

# Equity Impact Analysis Tool

## Purpose

This tool is one component of the HECC Equity Lens and Equity Impact Protocol. Use this tool to develop a deeper understanding of equity impacts and to create a plan for equitable policy implementation. HECC policies do not equally affect all students and learners in Oregon. It is important to uplift all students and learners and ensure that all who seek postsecondary education in Oregon can meet their educational aspirations.

## Who should use this tool?

All staff who are making policy decisions, implementing legislative concepts, developing rules or budgets and those who are making practice changes at the HECC. For example, when grantmaking, drafting a legislative concept, preparing a budget, or rolling out engagement plans.

## When do I use this tool?

Use this tool at the beginning of policy making, rule development, legislative concept development, budget processes, and practice changes. The more you use the tool, the more you develop intuitive skills in equity. The sooner you can start, the better as intentional community relationships and engagement take time.

## How do I use this tool?

Answer the questions to the best of your ability. If you do not have answer, that is ok. Ask your workgroup or team on how they think it should be approached. Once your questions are answered, you should have a plan for action.

For more insight on this tool, please refer to the Equity Impact Protocol. The HECC Equity Lens has a glossary of terms and overview of the HECC equity goals. You may consult with HECC Equity Team if further assistance is needed.

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The HECC is committed to accessible services for all. Requests for translations, language services, and alternate formats, or Americans with Disabilities Act (ADA) accommodations may be sent to [info.hecc@hecc.oregon.gov](mailto:info.hecc@hecc.oregon.gov)

What is the name of the project or process?

Who may be impacted by this project or process? (Check all that apply)

<input type="checkbox"/> Single Parents	<input type="checkbox"/> Women	<input type="checkbox"/> Students in Foster Care
<input type="checkbox"/> Native American/Alaska Native Students	<input type="checkbox"/> Immigrant Students	<input type="checkbox"/> DACA/Undocumented Students
<input type="checkbox"/> English Language Learners	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> LGBTQIA2S+ Students
<input type="checkbox"/> Hispanic/Latino/a/x Students	<input type="checkbox"/> Black/African/African American Students	<input type="checkbox"/> Asian/Asian American Students
<input type="checkbox"/> Native Hawaiian/Pacific Islander Students	<input type="checkbox"/> COFA Students <sup>1</sup>	<input type="checkbox"/> Refugee Students
<input type="checkbox"/> Students Experiencing Houselessness	<input type="checkbox"/> First Generation Students	<input type="checkbox"/> Low Income Students
<input type="checkbox"/> Rural Students	<input type="checkbox"/> Veteran Students	

How will the impacted students be affected by this policy, process, legislative concept, budgetary action, or rule?

How does this project advance equity and mitigate unintended consequences?

How will you be communicating with students and communities where English is not their native language? This includes ASL. Check all that apply and add your own ideas, if applicable.

Documents are in plain language

Documents will be translated

Staff will be connecting to community members in needed language

How are you measuring the impact of this project? How will you know this project is meeting its goals?

How are you mitigating harmful impacts and what measures/actions are in place?

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<sup>1</sup> COFA refers to [the Compact of Free Association](#)

What data do you currently collect and analyze regarding the priority populations? Can the existing data tell you how students and learners in the priority populations are currently impacted by receiving supports?

How are you using the data as a guide in this project?

Are there impacts on specific regions in Oregon? For example, will this project only impact students and learners in eastern Oregon or coastal institutions?

How will those regions be impacted?

Have you considered providing alternate formats or other accessibility supports related to this project? For example, a public meeting in a location that is accessible for mobility assistive technologies or a building that has a Loop System for Hard of Hearing participants?

Will this project impact any or all of the nine federally recognized Tribes of Oregon?

Have you completed the Tribal Consultation process? Please reach out to the DEI Team for support.

How are you communicating with impacted students and communities about this project? If so, how? If not, how do you plan to include them?

Have you included impacted students and communities in the decision-making process? If so, how? If not, how do you plan to include them?

If you have involved impacted students and communities, what are their suggestions for mitigation and how will you address those solutions?

Please provide a brief 3-4 sentence summary of equity impacts and mitigation strategies. This will serve as the equity impact statement.