HB 4030 Retention and Recruitment Grants

Senate Education Committee

December 8, 2022

About the EAC...

*Whereas **high quality educator preparation** and **ongoing, effective professional learning and supports for educators** are critical variables to **excellent teaching, improved student learning and educator retention**.*

(Senate Bill 182, 2017)

About the EAC…

The Educator Advancement Council strives to create a culture of collaborative leadership and innovative partnerships that work to leverage our resources for collective impact. Our goal is to offer programs that *create long-lasting change* for our educators and students.

The EAC works to:

- Build P-20 system-wide capacity to align, coordinate, and integrate educator preparation and professional learning efforts to ensure that **educators experience a seamless system of support throughout their careers**

- Ensure that **students experience high quality and culturally responsive learning**, in particular students of color, students with disabilities, emerging bilingual students, and students navigating poverty, houselessness, and foster care
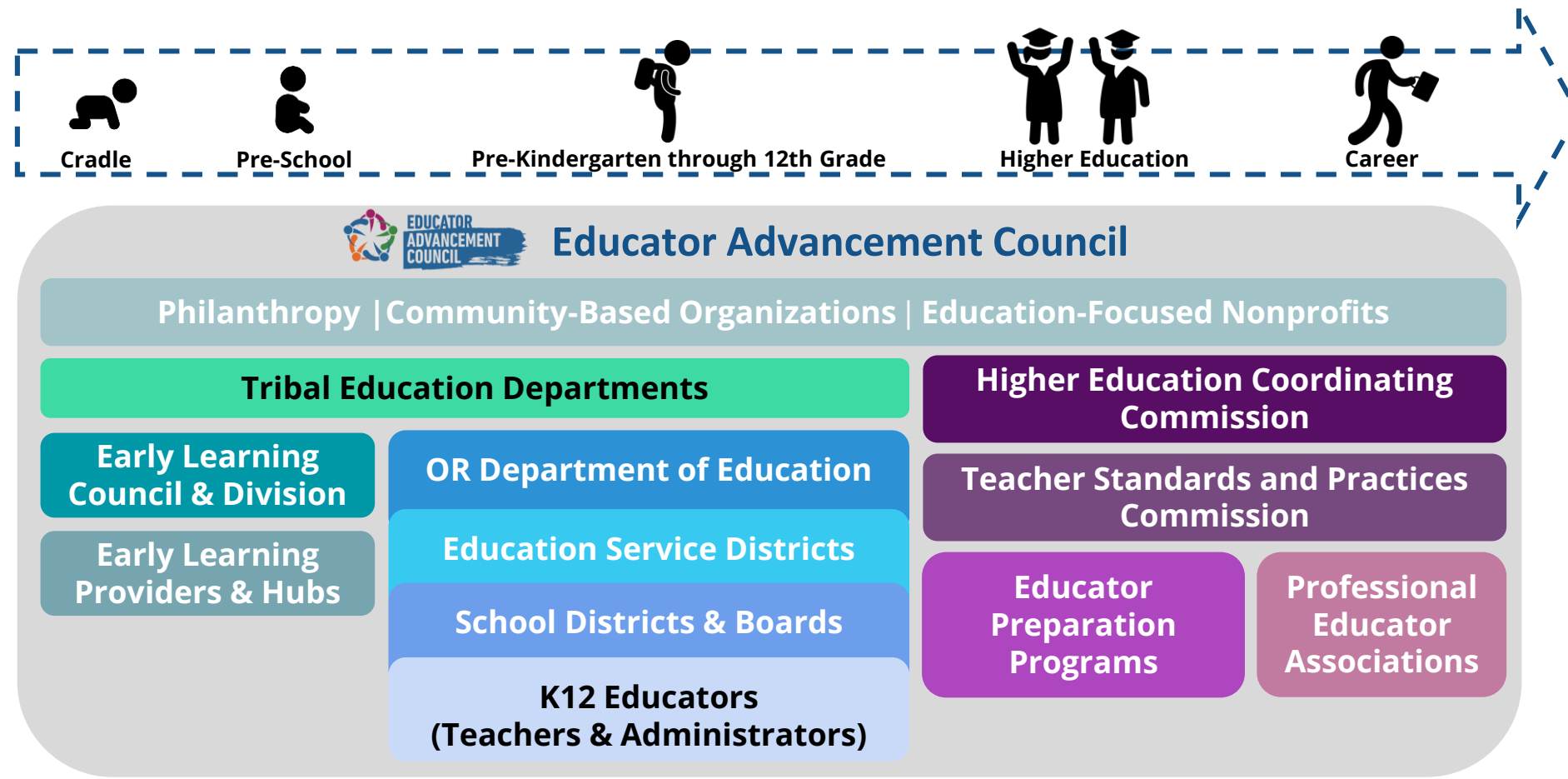

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EDUCATOR ADVANCEMENT CONTINUUM

EDUCATOR PREPARATION

PROFESSIONAL GROWTH & DEVELOMENT

EDUCATOR RECRUITMENT PATHWAYS

SUPPORT FOR NOVICE EDUCATORS

CAREER ADVANCEMENT

How does the EAC fit into Oregon's P-20 education system?

Cradle — Pre-School — Pre-Kindergarten through 12th Grade — Higher Education — Career

Educator Advancement Council

Philanthropy | Community-Based Organizations | Education-Focused Nonprofits

Tribal Education Departments

Higher Education Coordinating Commission

Early Learning Council & Division

OR Department of Education

Teacher Standards and Practices Commission

Early Learning Providers & Hubs

Education Service Districts

School Districts & Boards

Educator Preparation Programs

Professional Educator Associations

K12 Educators (Teachers & Administrators)

HB 4030 Education Staff Grants

Created by the Legislature in 2022, administered by the Oregon Department of Education:

- Non-competitive, **one-time funds to seed long-term improvements** in workforce conditions

- **Deepen or accelerate pre-existing work and partnerships** by braiding one-time funds with other funded initiatives (i.e. EAC, SIA, Federal)

- Demonstrate **input from district personnel** grantees are trying to recruit/retain on identifying problem(s) of practice and strategies

- Priority on licensed or classified personnel in **high-need specialties**

$78 million in Grants

Districts, Public Charter Schools, and ESDs

ADMw Allocation

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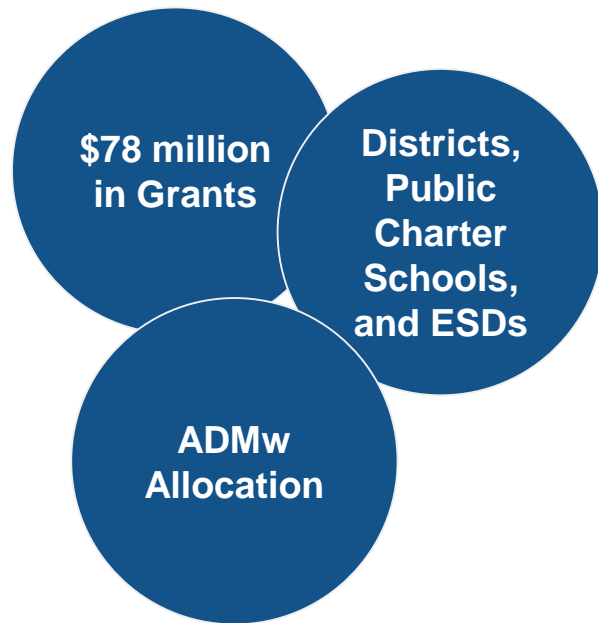
Areas of Improvement

In support of the goals of HB 4030, the EAC developed guidance for grantees based on five research-based areas of improvement that impact recruitment and retention:

- **Improved Systems:** Policies, organization, management, and leadership systems to improve structural conditions (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)

- **Culture and Climate:** Building an inclusive culture where all personnel feel seen, valued, and respected through policies, approaches, and/or actions

- **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 credentials or gain additional qualifications, develop new knowledge and skills, or towards building systems of professional learning)

- **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 specific roles in the system

- **Flexible School Systems:** Adapting the use of resources such as personnel, space, and time to best support innovations that reduce burnout

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Application Process

ODE and EAC developed an application process accessible to districts and schools of all sizes across the state, as well as helped grantees easily select high leverage strategies aligned to the areas of improvement

1. Describe staff engagement

2. Define the Problem(s) of Practice

3. Select Equity & Innovation Strategy from the menu or identify their own strategy

4. Outline Key Action Steps

Equity & Innovation Menu

	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.

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Grantees

286 Grantees, including 190 school districts, 77 public charter schools, and 18 education service districts from across the state

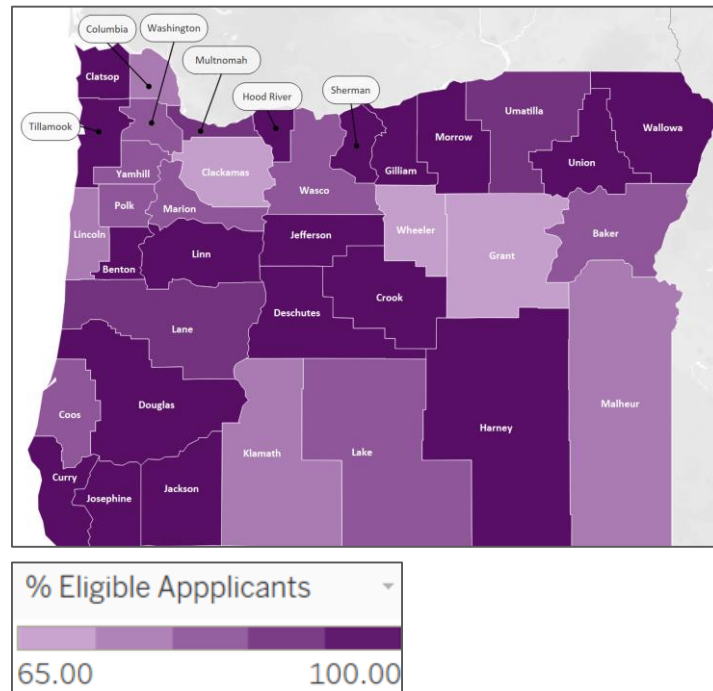**395** Problems of Practice identified

87% of eligible grantees applied and are receiving a grant

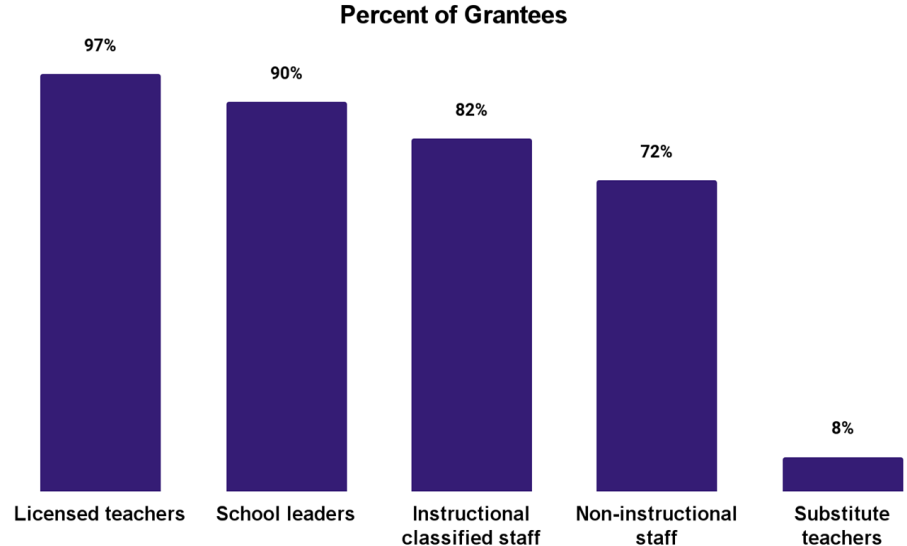**80%** of eligible small institutions, and 100% of large institutions applied

Percent of Eligible Applicants Receiving a Grant by County

% Eligible Appplicants

65.00   100.00

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Staff Engagement

Grantees engaged school staff in identifying problems of practice and strategies to be funded.

- 97% of grantees involved licensed teachers in developing their application

- Other groups included students, families, community members, school boards, union representatives, consultants, and ESD partners

- Engagement strategies included meetings, surveys, and interviews

Percent of Grantees

Licensed teachers	School leaders	Instructional classified staff	Non-instructional staff	Substitute teachers
97%	90%	82%	72%	8%

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Problems Identified

The most common types of recruitment and retention challenges described in the applications included (from most common to least common):

1. **Difficulty finding and retaining qualified candidates to fill open positions** across most licensed and classified staff categories, including for specialized positions such as special education teachers, counselors, nurses, mental health counselors, and bus drivers

2. **Need for improved preparation and staff support,** including additional training, professional learning, and mentoring opportunities, particularly for classified staff, new staff, as well as in areas of high-need (special education, social emotional learning, and meeting the growing diversity of student needs)

3. **Burnout of current staff** caused by lack of time and space for staff collaboration, planning, and connection, as well as chronic understaffing in specialized and substitute positions, leading to staff feeling isolated, disconnected, and overwhelmed

4. **Increasing cost of living, low wages, and affordable housing shortages** across the state, and in particular affecting classified staff and staff in rural communities with long commutes and few housing options
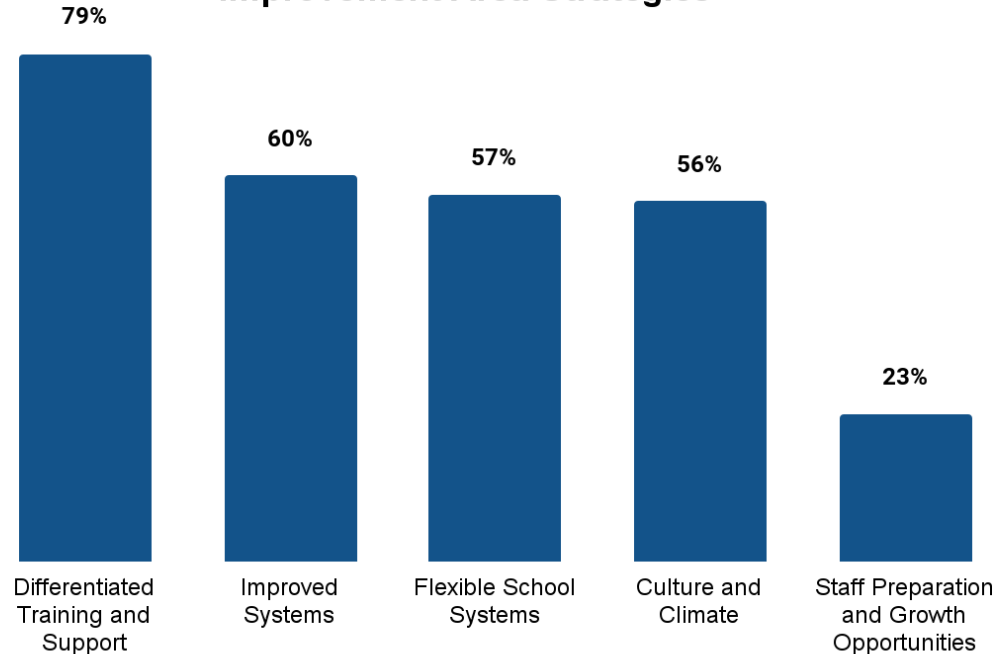
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Strategies

83% of Grantees selected research-based strategies from the Equity and Innovation Menu

Menu strategies in this area:
- *Designing a tiered, bonus compensation package aligned to performance goals (28%)*
- *Establishing in-district or regional mentorship programming/support (27%)*
- *Supporting personalized professional learning opportunities (including contract-extension hours to after-school and/or summer programs (25%)*
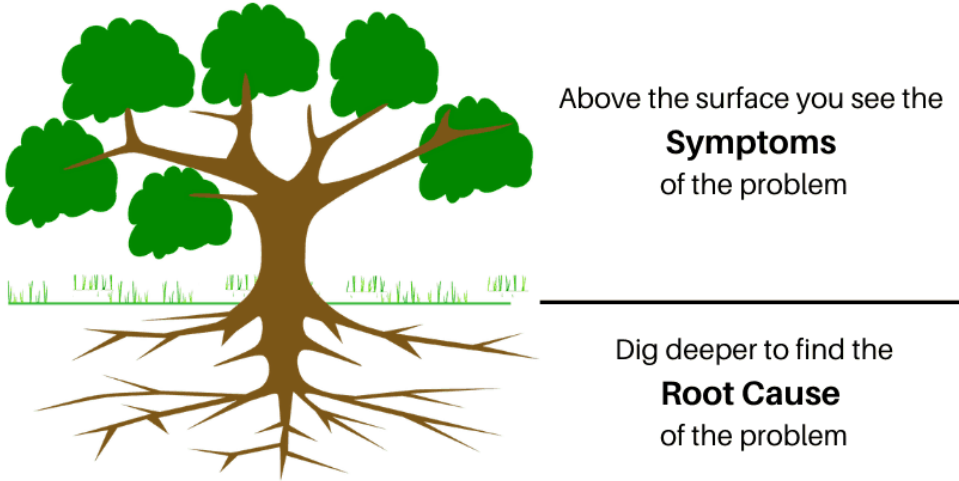
Improvement Area Strategies

Improvement Area	Percentage
Differentiated Training and Support	79%
Improved Systems	60%
Flexible School Systems	57%
Culture and Climate	56%
Staff Preparation and Growth Opportunities	23%

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What did HB 4030 Grantees identify as root causes of workforce challenges?

Identifying Root Causes

Grantees were asked to identify root causes of their problems, which helps ensure that selected interventions are **addressing underlying causes**, rather than "quick fixes" that may not lead to **sustained change over time**

Above the surface you see the
Symptoms
of the problem

Dig deeper to find the
Root Cause
of the problem

Characteristics of Root Causes:
- Evidence from multiple perspectives
- Addresses "why" at the deepest level
- Tied to internal locus of control

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Root Causes are tied to internal locus of control

Examples of problems tied to **internal** and **external** locus of control:

Internal	External
Workplace conditions resulting in burnout	Competition for applicants
Underprepared staff	Local factors including rural, housing
Staff feel a lack of connection	Lack of applicants, teacher shortage
New staff need training	Low salaries

Example: Digging for Root Causes

Many applicants described **competition for new staff** as a cause of their hiring troubles; **yet competition may be masking the actual root cause.**

Charter School	Neighboring School
The problem of practice is that [our charter school] pays 20% less than the [neighboring public school]. Retention and recruitment is extremely difficult when prospective teachers can go to work down the street and earn thousands more.	[Our school] didn't qualify for the large number of ESSER dollars that our surrounding districts received, nor do we have a local option to rely on; therefore, we were not able to offer hiring and retention bonuses or compete with rising wages.

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Example: Root Causes

Problem of Practice:
Staff burnout and retention may be caused by lack of training and support in areas of direct relevance to the daily work in which our staff is engaged.

Evidence and root cause:
During a recent survey, 57.6% of our staff voiced a need for more intensive training in curriculum and instructional strategies, including addressing high risk behavior and academic needs presented by students. Staff do well when they can.

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