

EDUCATION STAFF RETENTION AND RECRUITMENT GRANT

FREQUENTLY ASKED QUESTIONS (FAQs)

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General

Q: Where can I read the administrative rules (OARs) for this program?

A: When final, the rules will be posted on the [Secretary of State website](#) in OAR 581-017-0780.

Q: Are recipients required to bargain these funds with unions?

A: HB 4030 does not require districts to bargain these funds with district unions. It only requires that school district personnel be significantly involved with the application.

- Note: HB 4030 does not waive any bargaining provisions. If any of the strategies selected require bargaining, the recipient will still need to do so. This could happen later after the application is submitted because it will be part of the work of the grant.

Application

Q: Which entities are eligible to apply for the grants?

A: School districts, charter schools, and education service districts (ESDs) are eligible to apply. School districts are strongly encouraged to apply on behalf of their charter schools. Should a district opt to not participate or is unable to apply on behalf of a charter school, then the charter school may apply separately. ESDs may apply on their own, on behalf of a school district, or on behalf of a consortia of districts. Similarly, multiple districts or charter schools may apply as a consortium.

Q: When is the application period?

A: The application period opens on **May 6, 2022**, and closes on **May 31, 2022, at 5:00 PM**.

Q: Where can I find the application?

A: The application is posted on the [HB 4030 Education Staff Grants webpage](#).

Q: What happens to the allocations for ESDs, districts, and charter schools that do not apply?

A: If an ESD, district, or charter school chooses not to participate in this grant program, their allocated funding is reallocated to the recipients that did apply by the end of the application period. Updated allocation amounts were posted in mid- to late-June.

Q: If an ESD, district, or charter school is applying as a consortium, do individual members also need to submit an application?

A: No, only the entity applying on behalf of the consortium needs to complete the application.

Q: Is a grant application required to access the funds that are allocated to the entity?

A: Yes, an application approved by ODE is required in order to access funds.

Program Timeline

Q: When can recipients spend the funds for the Education Staff Grants?

A: Grant funding can be used for any eligible expenses incurred between **April 15, 2022**, and **June 30, 2023**.

Q: What is the grant timeline?

A: The timeline is:

- **May 6, 2022:** Application period opens.
- **May 19, 2022:** State Board of Education reviews the temporary rules.
- **May 31, 2022:** Application period closes.
- **June 15, 2022:** Grant recipients determined, and reallocations calculated.
- **October 5, 2022:** Final report templates and requirements made available.
- **October 20, 2022:** State Board of Education approves final rules.
- **January 2, 2023:** Recipients can begin submitting their final reports.
- **May 1, 2023:** Final reports from recipients due to ODE.
- **May 1 - June 15, 2023:** Final reports are reviewed and approved by ODE and recipients can make final claims for remaining funds once they are accepted.
- **June 30, 2023:** Last day for recipients to expend funds.
- **July 31, 2023:** Last day for recipients to claim funds from ODE.

Eligible Uses of Funds

Q: Is there a full list of eligible expenses?

A: Yes. The list of eligible expenses can be found on page 4 of the [Program Summary](#).

Q: What are examples of acceptable uses?

A: Examples include, but are not limited to:

- Providing bonuses for all staff
- Hiring and retaining transportation personnel that are a contract service (offering a higher starting rate)
- Developing a teacher residency program with post-secondary partner
- Funding tuition reimbursement
- Providing a health and wellness program
- Extending insurance to student teachers to relieve their non-earned financial burdens
- Supporting Administration and other non-union staff members
- Paying student interns for teaching AND other positions
- Adding an additional contract day for workload relief
- Retaining staff that might be lost due to declining enrollment

Grant funds should be used to meet local needs, which vary considerably across the state, and should be used to support evidence-based strategies which are proven to be effective.

The grant provides eligible participants with significant flexibility, but requires them to work with their personnel to identify a clear problem related to root causes of workforce retention and recruitment challenges. Once the problem(s) is identified, the applicant can select strategies and key action steps. Problems and strategies must be connected to the categories outlined in the [Program Summary](#).

The HB 4030 Equity and Innovation Menu in the [Grant Guidance](#) has suggested strategies. If selecting a strategy not on the menu, particularly one that is responding to a short-term need (one-time bonus, one-time increase in pay, etc.), it is critical to **consider**:

- How could this strategy be adjusted to help address the problem in the long-term?
- How can the strategy be maintained when these funds are no longer available?

Q: What are some suggestions on how to avoid using these funds as just a "one-time" retention bonus?

A: See the HB 4030 Equity and Innovation Menu in the [Grant Guidance](#) document for suggested strategies.

Q: Is there anything to prevent neighboring districts from offering a one-time bonus which could cause staff in our district to leave?

A: No. Any district that applied for the funds needed to state in their application what persistent problem of practice they are attempting to solve and what strategies they will use to solve that problem. Recipients are allowed to tie a one-time bonus to a problem of practice.

Disbursement of Funds

Q: How do recipients request funds?

A: Recipients can submit claims through ODE’s Electronic Grant Management System (EGMS).

Q: How soon after the initial approval will recipients receive grant money?

A: Recipients are eligible to claim 85% of their total grant award as soon as their agreement is fully executed. Recipients may claim the remaining 15% of their grant after they have submitted their final reports and these have been approved by ODE.

Q: How do ESDs, districts, and charter schools that apply as a consortium submit a disbursement request?

A: Recipients that applied as a consortium identified a lead entity to act as the fiscal agent for the consortium (who is responsible for submitting the combined EGMS claims and distributing claimed funds to the members). This entity is also responsible for submitting the final report for the consortium.

Q: Will recipients have to report on these funds separately from other funds?

A: Yes. Recipients will need to track these funds separately and follow the requirements in Appendix G of the [Program Budget and Accounting Manual](#).

Q: What fund code do I use to track HB 4030 grant expenditures?

A: Recipients have the flexibility to use the fund code that works best for them. There is no required fund code for districts to use, unlike other state grants. However, we recommend creating a new special revenue fund in the 200 series.

Q: When is the last day that a recipient can spend funds?

A: Recipients have until **June 30, 2023**, to spend these funds. This means that recipients must have received all goods and services bought with grant funds by this date.

Q: When is the last day that a recipient can request funds from ODE?

A: Recipients must submit all claims to ODE by **July 31, 2023**.

Reporting

Q: When are the Final Reports due?

A: Recipients can submit reports starting **January 2, 2023**. Final reports are due no later than **May 1, 2023**.

Q: What are the final reporting requirements?

A: There are two parts to the final reporting for this grant: a Narrative Report and a Financial Report.

The Narrative and Financial Report templates can be found on the [Education Staff Grants webpage](#) under the “Final Reports” heading. The Narrative Report will be submitted via Microsoft Forms and the Financial Report will be submitted as an Excel file by email to: ODE.RetentionGrants@ode.oregon.gov.

The Narrative Report allows recipients to briefly describe:

- Any substantive changes made to their implementation strategies,
- Specific impacts and measurable outcomes of the funding,
- Identified high needs specialties or workforce shortage groups,
- How the grant supported immediate workforce shortages,
- Ways the grant supported long-term solutions,
- Planned efforts to sustain these efforts, and
- How these funds were used in conjunction with other funding sources.

The Financial Report allows recipients to report their grant expenditures by Strategy and Function and Object code.

Q: How do ESDs, districts, and charter schools that applied as a consortium report on their grant?

A: For recipients that applied as a consortium, it is the responsibility of the consortium lead entity to provide a single final report for the activities of all consortium members. The final report for the consortium should be completed with the same level of detail as the plan specified in their application.

For example, if the consortium application was completed as if the consortium was a single entity (all members would be using the same strategies and activities), the final report should be completed in a similar manner.

In contrast, if the consortium application called out specific strategies and activities for each member, the final report should include data for each member individually.

Appendix A: Updated Strategies by Category

Many of the below strategies were originally presented in the HB 4030 Equity and Innovation Menu on page 12 of the [Grant Guidance](#) document. The remaining strategies were commonly included in the HB 4030 applications and are indicated by an *.

Category	#	Strategy Title	Description
Bonuses and Rewards	1	Contract extensions for career advancement	Develop cross-office partnerships to provide job rotations during non-contracted hours to enhance career opportunities for advancement.
Bonuses and Rewards	2	Establish a transparent and equitable rewards program	Design a total rewards system that helps to strategically evaluate non-compensatory rewards in alignment with organizational strategic goals.
Bonuses and Rewards	3	Differentiated, multi-payment bonus compensation program	Design a bonus option package that is allocated quarterly, for example, and aligned to performance goals to support minimum one-year commitment that includes onboarding support. For hard to fill/ shortage areas.
Bonuses and Rewards	4	*One-time retention bonus for existing staff	Offer a one-time bonus to staff current staff, either as recognition of their past commitment or as incentive to continue in their positions.
Bonuses and Rewards	5	*Recruitment/sign-on bonus for new staff	Offer a sign-on bonus, given to new staff upon accepting or starting their position.
Career Pathways and Preparation	6	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.
Career Pathways and Preparation	7	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.
Community and Culture	8	Build a thriving organizational culture	Conduct an organizational assessment to identify priorities for shifting organizational culture where every employee feels valued.
Community and Culture	9	Collaborative leadership: Culture change	Build a culture of collaboration, innovation, capacity building, and empowerment with your instructional leadership team.
Community and Culture	10	*Relationships and community building	Events or supplies which aim to foster positive working relationships between staff.
Data-driven Inquiry	11	Develop a data-driven recruitment process	Develop a recruitment process for hard to fill areas that identifies targeted states and universities, using data and research protocols to drive decision making.
Data-driven Inquiry	12	Engage in disciplined inquiry to understand root causes of burnout	Utilize Plan, Do, Study, Act study cycles to investigate root causes of staff job dissatisfaction specific to your local context and within your internal locus of control.

Category	#	Strategy Title	Description
Mentoring	13	Differentiated mentoring programs for staff	Establishing in-district or regional mentorship programming/support, (including paid planning time), for matched licensed educators, and instructional aides or paraprofessionals.
Mentoring	14	Induction and mentoring programs for new or novice staff	Establishing in-district or regional supports for novice staff by role.
Professional Learning	15	Cross-district, networked learning opportunities	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.
Professional Learning	16	Professional learning: Additional hours	Provide opportunities for contract extension hours (i.e. including afterschool and/or summer programs) to participate in professional development.
Professional Learning	17	Professional learning: Ongoing, self-paced	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.
Professional Learning	18	Professional learning: Professional growth plans	Move from evaluations to professional growth plans to create shared ownership and responsibility for professional growth.
Professional Learning	19	*Professional learning: Other	Other professional learning opportunities, such as one-time or multiple sessions delivered to staff district or school-wide (i.e. delivered at an all-staff meeting, grade-level or subject area coaching, etc.).
Staff and Family Assistance	20	*Staff support: Childcare	Provide support to staff with finding, financing, or accessing childcare.
Staff and Family Assistance	21	*Staff support: Housing	Provide support to staff with finding, financing, or accessing housing.
Other	22	*Other (describe)	Describe the strategy in the "Detailed Expenditure Description" column.