

Equity Lens Purpose Statement

An Equity Lens

operationalizes racial equity. It is a set of questions we ask ourselves to **ground our decision-making** when we plan, develop or evaluate a policy, program or practice.

Using an Equity Lens will help us **recognize patterns of inequitable experiences, predictable outcomes, and unintended consequences** in our system. It will help us identify potential impacts to those who are underserved, inadequately served, or disenfranchised so that we **eliminate structural barriers, systemic inequities, and disparities in educational outcomes.**

We intentionally **isolate the impact of race as it is a predictor of disproportionate outcomes for all marginalized identities.**

While there is an emphasis on students and communities of color, the questions can also be adapted to focus on other marginalized communities.



Purpose & Assumptions

1. What is the policy, program or practice being examined?
2. What assumptions are we bringing into the issue?
3. What historic information and context is important for everyone to know and understand?

Inclusion & Representation

4. Who will be impacted by this decision and how they will be impacted? How do we know?
5. Are those impacted present? If not, why?

Impact & Outcomes

6. Do the expected outcomes of the issue, policy, or process reflect the equity lens purpose?
7. What resources (human, financial, etc) are required to address equity and inclusion in the implementation of this policy, program or practice?
8. What are the specific ways this decision is expected to reduce disparities and advance equity?

Process & Communication

9. What is the plan to gather input and data?
10. How will we make it easier for people to participate? For example, by using interviewers from the same population (cultural/language interpreter), or providing transportation and childcare.
11. How are our processes supporting the empowerment of communities historically most affected by these inequities?
12. Is the medium easily accessible and understood by the full diversity of our target audience? For example, plain language, accessible formats, graphics, multiple languages, both online and print, voicemail.

Evaluation & Feedback

13. How did you include the feedback from stakeholders? If some input was not incorporated, why not?
14. How will you measure outcomes and impact? What data do you need to collect? How will you collect and use this data responsibly?
15. How might this decision produce unintended consequences? How could negative impacts be mitigated?



Definition of Terms

Equity - Giving students what they need when they need it.

Structural barriers - Systemic policies, practices or programs that restrict or limit opportunities, resources, and access to certain individuals or groups based on their social identity or characteristics.

Underserved vs inadequately served - **Underserved** generally refers to a situation where a population or area has limited access to resources or services that are considered essential or necessary for well-being. **Inadequately served** typically refers to a situation where a population or area has access to resources or services, but the level of provision is insufficient to meet the needs of the population.

Systemic inequities - Pattern of unjust or unfair practices, policies, and programs that create and perpetuate unequal outcomes for certain groups of people based on their race, gender, socioeconomic status, or other characteristics.

Disparity - Difference or inequality in the distribution or allocation of something, such as resources, opportunities, or outcomes.

Marginalized identities - This refers to social groups that have been historically excluded or discriminated against in society based on certain characteristics or traits, such as race, ethnicity, gender, sexual orientation, ability, religion, and socioeconomic status. The term "marginalized" is used to describe these groups because they are often pushed to the margins or periphery of society, making them more vulnerable to discrimination, marginalization, and oppression.

Marginalized communities (examples) - Students with disabilities, Students learning English, African American/Black students, Asian, Hispanic, Pacific Islander, and other students of color, LGBTQ+ students.

Representation - Accurately portrays or mirrors the constituents it represents

Decision Making Process

