



# Oregon

Tina Kotek, Governor



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## District Equity Committee Implementation Self-Assessment Tool

A Tool for Reflection & Continuous Improvement of Equity Work Implementation

### **Purpose**

Meaningful equity work is an ongoing process of implementing strategies and structures that center focal student groups and their broader school communities in equitable and culturally sustaining ways. This self-assessment tool helps districts navigate different aspects of the development and sustaining of their District Equity Committees as a change process. The indicators outline recommended practices for implementing District Equity Committees for sustainability and effectiveness. Identifying where along the stages of change existing practices may be, from building awareness and desire, through developing knowledge and ability, to sustaining practices through reinforcement<sup>1</sup>, can serve to measure progress and inform next steps.

### **Getting Started: How to Use this Tool**

**Recommended time:** 60-90 minutes

**Who should complete it:** Superintendent with DEC Liaison, equity leads, or leadership team

**Process:** For each indicator, document evidence of practices in place, determine the stage of change, and identify actionable next steps.

**References:** Each indicator links to specific sections of the Establishing and Sustaining District Equity Committees Guidance, which can be found on the [Oregon Department of Education's District Equity Committees \(Senate Bill 732\) webpage](#) for additional support.

**When to use this tool:** Use this self-assessment to adapt equity efforts in the early stages of a District Equity Committee, conduct an annual deep dive to track progress, inform goal setting and resource allocation, or share findings with leadership and the community to build a shared understanding and accountability.

**What to expect:** Meaningful change takes time. It is normal and expected that different indicators will be at varying stages. If most indicators are in early stages, this is valuable information for planning.

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<sup>1</sup> These stages of change are adapted from the ADKAR change model developed by Jeff Hiatt.

► **Indicator 1: Building upon Existing Equity Workgroups & Efforts**

- Identify existing equity workgroups involving students, staff, families, and community members that the DEC can build upon, including touchpoints with key partners leading meaningful equity work across the district.
- Refer to *Membership Selection Process* within Section 2 and *Key Connection Points* within Section 4.

<b>Building upon Existing Equity Workgroups &amp; Efforts Practices, Progress, &amp; Next Steps</b>	
Current Practices in Place:	<p>Consider these questions as you document your current practices in place:</p> <ul style="list-style-type: none"> <li>● What existing groups in your district can provide context about the district's ongoing equity work (Site Committees, Parent-Teacher Organizations, Advisory Groups, Affinity Spaces, Key Leaders, existing committees and teams)?</li> <li>● Who is involved in coordinating equity-related work?</li> <li>● What roles and backgrounds are represented? Whose voices are included in decision-making conversations, and whose could be better elevated?</li> <li>● What ongoing practices or regular touchpoints can support ongoing partnership between DEC's and other existing groups?</li> </ul>
Progress	<p>Where is this work in the stages of change?</p> <ul style="list-style-type: none"> <li>● Building awareness and desire</li> <li>● Developing knowledge and ability</li> <li>● Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>● Actions to take</li> <li>● By When</li> <li>● Resources Needed</li> </ul>

► **Indicator 2: Asset Map of Community Resources & Partners**

- Asset Mapping identifies and catalogs existing community connections and resources that support focal student groups, including key staff, affinity groups, Tribal partners, local leaders working in Equity, Diversity, and Inclusion, and Community-Based Organizations. Districts may find it helpful to create this map with support from their Education Service District team.
- Refer to *Membership Selection Process* within Section 2.

<b>Asset Map of Community Resources &amp; Partners Practices, Progress, and Next Steps</b>	
Current Practices in Place:	<p>Consider these questions as you document your current practices in place:</p> <ul style="list-style-type: none"> <li>● Has the district completed an Asset Map of partnerships, community connections, and resources for focal student groups?</li> <li>● How is the asset map used to inform partnerships, outreach, and resource allocation in the district?</li> <li>● How has student feedback on trusted staff, parents, and community members been integrated into the asset map?</li> <li>● For small and rural regions: Have you connected with your ESD as a hub to foster partnerships?</li> </ul>
Change Stage	<p>Where is this work in the stages of change?</p> <ul style="list-style-type: none"> <li>● Building awareness and desire</li> <li>● Developing knowledge and ability</li> <li>● Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>● Actions to take</li> <li>● By When</li> <li>● Resources Needed</li> </ul>

► **Indicator 3: Communication & Transparency through Community Engagement**

- District practices continuously strengthen reciprocity in relationship with the community by honoring community members' time and input. This is evidenced by regular reports back communicating progress on equity work implementation through meaningful and sustained community engagement. This includes regular updates through multiple channels, sharing DEC recommendations and district responses, and considering an annual report (optional).
- Refer to the *Annual Report Considerations* within Section 1 and *Maintaining Transparency* within Section 4.

<b>Community &amp; Transparency through Community Engagement Practices, Progress, and Next Steps</b>	
Current Practices in Place:	<p>Consider these questions as you document your current practices in place:</p> <ul style="list-style-type: none"> <li>● How does the district communicate actions taken in response to community input?</li> <li>● What practices ensure culturally responsive care and hospitality: accessible scheduling, childcare, transportation, translation/interpretation, ADA compliance?</li> <li>● How does the district close the feedback loop to show the community how their input has shaped decisions?</li> </ul>

<b>Community &amp; Transparency through Community Engagement Practices, Progress, and Next Steps</b>	
Change Stage	Where is this work in the stages of change? <ul style="list-style-type: none"> <li>● Building awareness and desire</li> <li>● Developing knowledge and ability</li> <li>● Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>● Actions to take</li> <li>● By When</li> <li>● Resources Needed</li> </ul>

► **Indicator 4: Decision-Making Guided by an Equity Lens**

- An Equity Lens guides decision-making to center equity commitments while examining the impacts of policies, programs, and practices on focal students and school communities.
- Refer to *Use of Equity Lens and Tools* within Appendix A.

<b>Decision-Making Guided by an Equity Lens: Practices, Progress, and Next Steps</b>	
Current Practices in Place:	Consider these questions as you document your current practices in place: <ul style="list-style-type: none"> <li>● What Equity Lens framework does the district use?</li> <li>● How are DEC members trained to apply the equity lens? How are decision-makers in district leadership trained to use it?</li> <li>● How consistently is the equity lens applied?</li> </ul>
Change Stage	Where is this work in the stages of change? <ul style="list-style-type: none"> <li>● Building awareness and desire</li> <li>● Developing knowledge and ability</li> <li>● Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>● Actions to take</li> <li>● By When</li> <li>● Resources Needed</li> </ul>

► **Indicator 5: DEC Structures and Operating Procedures**

- The DEC has developed structures and operating procedures to ensure functionality and long-term sustainability. This includes defined decision-making processes, meeting protocols that foster generative and effective dialogue to support equitable decision-making, strategies for navigating conflict, established roles and responsibilities, appropriate meeting frequency and location, and processes for handling vacancies.
- Refer to the *Structure and Organization* within Section 3.

<b>DEC Structures &amp; Operating Procedures: Practices, Progress, and Next Steps:</b>	
Current Practices in Place:	<p>Consider these questions as you document your current practices in place:</p> <ul style="list-style-type: none"> <li>● What decision-making process does the DEC use?</li> <li>● What working agreements guide DEC meetings? How often are they updated?</li> <li>● What roles and responsibilities support facilitation of DEC meetings?</li> <li>● What is the meeting frequency and location? How were those determined?</li> <li>● What is the process for filling vacancies? What is the process for onboarding new members?</li> <li>● What is the ideal size of your DEC? Does current membership match that goal?</li> </ul>
Change Stage	<p>Where is this work in the stages of change?</p> <ul style="list-style-type: none"> <li>● Building awareness and desire</li> <li>● Developing knowledge and ability</li> <li>● Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>● Actions to take</li> <li>● By When</li> <li>● Resources Needed</li> </ul>

► **Indicator 6: DEC Empowering & Resourcing**

- The district provides sufficient support, resources, and conditions for the DEC to ensure members are prepared and supported with the right tools, conditions, context, and resources as they engage in equity work.
- Refer to *Empowering and Resourcing Your District Equity Committee* within Section 4.

<b>DEC Empowering &amp; Resourcing Practices, Progress, and Next Steps:</b>	
Current Practices in Place:	<p>Consider these questions as you document your current practices in place:</p> <ul style="list-style-type: none"> <li>● Has the district designated a staff member for DEC operational support?</li> <li>● Does the superintendent provide the DEC with context about district/school/community history, state and federal plans, and other helpful background?</li> <li>● Does the DEC receive training and team-building to create shared equity frameworks and knowledge?</li> <li>● <b>Required by OAR 581-022-2307:</b> Does the DEC have access to district-</li> </ul>

<b>DEC Empowering &amp; Resourcing Practices, Progress, and Next Steps:</b>	
	managed emails, translation and interpretation services, and relevant training?
Change Stage	Where is this work in the stages of change? <ul style="list-style-type: none"> <li>● Building awareness and desire</li> <li>● Developing knowledge and ability</li> <li>● Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>● Actions to take</li> <li>● By When</li> <li>● Resources Needed</li> </ul>

► **Indicator 7: Equity-Centered Outcomes and Strategies informed by Data**

- The DEC has established measurable equity-centered outcomes and strategies informed by community voice and multiple sources and levels of data, including disaggregated data.
- Refer to *Organizing Your Thinking* within Appendix A.

<b>Equity-Centered Outcomes and Strategies informed by Data Practices, Progress, &amp; Next Steps:</b>	
Current Practices in Place:	Consider these questions as you document your current practices in place: <ul style="list-style-type: none"> <li>● What data-informed goal-setting: disaggregated data, community feedback, district needs assessment, SEED data, or other sources?</li> <li>● Are progress milestones identified across short, medium, and long-term timeframes?</li> <li>● How are goals monitored and communicated?</li> </ul>
Change Stage	Where is this work in the stages of change? <ul style="list-style-type: none"> <li>● Building awareness and desire</li> <li>● Developing knowledge and ability</li> <li>● Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>● Actions to take</li> <li>● By When</li> <li>● Resources Needed</li> </ul>

► **Indicator 8: Integration with District Budget & Financial Processes**

- The district ensures DEC input into budgeting processes to provide deeper alignment between the equity outcomes and strategies of the DEC and financial processes.

- Refer to *Financial Stewardship and Budgeting Requirement* within Section 1.

<b>Integration with District Budget &amp; Financial Processes Practices, Progress, and Next Steps:</b>	
Current Practices in Place:	<p>Consider these questions as you document your current practices in place:</p> <ul style="list-style-type: none"> <li>● Does the DEC provide feedback to the superintendent on district planning and investments, including multi-year planning for focal groups?</li> <li>● Has the DEC reviewed the district's Integrated Planning and Budgeting Template for ODE Integrated Guidance?</li> <li>● Do district budgets reflect equity priorities, offering alignment and accountability to students, families, and communities?</li> </ul>
Change Stage	<p>Where is this work in the stages of change?</p> <ul style="list-style-type: none"> <li>● Building awareness and desire</li> <li>● Developing knowledge and ability</li> <li>● Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>● Actions to take</li> <li>● By When</li> <li>● Resources Needed</li> </ul>

### ► **Indicator 9: Safety & Well-being of DEC Members**

- The district has documented safety plans, risk management protocols, and working agreements that protect DEC members' safety and privacy. Barriers to participation have been identified and addressed by the district. The district may partner with their Education Service District to support training and other resources within the region.
- Refer to *Supporting the Safety and Well-being of DEC Members* within Section 4.

<b>Safety &amp; Well-being of DEC Members Practices, Progress, and Next Steps:</b>	
Current Practices in Place:	<p>Consider these questions as you document your current practices in place:</p> <ul style="list-style-type: none"> <li>● Has the district created and implemented documented working agreements with clear safety plans and risk management protocols for DEC members?</li> <li>● Has the district partnered with the local ESD to support training and share safety resources?</li> <li>● Has the district consulted ODE's resource on <a href="#">Ensuring Focal Student Group Safety and Privacy?</a></li> <li>● Has the district consulted with the Coalition of Oregon School</li> </ul>

<b>Safety &amp; Well-being of DEC Members Practices, Progress, and Next Steps:</b>	
	Administrators (COSA) for risk management and safety planning support? <ul style="list-style-type: none"> <li>• What barriers to participation have been identified and addressed?</li> </ul>
Change Stage	Where is this work in the stages of change? <ul style="list-style-type: none"> <li>• Building awareness and desire</li> <li>• Developing knowledge and ability</li> <li>• Sustaining through reinforcement</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>• Actions to take</li> <li>• By When</li> <li>• Resources Needed</li> </ul>

## Change Stage Summary

Identify the current change stage for each indicator.

Indicator	Awareness / Desire	Knowledge / Ability	Reinforcement
1. Building upon Existing Equity Workgroups & Efforts			
2. Asset Map of Community Resources			
3. Communication & Transparency through Community Engagement			
4. Equity Lens Guides Decision-Making			
5. DEC Structures & Operating Procedures			
6. DEC Empowerment & Resourcing			
7. Equity-Centered Outcomes & Strategies informed by Data			
8. Integration with Budget Processes			
9. Safety & Well-being of Members			

# Prioritizing Next Steps

After identifying stages of change for each indicator, consider these reflective prompts to strategically prioritize next steps.

## **For indicators in the Awareness/Desire stage, what strategies will you use to:**

- Generate community awareness, interest, and involvement, centering community groups impacted most by this work?
- Communicate the urgency and purpose of equity work centering data, stories, and lived experiences?
- Build genuine desire and commitment from district leaders, staff, and key partners to support and engage in equity work?
- Address resistance, fears, or concerns that prevent engagement in equity work?

## **For indicators in the Knowledge/Ability stage, what strategies will you use to:**

- Provide training and learning opportunities to build capacity in equity practices, tools, and frameworks to meet diverse needs?
- Find avenues for support through community partnerships, ESDs, and district leaders to reinforce efforts?
- Connect with leaders modeling best practices to adapt and scale?

## **For indicators in the Reinforcement stage, what strategies will you use to:**

- Integrate equity practices into standard operating procedures?
- Maintain accountability and celebrate progress?
- Sustain momentum through leadership transitions and competing priorities?
- Document processes, decisions, and lessons learned to preserve knowledge?