

Equity Lens - a framework for planning and decision making

Surface assumptions

 What assumptions do we bring to this decision or issue?
What do we assume is non-negotiable?

Engage multiple perspectives

How have we involved those who are impacted by this policy, decision, or practice?
Who have we involved in making this decision? Who have we not involved? Why?
Are we engaging multiple perspectives? (If not, who else should be at the table to make a more informed decision?)
Whose voices are we prioritizing or centering?

Evaluate. Raise racial awareness

 How will you evaluate the outcomes and who will you share your evaluation with?
What does "success" look like?
How will you use evaluation to raise racial awareness and increase competence?

Communicate

 Who will this decision be communicated to? • How do we ensure communication takes place in an inclusive, culturally sensitive, and responsible manner?

Set and evaluate outcomes

• What are the intended outcomes? • What are possible unintended outcomes? • How will this policy, decision, or practice increase or decrease racial equity (e.g.. increasing or decreasing barriers)? • What are the barriers to creating more equitable outcomes?

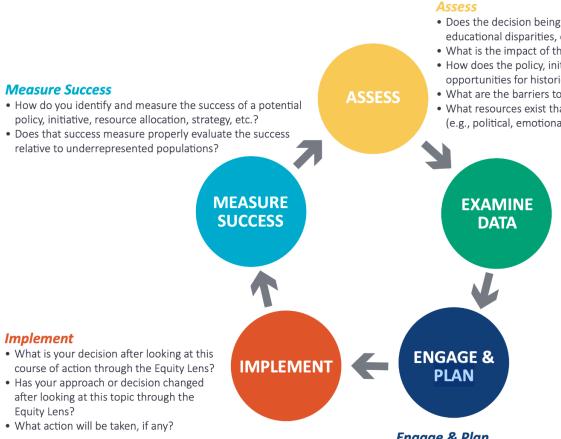
Equity Lens

for making better decisions

New Kensington Community Development Corporation (NKCDC)



Equity Lens Framework: A Call to Action



- Does the decision being made maintain, sustain, or intervene in existing educational disparities, or does it produce other unintended consequences?
- What is the impact of this decision on eliminating attainment gaps?
- How does the policy, initiative, resource allocation, or strategy, etc. advance opportunities for historically underserved students and communities?
- What are the barriers to more equitable outcomes?
- What resources exist that could be leveraged to challenge these barriers (e.g., political, emotional, financial, programmatic, or managerial resources)?

Examine Data

- What does the current data tell us about representation among students, staff, and faculty groups? Check the source of the data for quality and impartiality.
- Where do current data collection methodologies fail to measure the extent of underrepresentation?
- Does your data infrastructure support forwardthinking measures of representation?
- What data sources will you use to understand the impacts of race, ethnicity, gender, and native language?
- Is qualitative data needed to support and better understand impacted communities more holistically?