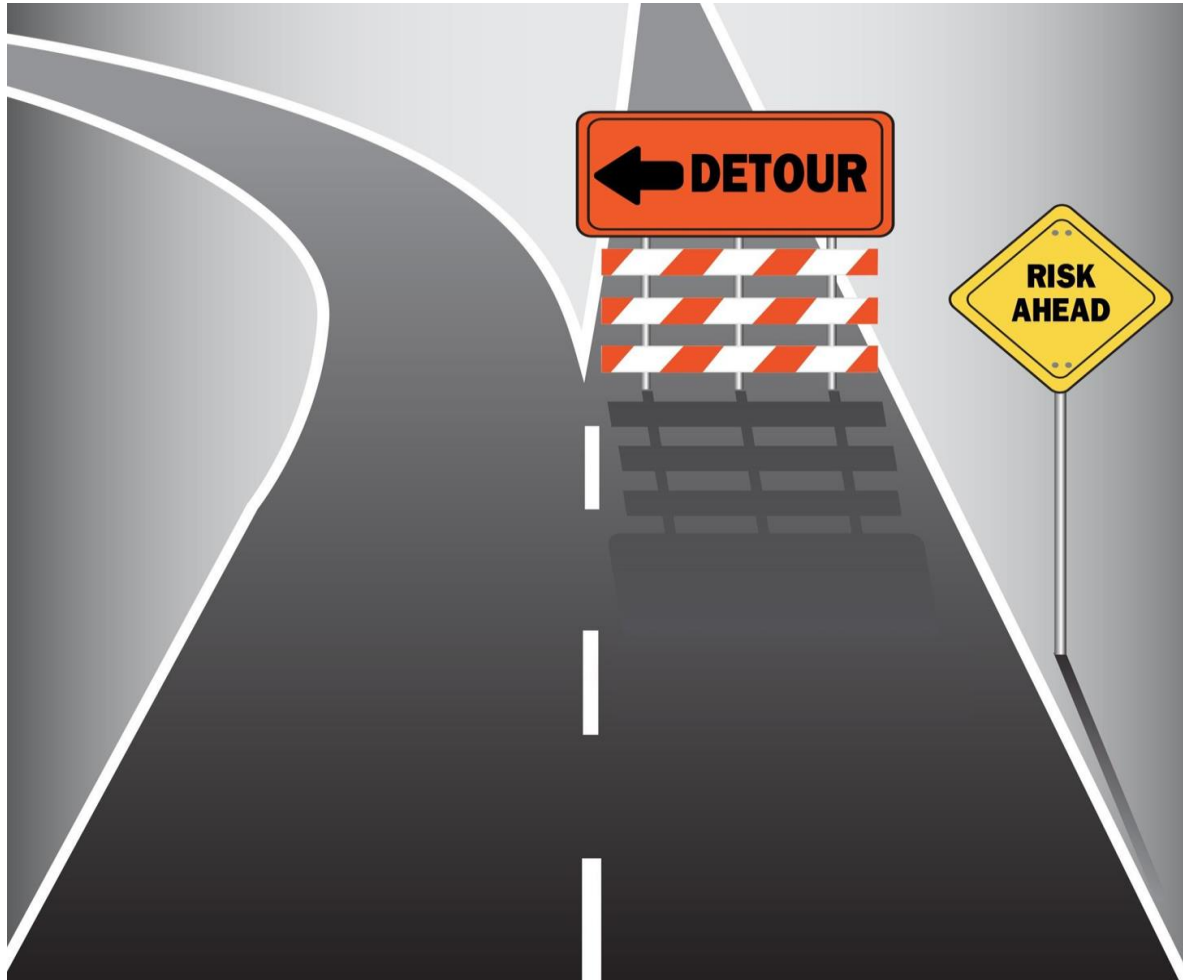
Goal of the VA Plan for Higher Ed.

Virginia will be best educated state by 2030



Source: SCHEV analysis of best-educated state





Change is inevitable, but transformation is a conscious choice.

-- Heather Ashe Amara, Warrior Goddess
Training: Becoming the Woman you Are Meant to Be

Indicators for Equity-Minded Policy

PROTOCOL FOR ASSESSING EQUITY-MINDEDNESS IN STATE POLICY

USC Rossier
School of Education



“Equity-mindedness describes actions that demonstrate individuals capacity to recognize and address racialized structures, policies and practices that produce and sustain racial inequities.”

https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final_Web.pdf

Indicators for Equity-Minded Policy

1. EQUITY-MINDEDNESS AS THE GUIDING PARADIGM FOR POLICY

2. EQUITY IN LANGUAGE

3. DATA COLLECTION AND REPORTING STRATEGY

4. DISPROPORTIONATE IMPACT

5. POLICY CONSISTENCY AND UBIQUITY

6. EQUITY FRAMING



Reframed as six questions

1. EQUITY-MINDEDNESS AS THE GUIDING PARADIGM

- Does the state and institutions frame the success of underserved and underrepresented students as its responsibility?

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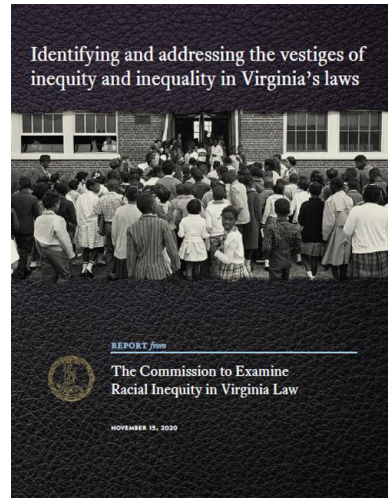
- Do the state and institutions frame the success of underserved and underrepresented students as its responsibility?
 - University of Richmond's commitment to cover unmet need for all Richmond Public School graduates.
 - Enslaved Ancestors College Access Scholarship and Memorial Program -Does the state assume responsibility if it doesn't fund the program?

2. EQUITY IN LANGUAGE

- Are language choices reinforcing stereotypes based on race, gender, income and language?

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 - Commission to Examine Racial Inequity in Virginia Law:



1901-1902	401	Continues and changes name of VA Normal and "Collegiate" Institute to VA Normal and "Industrial" Institute - for colored students.
1903	212	Authorizes New London Academy in Bedford and Campbell Counties for advanced white students.
1903	268	Specifies management structure for State Female Normal School for training white female teachers - now Longwood University.
1903	312	Management, financial and other provisions for Hampton Normal and Agriculture Institute for colored students (now Hampton University) and what is now Virginia Tech (for whites).

<https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/Interim-Report-From-the-Commission-to-Examine-Racial-Inequity-in-Virginia-Law.pdf>

3. DATA COLLECTION AND REPORTING STRATEGY

- Are data systematically disaggregated by race and ethnicity for policy planning and development?

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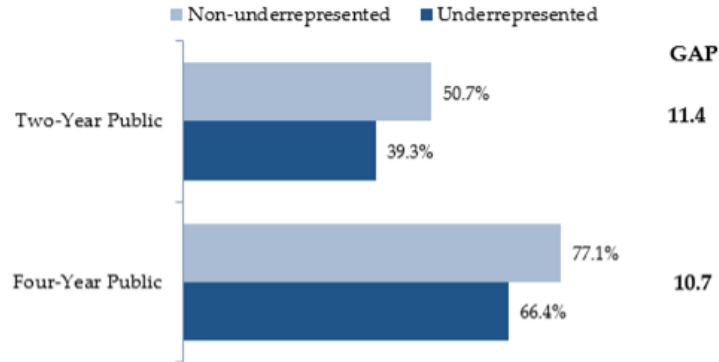
- Are data systematically disaggregated by race and ethnicity for policy planning and development?
 - Some of VA Plan’s previous goals did not put specific goals for specific groups, but rather for “underrepresented populations.” Underrepresented Populations (URP) include:
 - Non-white US citizens and permanent residents, Pell recipients, adults, and residents of localities with low education attainment.
 - Over 55% of students at public 4-years are URP

Virginia Plan (2014 vs. 2021)

2014

Combine low-income, rural, and non-white students into one group.

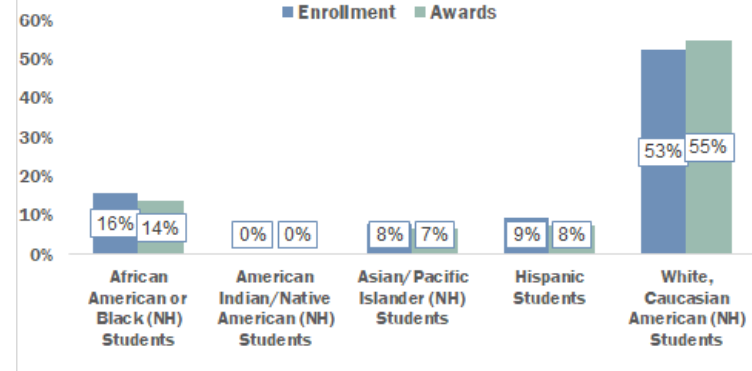
Success Index for Public Institutions



2021

Disaggregate racial and ethnic groups (and income and geography) for each measure.

Goal 3: Close Completion Gaps



4. DISPROPORTIONATE IMPACT

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 - Institutions that enroll more low-income students tend to rely more on General Fund than tuition revenue – so tuition controls and/or GF increases will vary in impact.
 - Low-income students and non-white students more likely to attend part-time. Many formulas adjust numbers of students based on to full-time equivalent (FTE).

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- Are the needs of students from racial, ethnic and indigenous communities consistently included in the policy?
 - SCHEV's Budget & Policy recommendations prioritized items impacting most vulnerable students.
 - African American and Latino students more likely to need computers, but current state policy focused on rural broadband infrastructure.

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 - CNBC's "Best State for Business" - Education component often cited as justification for higher ed investment.
 - G3 programs include high-demand fields, but also fields of high value to society (early childhood education).

Opportunities for Equity-Based Policy Analysis

- SCHEV's Policy & Budget Recommendations
 - Acts as SCHEV's position on policy and budget needs; published in Nov.
- Academic Affairs
 - Program approvals (industry, societal and/or student demand)
 - Transfer Policy (access and affordability)
 - Dual Enrollment Policy (access and affordability)
- Virginia Plan for Higher Education
 - Identifies priorities and goals for higher education.
- Discretionary funding
 - Federal stimulus, Fund for Excellence and Innovation, GEAR UP site selection.
- Legislative Action Summaries
 - Requests for bill analysis to be used Governor's office.
- Fiscal Impact Statement
 - DPB document accessible via the LIS bill history page.

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Thank you.

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