

Guidance for Applicants to House Bill 4030

Retention and Recruitment Grants

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Grant Information

[Section 7 of HB 4030](#) provides \$78 million in grants to support retention and recruitment of education personnel across Oregon. The legislative and executive intent for the funds is to use them for strategies identified and prioritized through involvement of school personnel to:

- Address high need specialties and workforce shortage areas for both classified and licensed staff, including non-instructional staff;
- Build on existing efforts which address root causes of workforce attrition while responding to urgent needs; and
- Diversify the workforce, as well as ensure every educator and staff member can meet the academic and well-being needs of students, particularly students from historically and persistently underserved groups.

Local needs vary considerably across the state, and districts have flexibility to allocate funds to address their specific challenges. Grantees may choose to implement evidence based suggestions provided in this Guide or identify their own strategies aligned to at least one of the seven focus areas described in the [Grant Parameters](#):

1. School-level structural conditions
2. Data collection and root cause analysis
3. Reducing persistent local workforce shortages
4. Supportive working conditions
5. Local or regional career pathways
6. Education pre-service and in-service training
7. New staff support

Application

Eligible Recipients will need to complete and submit to ODE the electronic application available on the Oregon Department of Education [webpage](#). Eligibility, allocations, ongoing updates, training opportunities, grant reporting timeline and requirements, and answers to Frequently Asked Questions (FAQs) will be posted to the webpage. All questions on grant processes can be directed to ODE.RetentionGrants@ode.oregon.gov.

Once approved, grantees will not be asked to update their grant application if there are changes to the strategies or action steps they identified, but will report back at the end of the grant period on any changes that occurred in the process of implementing their strategies.

To support transparency and cross-district learning, all approved applications will be made publicly available. Districts are encouraged to connect with peers addressing similar Problems of Practice and implementing similar strategies, and the Educator Advancement Council will provide opportunities for districts to connect, learn, and scale best practices.

Disbursement of Grant Funds

Once applications are received and reviewed, recipients will be notified of their acceptance into the grant program. They will then need to execute a grant agreement with ODE. Once the grant agreement is executed, then recipients can claim up to 85% of the funds right away. They may then start to use the funds as they need to implement their programs. The remaining 15% of funds will be released upon the completion of all final reporting requirements as stated in the grant agreement. If a district fails to provide the required final reporting, then all grant funds will be required to be returned to ODE. All funds will be distributed through ODE's Electronic Grant Management System (EGMS).

Development of this Guide

Historic and persistent inequities in Oregon's education system are exacerbated by the impacts of the pandemic. HB 4030 grant funds provide an ***opportunity for districts and education partners to address inequities through intentional, strategic investments in retaining and recruiting personnel in high-need specialties***. While the grant period is short and there is urgency to act quickly, the current crisis is a result of complex and deeply embedded systems which continue to lead to staff burnout and disparities in student outcomes. In order to [shift the conditions](#) that are holding the problem in place, we must commit to uncovering and addressing root causes of recruitment challenges, workforce attrition, and job dissatisfaction.

The state seeks to help districts and education partners tackle the deep and complex challenges of educator workforce shortages. The goal is to harness innovation and equity with focused areas of support to accomplish strategic aims related to state goals for the educator workforce and student outcomes. ***While the funds from HB 4030 are one-time funds, the Educator Advancement Council (EAC) has created this Guide to support grantees in leveraging these funds toward long-term solutions.***

The grant application and reporting process, co-developed by the EAC and ODE, uses an approach which emphasizes inclusive, evidence-based decision-making to support districts in identifying root causes and designing equitable and innovative strategies that can address their challenges. This approach is guided by the following questions:

- How do we understand the **root causes** of the problem, and how is that reflected in our strategies?
- To what extent are we leveraging the full weight of our institutions through intentional **cross-strategy alignment, connection, and mutual reinforcement**?
- Who is involved in strategy and decision-making tables? Are those **most impacted and closest to the work** co-creating the direction?
- Do you have an understanding of what indicators would demonstrate **progress towards your ambitious long-term goals** other than process metrics?
- Are you leveraging opportunities to pursue equity in both **process and outcome**?

Step by Step Guidance

Following this step-by-step guide will help grantees complete the required application process. The **Equity & Innovation Menu** embedded in the Guide is a tool that will help create systemic, statewide focused improvement, while allowing for local decision-making to ensure responsiveness to needs. The Menu is organized by five strategic themes: (1) improved systems, (2) culture and climate, (3) educator preparation & growth opportunities, (4) differentiated training & support, and (5) flexible school systems. The Menu, and this guide, are aligned to existing EAC initiatives so that districts, ESDs, and charter schools can potentially braid funds to create efficiencies, economy of scale practices, and employ high leverage actions for improvement.

Instructions for using the Equity & Innovation Menu are highlighted in green boxes.

Personnel Engagement in Application Development

[HB 4030](#) requires applicants “*demonstrate significant participation by school district or education service district personnel in developing the application.*” To align with best practices for inclusive decision-making, applicants should solicit input from personnel that are **most impacted by or closest to the work** in the highest need workforce shortage areas and specialties. District or school personnel should participate in identifying the problem(s) of practice and strategies to be funded by the grant.

While needs vary across districts, high-need specialties and shortage areas may include the following groups of personnel: bilingual, rural, special education, Tribal, and racially, ethnically or linguistically diverse educators and staff; classified instructional staff, substitutes and emergency-licensed educators; non-instructional staff such as bus drivers and school nurses, and specialists that support student mental health.

Additional guidance is available in ODE’s [Equity Decision Tools for School Leaders](#) and [Community Engagement Toolkit](#).

Step One: Define Your Problem of Practice

“A problem well defined is a problem half solved.” - *Charles Kettering*

The first step to apply for this grant is to identify the problem(s) needing to be addressed. HB 4030 grant funds should be used to seed long-term improvements in workforce conditions.

What is a Problem of Practice (POP)?

A problem of practice is a dilemma that cannot be easily resolved, but is grounded in evidence derived from multiple perspectives. It should be actionable and connect to a broader strategy of improvement.

It is important to understand the conditions and causes that create the problem of practice. For each root cause identified, you should be able to identify evidence connected to that root cause. Root causes

are tied to your internal locus of control. Therefore, demographic data should not be identified as a root cause.

Understanding Context Helps You Identify Root Causes

Understanding the underlying causes of the problem you are trying to solve will allow you to identify the right strategies for lasting improvement. Here are a series of questions that you can explore to help ensure that you are addressing root causes rather than contributing factors:

1. What sequence of events leads to the problem?
2. What conditions allow the problem to occur? [E.g., inflexible practices]
3. Why do these conditions exist that allow the problem to occur? Keep asking “why” to get to the root cause.
4. What data is informing your problem of practice (empirical or anecdotal)?
5. Is it related to specific professional practitioner issues?
6. Is there a lack of money or organizational structure?
7. Is there a lack of time, skills or resources?

If a problem of practice has already been identified, HB 4030 funds can be leveraged to continue the implementation of the existing strategy that addresses the problem. If one has not been identified, the HB 4030 Equity & Innovation Menu can be used to help organize your thinking around common areas of improvement.

Using the Equity and Innovation Menu to Help Identify a Problem of Practice

The Equity and Innovation Menu is organized by **five key areas of improvement**, or strategic themes, which **categorize the types of problems that are most salient in the recruitment and retention efforts in our school systems**. Using your data, you can define a problem of practice that aligns to one of these areas of improvement:

1. **Improved Systems:** Understanding adult needs in your system and applying improvement science methodology to change policies, organization, management, and leadership systems to improve the school-level, district-level, and systems-level structural conditions which impact recruitment and retention of personnel (i.e. data driven budgets, collaborative structures, master schedules, inclusive decision-making and engagement, recruitment messages, strategic plans related to talent management or development of human capital).
2. **Culture and Climate:** Building an inclusive culture for the adults in your system where all personnel feel seen, valued, and respected through policies, approaches, and/or actions.

3. **Staff Preparation and Growth Opportunities:** Ensuring personnel are prepared to meet the demands of their jobs and are supported to advance in their careers (i.e. opportunities to earn a degree, credit toward recertification, or other credentials, or to gain additional qualifications to prepare for a leadership position, develop new knowledge and skills to better serve students, or towards building systems of professional learning).
4. **Differentiated Training and Staff Support:** Ensuring equitable access to resources for differentiated training and professional development for personnel at various stages of their career, and tailored to their specific roles in the system.
5. **Flexible School Systems:** Adapting the use of resources such as personnel, space, and time to best support innovations that reduce burnout.

For example, Scenario A (on page 13), defines a problem of practice that is aligned to the Culture and Climate strategic theme:

Non-instructional staff feel invisible, many of whom are people of color. They don't feel that their needs are being met. New procedures were implemented last month and they are expected to be implemented without any training. When they ask for training, they are told there is no budget.

Additional examples are available in the Example Scenarios section below (page 13).

Step Two: Identify Your Strategy

The second step is to select a strategy, or multiple strategies, to address your Problem(s) of Practice. HB 4030 funds are best leveraged to support strategies that deepen or accelerate pre-existing work and partnerships, and can be braided with other funded initiatives (i.e. Grow Your Own, Regional Educator Networks, Student Investment Account, Federal funds). Strategies should prioritize licensed or classified personnel in high-need specialties.

What is a Strategy?

A strategy is a broad concept or approach taken to achieve an objective; it is the “how” change will take place. Developing a strategy helps to focus efforts and figure out how change will occur; it is an essential step between identifying your desired outcomes and making the changes to reach them. Research shows that strategies developed collaboratively become more widely supported and adopted.

Generating a theory of action (an if/then statement) can help to identify what strategic actions can be taken to address your problem of practice. For example:

*If educators have job-embedded professional learning opportunities that do not require additional time outside of the workday, **then** they will be able to attend and engage in learning of new knowledge and skills at a higher level.*

Here is a series of questions to help ensure you are selecting the right strategy to address your Problem of Practice:

1. Is it within your internal locus control and can be improved in real time?
2. If acted on, will the problem make a significant difference for future recruitment, preparation and/or retention efforts?
3. Do you have an understanding of what indicators would demonstrate progress to address your Problem of Practice(s)?
4. Are you able to leverage opportunities to pursue equity in both process and outcome?

If strategies for improvement have already been identified, HB 4030 funds can be leveraged to continue the implementation of existing strategy. If no actions for improvement have been identified, review the HB 4030 Equity & Innovation Menu for implementation ideas.

Using the Equity and Innovation Menu to Identify High-Leverage Strategies

The Equity and Innovation Menu is designed to **help districts identify strategies to address their Problem of Practice (POP)**. Each column includes strategies within a particular strategic theme, and each row has strategies for attracting, preparing, or retaining personnel. The strategies across each row reinforce and complement each other to begin to build system capacity for long-term sustainability.

Each strategy can function independent of other strategies. If a district needs only targeted solutions in a specific area, they can select one strategy to meet that specific need. Or, districts can focus on more than one strategy clustered by a strategic theme or based on their objective (attract, prepare, or retain/sustain).

For example, grantees may choose to take one of the following routes in using the Menu:

- A. Focus on a **single strategy** within the Culture and Climate theme and relating to attracting new staff (i.e. Building a Thriving Organizational School Culture).
- B. Focus on **multiple strategies** related to Culture and Climate, and braid other funds for a more robust implementation plan that addresses recruitment, preparation, and retention (i.e. Building a Thriving Organizational School Culture, Personalized Professional Learning, and Collaborative Leadership).
- C. Focus on **multiple strategies** related to preparing staff through partnerships with district partners (i.e. Expand/Connect to Career Pathways, and District-Post Secondary Partnerships).

Step Three: Identify Key Action Steps

The final step in preparing for the grant is to identify the key action steps that will be taken for each strategy funded by the grant.

What are Key Action Steps?

Key action steps break down the strategy. The key action steps need to be discrete and manageable tasks that can be assigned to individuals to complete the overall strategy. These are the steps that you will undertake to actually accomplish the work. Key action steps should identify:

- What will occur?
- How much, or to what extent, these actions will occur?
- Who will carry out these actions?
- When will these actions take place, and for how long?
- What resources (such as money and staff) are needed to carry out the proposed actions?

The grant application asks applicants to identify internal and external partners as well as pre-existing work that can be leveraged.

Aligned Funding Opportunities

Regional Educator Networks

To partner with the Regional Educator Network in your area, please contact the Regional Educator Network Coordinator in your region to find out more about other funding opportunities.

Regional Educator Network	Regional Educator Network Coordinator
Central Oregon REN (Crook, Deschutes, & Jefferson counties)	Kimberly Strong (kimberly.strong@hdesd.org)
Oregon Trail REN (Baker, Morrow, Umatilla, & Union counties)	Morgan Rauch (morgan.rauch@imesd.12.or.us)
South Coast to Valley REN (Coos, Curry, Marion, Polk, & Yamhill counties)	Kerri Tatum (kerri.tatum@wesd.org)
Southern Oregon REN (Jackson, Josephine, & Klamath counties)	Heidi Olivadoti (heidi_olivadoti@soesd.k12.or.us)
Western REN (Benton, Lane, Lincoln, & Linn counties)	Tracy Conaghan (tconaghan@lesd.k12.or.us)
Multnomah-Clackamas REN (Multnomah & Clackamas counties)	Erin Gardenhire (erin@mcren.org)
Northwest REN (Clatsop, Columbia, Tillamook, & Washington counties)	Mariana Zaragoza (mzaragoza@nwresd.k12.or.us)
Columbia REN (Gilliam, Hood River, Sherman, Wasco, & Wheeler counties)	Gabrielle Deleone (gdeleone@cgesd.k12.or.us)
Douglas REN (Douglas County)	Reina Pike (reina.pike@douglasesd.k12.or.us)
Eastern Oregon REN (Grant, Harney, Lake, Malheur, & Wallowa counties)	Jennifer Martin (jennifer.martin@malesd.org)

Grow Your Own

The EAC currently funds [27 Grow Your Own Partnerships](#) across the state in support of state goals related to the diversification of the educator workforce and to ensure high quality, culturally responsive educators in every classroom across Oregon. These local and regional partnerships implementing [Grow Your Own](#) strategies aim to:

- Promote interest in the educator profession, coordinate culturally responsive educator preparation, development, and advancement efforts, as well as share data needed to achieve a diverse, high quality pool of professionals;
- Build affordable, regional career pathways into education, including access for adult students, to achieve a workforce that is culturally responsive and reflective of P-12 student demographics; and
- Support novice educators through induction and mentorship programs focused on culturally responsive curricula, instruction practices, and learning environments that support every student to be successful.

Due to significant delays in ODE's procurement office, the next Grow Your Own grant opportunity is not yet available. As a result, the EAC staff are exploring options to extend current grant agreements through the 2022-23 school year, as well as continuing to plan for the release of the next Request for Applications as soon as possible. More information will be shared via the [EAC's website](#) and email listserv when available, so be sure to [sign up to receive](#) notifications.

[Use this list of current grantees](#) to find a Grow Your Own partnership in your region or community.

Student Investment Account

HB 4030 retention and recruitment strategies can be aligned to SIA-funded initiatives for meeting students' mental or behavioral health needs and increasing academic achievement for students who have historically experienced academic disparities. Per the [Student Success Act policy](#), SIA funds can be used for strategies which impact staff recruitment and retention, such as improvements to teaching and learning practices, organizational structures, supportive working conditions, local/regional career pathways, and new staff training. Districts may want to consider how HB 4030 funds can seed long-term strategies for educator retention and improved student outcomes which can be funded with SIA dollars in future years. Additionally, the ODE Office of Education Innovation and Improvement's [Integrated Guidance for Six ODE Initiatives](#) is a helpful resource for identifying areas of alignment as well as integrating planning processes for multiple ODE-funded programs relevant to HB 4030 goals.

Statewide Education Initiatives Account Programs

The [Statewide Education Initiatives Account](#) supports the creation of new programs or expansion of existing programs at the Oregon Department of Education aimed at improving educational opportunities for Oregon students, particularly students who have been historically and persistently underserved by school systems. The state's [culturally specific Student Success Plans](#) in particular have funding opportunities that align to the goals of HB 4030, including efforts to support diversifying the educator workforce and ensuring that students experience culturally responsive pedagogy, practices, and curricula from early childhood through post-secondary education. These funds can also be used to support the enrollment of focal student groups in post-secondary and professional certification programs.

Federal ESSER Programs

All three federal Elementary and Secondary School Emergency Relief (ESSER) Fund grants provide funds that can be used for education staff retention and recruitment. Although these funds are one-time funds as well, their spending deadlines can extend beyond the deadline of HB 4030. Thus, these funds can be used to support and extend efforts started with HB 4030.

The ESSER funds can be used broadly to support pre-existing work or strengthen and lengthen HB 4030 work. The federal requirements for spending the funds were purposefully left broad to allow districts maximum flexibility in using these funds to support retention and recruitment efforts.

U.S. Department of Labor Resources

Registered Apprenticeships: Please visit [apprenticeship.gov](https://www.apprenticeship.gov) for a comprehensive resource for employers, educators, and career seekers on apprenticeships. The web page includes resources such as fact sheets, funding opportunities, news and events, and a host of apprenticeship tools.

Funding/grant opportunities: Please visit [grants.gov](https://www.grants.gov) for information on discretionary federal funding opportunities. Creating an account will be the best way to set preferences and receive alerts on a host of funding opportunities at DOL for workforce dollars and across other federal agencies. There is also a recently launched [grants page specific to the U.S. Department of Labor](#).

Join the [U.S. Department of Labor webinar on establishing teaching as an apprenticeship](#) on Thursday, May 12, 2022, 12:00 PM PDT. During this webinar DOL will do a deep dive on the process of establishing an apprenticeship program for K-12 teachers, the benefits of apprenticeships in scaling career pathways equitably, and the role that the federal Office of Apprenticeship can play to support education partners.

HB 4030 Equity and Innovation Menu

This Menu is a collection of high-leverage strategies for meeting the varying needs within and across districts related to recruitment and retention efforts. The Menu is organized by five key areas of improvement, or strategic themes, which categorize the types of problems most salient in recruitment and retention efforts, and the strategies are aligned to EAC initiatives so that districts can potentially braid funds. The Menu is informed by feedback collected at the Oregon School Personnel Association’s Educator Workforce Shortage Summit, Senator Dembrow’s workgroup on Understanding Educator Workforce Shortages, and various research articles.

	Improved Systems	Culture and Climate	Staff Preparation and Growth Opportunities	Differentiated Training and Support	Flexible School Systems
Attract	Engage in Disciplined Inquiry to Understand Root Causes of Burnout: Utilize Plan, Do, Study, Act study cycles to investigate root causes of educator job dissatisfaction specific to your local context and within your internal locus of control.	Build a Thriving Organizational Culture: Conduct an organizational assessment to identify priorities for shifting organizational culture where every employee feels valued.	Develop a Data Driven Recruitment Process: Develop a recruitment process for Educators of Color, and hard to fill areas that identifies targeted States and universities using data and research protocols to drive decision making	Tiered Bonus Compensation Program: Design a bonus option package that is allocated quarterly and aligned to performance goals to support year commitment that includes onboarding support (hard to fill/ shortage areas).	Establish a Transparent & Equitable Rewards Program: Design a total rewards system that helps to strategically evaluate non-compensatory rewards in alignment with organizational strategic goals.
Prepare	Expand/connect to career pathways: Identify education careers, particularly for adult students, career changers, and local community members who might otherwise not access required education or career opportunities.	Personalized Professional Learning: Move from evaluations to professional growth plans to create shared ownership and responsibility for professional growth.	District-Post Secondary Partnerships: Districts work with Post-Secondary Partner(s) to redesign educator preparation or offer accelerated endorsement programs, educator diversification, etc. that are aligned to local needs.	Personalized Professional Learning: Provide opportunities for contract-extension hours to after-school and/or summer programs to participate in professional development (trauma-informed care, CRP, etc.).	Personalized Professional Learning: Provide multi-modal (online, in-person, hybrid) training options that are ongoing and allow self-pacing as well as build capacity for flexible school/district assignments.
Retain & Sustain	Networked Learning: Work across districts to learn and identify strategies that will address root causes of working conditions that lead to burnout, such as providing staff with supportive structures, time for planning and collaboration, job-embedded learning opportunities.	Collaborative Leadership: Build a culture of collaboration, innovation, capacity building, and empowerment with your instructional leadership team (principals and teacher leaders).	Induction and Mentoring Programs: Establishing in-district or regional supports for novice educators by role.	Mentoring Programs: Establishing in-district or regional mentorship programming/support, (including paid planning time), for matched Licensed Educator, and Instructional Aide or Paraprofessional.	Contract Extensions: Develop cross-office partnerships to provide job rotations during non-contracted hours to enhance career opportunities for advancement.

Example Scenarios

Scenario A	
Problem of Practice (POP)	Non-instructional staff feel invisible, many of whom are people of color. They don't feel that their needs are being met. New procedures were implemented last month and they are expected to be implemented without any training. When they ask for training, they are told there is no budget.
Area of Improvement	Culture & Climate
Strategy	Conduct an organizational assessment to identify priorities for shifting organizational culture where every employee feels valued.
Key Action Steps	<ol style="list-style-type: none"> 1. Develop a shared vision for what a thriving inclusive organizational culture sounds like, feels, and looks like. 2. Build your team. Every initiative needs a champion to advance the work. 3. Identify common frameworks and language 4. Understand your current organizational culture. Assess where you are on the organizational culture continuum. 5. Get ready to talk about who feels valued, seen, and heard. Or, who (employee groups) feel invisible and unsupported in the system. Ensure groups who feel invisible are included. 6. Create space for relationship building. 7. Prepare for change. Outline investment priorities.
Key Partners	Classified staff, HR, Administrators, Regional Educator Networks, other
Other Funds	Partner with Regional Educator Network to participate in or co-design a change idea and access funding

Scenario B	
Problem of Practice	After reviewing the recruitment data from HR, it is clear that we have candidate pools each year. Candidates, however, are not able to successfully meet interview requirements. Our brainstorm suggests that this isn't a lack of human capital, but more of a question around the quality of pre-service preparation and the candidate's ability to demonstrate understanding of the duties of the job.
Area of Improvement	Educator Preparation and Growth Opportunities
Strategy	Align post-secondary coursework to district instructional initiatives to identify and solve for gaps in preparing candidates in high needs areas.
Key Action Steps	<ol style="list-style-type: none"> 1. Identify members to serve on the district-university partnership team 2. Align priorities as well as identify short and long range goals <ol style="list-style-type: none"> a. Goals should be based on need b. Tied to workforce shortages areas c. Have defined metrics for improvement 3. Crosswalk university program of study (courses) with key district academic initiatives or strategies 4. Highlight gap areas 5. Co-design bridge courses to address gaps 6. Co-develop a plan to implement bridge courses with your university partner
Key Partners	Higher Education Faculty, Academic Department Leads, HR
Other Funds	Partner with Regional Educator Network to participate in or co-design a change idea and access funding Apply for round two Grow Your Own funding

Scenario C	
Problem of Practice	We continue to hear from staff that they are unprepared because they do not have sufficient time to plan, collaborate, and prepare to support student learning, and are therefore using their personal, non-work time. As a result, they are feeling burnt out.
Area of Improvement	Improved Systems
Strategy	Embed planning time into the school schedule
Key Action Steps	<ol style="list-style-type: none"> 1. Examine existing time to inform the best strategy for how to schedule planning time within the regular school day. 2. Align job-embedded planning with individual and school wide student academic achievement goals. 3. Assign teacher leaders specific authority and responsibility for facilitating, supporting, and reinforcing job-embedded planning as a key strategy for achieving learner outcomes. 4. Support teachers with the identification of protocols that will enhance job-embedded planning structures being implemented. 5. Determine the highest priority to be addressed by job-embedded planning. 6. Ensure that job-embedded planning is aligned with student standards and school curricula. 7. Establish a system to leverage peer-to-peer accountability as a component of job-embedded learning efforts.
Key Partners	Technical assistance provider to support flexible scheduling options (i.e. Abl.), teacher leaders
Other Funds	Partner with Regional Educator Network to participate in or co-design a change idea and access funding

Grant Application Outline

This document outlines the questions on the Application Form. **DO NOT SUBMIT THIS DOCUMENT.** Complete the [Application Form](#) online.

This application is due no later than **Tuesday, May 31, 2022 at 5:00pm.**

Refer to the Grant webpage (<https://bit.ly/4030EdStaffGrant>) for all relevant information and support with completing the application. Questions can be directed to ODE.RetentionGrants@ode.oregon.gov.

Section 1: Applicant Contact Information

1. Name of person filling out the application
2. Name of the entity completing this application (ESD, school district, or charter school)
3. ODE Institution ID
4. If applying as a consortia, list the other entities represented in this application and their ODE Institution IDs.
5. Name of Grant Manager
6. Email of Grant Manager
7. Phone number of Grant Manager
8. Name of Authorized Signatory
9. Email of Authorized Signatory
10. Phone number of Authorized Signatory

Section 2: Problem of Practice

Applicants are required to identify one Problem of Practice and at least one associated strategy that grant funds will be used to address. See the above Grant Guidance document for step-by-step guidance on identifying a Problem of Practice and answering each question.

Applicants are not expected to have more than one Problem of Practice, however, if you do, you will be prompted to enter the additional ones after you respond to questions about the first one. This application will accept up to three Problems of Practice (with no limit on the number of associated strategies per Problem of Practice).

11. What personnel group(s) were involved in identifying this Problem of Practice and selecting the strategy(ies)? (Select all that apply)
 - Licensed teachers
 - School leaders
 - Instructional classified staff
 - Non-Instructional classified staff
 - Substitute teachers
 - Other (Describe):

12. Describe how personnel group(s) were significantly involved, including any specific subgroups (i.e. special education teachers), methods of engagement, and how many staff participated. *See the "Personnel Engagement in Application Development" in the Grant Guidance for suggestions on methods of engagement.*
13. What is the Problem of Practice (POP) being addressed with funds from this grant? *See Step One of the Grant Guidance document for help with developing a POP.*
14. Have you selected strategies from the Equity and Innovation Menu to address this POP? (Select all one) *The Equity and Innovation Menu is available in the Grant Guidance document. See Step Two for help with selecting or developing strategies.*
- We are using strategies on the Menu.
 - We are using strategies that are not on the Menu.
 - We are doing both - strategies on the Menu and strategies that are not on the Menu.

Section 3: Strategies

Note: Applicants are not required or expected to use more than one strategy.

15. *(If Applicable)* Select the strategy or strategies from the Equity and Innovation Menu that will be funded by this grant. (Select all that apply) *See the Equity and Innovation Menu in the Grant Guidance for the list of strategies.*
- Engage in Disciplined Inquiry to Understand Root Causes of Burnout
 - Build a Thriving Organizational Culture
 - Develop a Data Driven Recruitment Process
 - Tiered Bonus Compensation Program
 - Establish a Transparent & Equitable Rewards Program
 - Expand/connect to career pathways
 - Personalized Professional Learning (evaluations to professional growth plans)
 - District-Post Secondary Partnerships
 - Personalized Professional Learning (after-school and/or summer programs)
 - Personalized Professional Learning (multi-modal, ongoing, self-pacing training)
 - Networked Learning
 - Collaborative Leadership
 - Induction and Mentoring Programs
 - Mentoring Programs
 - Contract Extensions

16. *(If Applicable)* Describe the strategy or strategies that are not on the Menu that will be funded by this grant. *If you are describing multiple strategies here, please number them and limit the description of each strategy to 50 words. See Step Two of the Grant Guidance document for help with developing a strategy.*
17. *(If Applicable)* For the strategies that did not come from the Equity and Innovation Menu, which of the eligible categories described in the [Grant Parameters](#) do the strategy or strategies align to? (Select all that apply) *This question applies only to strategies you are using that are not on the Menu.*
- School-level structural conditions
 - Data collection and root cause analysis
 - Reducing persistent local workforce shortages
 - Supportive working conditions
 - Local or regional career pathways
 - Education pre-service and in-service training
 - New staff support
18. Identify key action steps you will take to implement **each strategy** identified above, including key partners and existing projects or initiatives. *In your response, please number your strategies and limit your response for each strategy to no more than 300 words. See Step Three of the Grant Guidance document for help with identifying key action steps.*

Section 4: Additional Problems of Practice

Applicants are not required or expected to have more than one Problem of Practice. If you do have more than one Problem of Practice, select "Yes" and you will be prompted to answer the same set of questions used above for the next Problem of Practice.

19. Do you have a second Problem of Practice you plan to address with funds from this grant?
- Yes
 - No

Section 5: Signature and Certification

The parties agree that signatures transmitted and received via electronic transmission shall be treated for all purposes of this Application as original signatures.

20. To support transparency and cross-district learning, all approved applications will be made publicly available. I certify that the information provided in this application is true and correct, and personnel were significantly involved in the development of the application.
Signature of individual submitting this application on behalf of the Eligible Applicant(s):

[Enter name of person submitting the application]