

Teacher Retention Grant Application
Missouri Department of Elementary and Secondary Education
Raytown C-2 School District
\$315,500

Data

Total Student Enrollment=8,505 students

2021-2022 Raytown School District Student Demographics:

Race	Percentage
Black	50%
Hispanic	15%
Multi	9%
Pacific Islander	1%
White	25%

Total Employees=1,394

Total Certified Employees=728

2021-2022 Raytown School District Employee Demographics:

Total Staff-2021	% Employees of Color
Certified Staff without Admin	10%
Administrators	26%
Certified with Admin	11%
Classified Instructional Staff	38%
Business Office/Technology	22%
Classified Support	38%

Certified Retirements/Resignations

Year	Retirements	Resignations	Total
19-20	13	59	72
20-21	11	71	82

Tops Reasons for Resigning

Year	Accept Job in Same Field	Leave Profession	Personal Reasons	Relocation	Dissatisfaction
19-20	25%	12%	0%	25%	4%
20-21	27%	7%	14%	11%	5%

Top Certified Employee answers to: If I leave the district, it will most likely be because...

Year	Higher Salary and Benefits	Retirement	Career Change/Advancement
19-20	28%	16%	14%
20-21	No survey		
21-22	33%	17%	14%

Currently, around 10% of our teachers are of color compared to 75% of our student enrollment. (Please see GYO Grant application for strategies to address this concern.) According to the data, we are losing around 10% of our certified staff members every year. Due to the current shortage of teacher applicants, these positions are becoming more and more difficult to fill.

Roughly a quarter of the certified staff members that resign are leaving to take positions in other districts while 7-12% are leaving the field altogether. This would imply that the conditions under which our teachers are working are not as attractive as those in other districts or in other fields. In addition, certified staff members indicate that they might leave the district for higher salary and benefits. This would imply that staff members would appreciate opportunities to receive more income. To encourage teachers to stay in our District and not take jobs elsewhere, we are proposing the following strategies funded by the *Teacher Retention Grant*.

Strategies

1. Grow Your Own (GYO) Loan Forgiveness Program for current District Support Employees
 - a. Offer District support employees such as instructional assistants and interventionists the opportunity to apply for a Loan Forgiveness Program modeled after our current GYO program for students.
 - b. Classified employees can apply for the program each and receive \$10,000 toward completing their education degrees and certifications.
 - c. While only 10% of our teaching staff consists of people of color, 38% of our instructional support staff are of color, providing a more diverse source of applicants.
 - d. As in our student GYO program, recipients will not be required to pay back the loan if they teach in the Raytown School District for at least four years.
 - e. This strategy will not only generate diverse teacher applicants but it will also encourage retention. We have found that Raytown employees that become teachers often stay in Raytown.
 - f. This strategy will positively impact teacher retention because the IAs and Interventionists working for the District while also working toward certification can step into vacancies if they occur in the middle of the school year. Current data: We lost five teachers during the first semester of this school year, three due to health issues and two due to internal advancement into administrative positions. (We added two admin intern positions with ESSR funds.) This could have caused the teachers “left behind” to take on additional students and planning because we had no external applicants for these positions. We were able to fill those positions with internal IAs and Interventionists that

with Raytown. This strategies should increase retention by providing an opportunity for higher income.

- d. The Grant will fund a raise in the hourly rate for teachers and classified employees that attend the Summer Professional Learning Conference by 50% for two summers for a total of \$50,000.
5. Increase Teacher mentor pay from \$250 to \$500
 - a. Pay mentor teachers \$500 rather than \$250 per year.
 - b. We have a very strong mentoring program for our new teachers. Due to the number of new teachers and the support they required, our experienced teachers are more stressed than ever before. A raise in pay will help show them that they are appreciated for the additional work they take on each year.
 - c. This strategies should increase retention by providing an opportunity for higher income.
 - d. The Grant will fund to raise the stipend rate for teachers mentors from \$250/year to \$500/year for two years for a total cost of \$50,000.
6. Hire Two KC Teacher Residents
 - a. Pay \$20,000 to hire two teachers from the Kansas City Teacher Residency Program.
 - b. The Kansas City Teacher Residency (KCTR) is a non-profit organization founded in 2015 to improve student outcomes by preparing, certifying, and retaining highly effective teachers who are rigorously prepared and supported. They recruit individuals who are dedicated to making an equitable, anti- racist education system a reality in the Kansas City metropolitan area.
 - c. We will specifically request teachers of color or teachers certified in hard-to-fill subjects.
 - d. This strategy should increase retention by hiring two highly qualified teachers who will support other teachers.
 - e. The Grant will fund two teachers at \$20,000 each for a total of \$40,000
 - f. This strategy will help to retain current teachers because hiring collaborative colleagues will encourage current teachers to stay. According to a 2017 article published by *Teacher Collaboration in Perspective*, a study showed that positive teacher collaboration improves their well-being performance. "In their vast review of 82 studies focused on teacher collaboration and its potential outcomes in the United States and other countries, Katrien Vangrieken and colleagues concluded that while the literature they reviewed demonstrated positive outcomes of collaboration for students, teachers and entire schools, teachers 'appear to profit most from collaboration.' They concluded that collaboration is associated with teachers progressing in their job performance and on a personal level in terms of feeling more motivated, experiencing less isolation and having better morale."

Budget

The following table outlines specifically how the funds will be spent for the strategies listed above. Requisitions will be entered into TalentEd and SISFIN for the pay increases, creating documentation for this spending. In addition, all loan forgiveness and scholarship spending will be tracked by the Assistant Superintendent of Human Resources before sending to the finance department. A full report will be

provided to DESE each year. If data show that these strategies increased teacher retention, the Board will be asked to approve a continuation of this funding after the grant has been exhausted.

Expense	Distributed	Number of Units	Unit Cost	Total Cost	Notes
GYO Employee Loan Forgiveness	5/2022-5/2024	6	\$ 10,000.00	\$ 60,000.00	6 employees receive \$10,000 each
Sub Certification	ASAP	101	\$ 672.00	\$ 67,872.00	101 Employees receive training/cert at \$672 each
National Board Certification Scholarships	9/2022-9/2024	25	\$ 1,900.00	\$ 47,500.00	25 teacher receive \$1,900 each to earn National Board Certification
50% Increase in Summer PD Rate of Pay	Summer 2023 and Summer 2024	2	\$ 25,000.00	\$ 50,000.00	Summer Conference employee pay costs approx. \$50,000/year. An increase of 50% will cost \$25,000/year or \$50,000 for two years.
Increase Teacher Mentor pay from \$250/year to \$500/year	School years 2022-2023 and 2023-2024	2	\$ 25,000.00	\$ 50,000.00	We need approximately 100 mentors per year. An increase of 50% or \$250 will cost \$25,000/year or \$50,000 for two years.
KC Teacher Residency Teachers	School years 2022-2023 and 2023-2024	2	\$ 20,000.00	\$ 40,000.00	Hire two teachers for KC Teacher Residency Program at a cost of \$20,000 each.
			TOTAL	\$ 315,372.00	

Evaluation

19-20 Certified Retirements/Resignations:

Retirements-13

Resignations-59

Total-72

20-21 Certified Retirements/Resignations:

Retirements-11

Resignations-71

Total-82

During the past year, the District has struggled to retain teachers and fill vacant teaching positions. In June 2021, we still had 21 teacher openings. In years past, we had most if not all positions filled by June. In addition, we had three middle school science openings. We were only able to fill two and had to fill the third one with a long-term sub. We were also forced to hire two part-time teachers to take a gifted teaching position. (One is retired and one works at a university.) We have also had SEVEN resignations DURING the 21-22 school year after school began in August. This is unprecedented. Overall, filling vacant positions has become more difficult. To evaluate how the strategies listed will improve teacher retention, the following data will be collected:

- Collect quantitative data on the number of teachers that retire and resign each year. Compare teacher retention before the strategies were implemented and after the strategies were implemented.
- Collect quantitative data on the number demographics of teachers hired. Determine if the number of teachers of color increased, decreased, or stayed the same after the strategies were implemented.
- Collect qualitative data on the teacher effectiveness of the strategies. Determine if teachers were motivated to stay in the District because of the strategies. This data will be collected through surveys.
- Submit these data to DESE at the end of each school year.
- Publish these data on the District website.