

Early Education Subcommittee: Work Group Activities

Directions:

- For the afternoon activities, the subcommittee was divided into groups of five. Each group was been assigned a DECAL representative who has not been involved in the planning of the meeting. The role of the representative was to take notes and summarize the discussion and recommendations for the larger group. The representative was also responsible for pointing the group to any available resources or seeking a DECAL staff member for clarification.
- There are four topic areas. Each group worked on two of the four topic areas. Every person on the subcommittee had the opportunity to review and vote on all recommendations. The topic areas are 1) Lead Teacher Salaries and Benefits, 2) Assistant Teacher Salaries and Benefits, 3) Class Size and Roster-Based Payments, and 4) Non-Instructional Costs, Administrative Expenses, and Start-Up Funds.
- The questions for each topic are divided into three categories:
 - General Feedback Questions: These are open-ended questions designed to facilitate discussion. The notes from the discussion around these questions will be used to report general thoughts about the topics and help align the recommendations.
 - Specific Feedback Questions: These are questions that address key data points and will be used to assist DECAL in refining recommendations or for bringing additional ideas to the subcommittee. The group should come to general consensus on these questions.
 - Group Recommendations: These are the specific recommendations that the group will bring to the larger committee. Each group recommendation should have at least 80% consensus to be brought to the larger committee. These recommendations should be concise and not conflate separate topics.
- Each recommendation should be cross-walked with the following criteria:
 - Is clear and concise
 - Advances Governor’s charge
 - Expands access
 - Increases quality
 - Remains in current formula structure
 - States any dollar amount as a range

Group Attendees:

Group 1: Topics 1&3	Group 2: Topics 2&4	Group 3: Topics 2&3	Group 4: Topics 1&4
Patrice Kerner	Scott Cotter	Hows King	Lynn Ross
Debbie Rector	Michele Taylor	Donnie Smith	Sara Arroyo
Noris Price	Lydia Thacker	Madelyn Adams	Wande Meadows
Mindy Binderman	Ted Beck	Julie Barnett	Kay Laws
	Kylie Holley	William Willoughby	Amy Jacobs
DECAL Notetaker: Faith Duncan	DECAL Notetaker: Judy Blasengame	DECAL Notetaker: Meghan McNail	DECAL Notetaker: Nicole Cook

Topic One: Lead Teacher Salaries and Benefits: (45 Minutes) Group 1

<p>General Feedback Questions: (open discussion)</p>	<p>Specific Feedback Questions: (consensus discussion)</p>	<p>Group Recommendations: (80% consensus required, 2 maximum recommendations for each question, meets recommendation criteria)</p>
<p>1. What are the strengths (or positives) with current lead teacher salaries and benefits? This includes the actual salary along with the policies related to determining and administering the salaries and benefits.</p> <ul style="list-style-type: none"> • Competitive with other K – 5 programs for a beginning teacher • Having a minimum that must be paid for salaries helps set the standard • Flexibility for programs to decide where to use 22% from benefit monies (increase salary, pay for subs, etc.) <p>2. What are the challenges (or negatives) with current lead teacher salaries and benefits? This includes the actual salary along with the policies related to determining and administering the salary.</p> <ul style="list-style-type: none"> • Not competitive after initial entry of teachers. • Salary quickly diminishes in comparison with K – 12 teachers. • Loss of T & E has increased teacher turnover and impacted quality of program. 	<p>1. Are there any specific policies around lead teacher salaries and benefits that should be addressed? If yes, what?</p> <p>a. Should there be requirements regarding benefits? NO</p> <p>What are the “drivers” (such as education level) that should influence an individual teacher’s salary? <i>Teacher’s years of experience, teacher effectiveness, teacher’s degree</i></p> <p>What factors (such as experience) would you use to develop a teacher compensation scale? <i>Teacher’s years of experience, teacher effectiveness, teacher’s degree</i></p> <p>2. On a scale of 1 to 10, where 1=<i>no flexibility</i> and 10=<i>a large amount of flexibility</i>, how much flexibility (within a given range) should providers have in determining lead teacher salary? Lead teacher benefits?</p> <p><i>Did not rate this.</i></p> <p><i>Participants felt that there should be flexibility maintained for use of 22% towards benefits or for other costs. They also felt that payment of only 90% of LT’s salary should be maintained. Some participants felt that programs should only be allowed to spend the 10% not paid in salary and 22% not paid in benefits on teacher related costs such as substitute teachers or in the case of the benefit dollars that amount should only be used for teacher salary, substitute teachers, etc.</i></p>	<p>1. What are your group’s recommendations regarding lead teacher salaries?</p> <p>2. What are your group’s recommendations regarding lead teacher benefits?</p>

Topic Three: Class Size and Roster-Based Payments (30 Minutes) Group 3

<p>General Feedback Questions: (open discussion)</p>	<p>Specific Feedback Questions: (consensus discussion)</p>	<p>Group Recommendations: (80% consensus required, 2 maximum recommendations for each question, meets recommendation criteria)</p>
<p>1. What has been the impact of expanding Georgia’s Pre-K class size from 20 to 22?</p> <ul style="list-style-type: none"> • No real increase in the amount of funding received for additional two children. • Initially caused problems with classroom size, amount of materials, furniture needs, etc. • Caused loss of classes at programs. • Reduced amount of time teachers can spend with individual children. <p>2. What are the challenges of paying providers based on roster enrollment or “per child?”</p> <ul style="list-style-type: none"> • Teacher pay still has to be paid at 90% for LT or 100% for AT even though receiving less money. • While there may be less consumable materials used, overall the program costs do not diminish. • Receiving less money during the year makes it difficult to plan effectively for expenses. 	<p>1. Given cost limitations, what is the optimal class size for a Georgia’s Pre-K classroom?</p> <ul style="list-style-type: none"> • 20 children with AT and LT <p>2. Currently, when a class size is less than 22, the program is paid a prorated amount. Should fixed costs (e.g., lead teacher salary) be removed from any proration or prorated at a lesser amount? Yes</p> <p>3. Are there other policy changes to consider regarding roster based payments?</p>	<p>1. What are your group’s recommendations regarding class size?</p> <p>Reduce class size to 20 children with a lead and assistant teacher.</p> <p>2. What are your group’s recommendations regarding roster based payments?</p> <p>Remove fixed costs from prorated amount. Base payments after September on average enrollment for each roster cycle.</p>

Topic Two: Assistant Teacher Salaries and Benefits: (45 Minutes) Group 2

General Feedback Questions: (open discussion)	Specific Feedback Questions: (consensus discussion)	Group Recommendations: (80% consensus required, 2 maximum recommendations for each question, meets recommendation criteria)
<ol style="list-style-type: none"> 1. What are the strengths (or positives) with current assistant teacher salaries and benefits? This includes the actual salary along with the policies related to determining and administering the salaries and benefits. <ul style="list-style-type: none"> • Establishes a floor for salary • Not prohibitive - can pay more 2. What are the challenges (or negatives) with current assistant teacher salaries and benefits? This includes the actual salary along with the policies related to determining and administering the salary. <ul style="list-style-type: none"> • Morale issues • Revolving door with Pre-K positions 	<ol style="list-style-type: none"> 1. Are there any specific policies around assistant teacher salaries and benefits that should be addressed? If yes, what? 2. Should there be requirements regarding benefits? Tag benefit amount to be paid for actual benefits or for professional development 3. What are the “drivers” (such as education level) that should influence an individual teacher’s salary? What factors (such as experience) would you use to develop a teacher compensation scale? <ul style="list-style-type: none"> • Credential/education level • Quality Rating 4. On a scale of 1 to 10, where 1=<i>no flexibility</i> and 10=<i>a large amount of flexibility</i>, how much flexibility (within a given range) should providers have in determining assistant teacher salary? Assistant teacher benefits? <ul style="list-style-type: none"> • Flexibility with salary? 3 • Flexibility with benefits? 7 	<ol style="list-style-type: none"> 1. What are your group’s recommendations regarding assistant teacher salaries? Establish a suggested pay schedule with a mandatory minimum with incentives based on advancing credentials and providers being eligible or in process of becoming Quality Rated. Range \$15,000 - \$20,000 (90% mandatory minimum) 2. What are your group’s recommendations regarding assistant teacher benefits? Tag 22% benefit amount to be paid for actual benefits or for professional development (must directly impact employee)

Topic Four: Non-Instructional Costs, Administrative Expenses, and Start-Up Funds (30 Minutes) Group 2

General Feedback Questions: (open discussion)	Specific Feedback Questions: (consensus discussion)	Group Recommendations: (80% consensus required, 2 maximum recommendations for each question, meets recommendation criteria)
<ol style="list-style-type: none"> 1. Does the current funding formula adequately support providers in administering the program? No 2. What are the strengths (or positives) in the current policy regarding: A portion of funding is provided 3. What are the challenges (or negatives) in the current policy regarding: <ul style="list-style-type: none"> • Need more flexibility with classroom \$1,000 funds (rather than waivers); • Loss of funds for fixed costs when class is not full 	<ol style="list-style-type: none"> 1. Are the current “fixed costs” appropriate? Are there other costs that should be considered “fixed”? 2. Currently, non-instructional cost allotments are driven by program type and geographic location. Should there be “drivers” in determining non-instructional costs? What should those drivers be? 3. Should programs be allowed to spend more than 6% on administrative expenses? 4. What is an appropriate amount for start-up funds? 5. On a scale of 1 to 10, where 1=<i>no flexibility</i> and 10=<i>a large amount of flexibility</i>, how much flexibility (within a given range) should providers have in determining what are allowable operating costs? 6. On a scale of 1 to 10, where 1=<i>no flexibility</i> and 10=<i>a large amount of flexibility</i>, how much flexibility (within a given range) should providers have in determining what are allowable start-up expenses? 	<ol style="list-style-type: none"> 1. What are your group’s recommendations regarding non-instructional costs? <ul style="list-style-type: none"> • Remove the mandate to allow flexibility in using classroom funds for technology and curriculum. • Implement “Hold Harmless at 18” (to mirror FTE in K-12). 2. What are your group’s recommendations regarding administrative expenses? <ul style="list-style-type: none"> • Move Administrator/Site Director to be considered a “fixed expense”. 3. What are your group’s recommendations regarding start-up funds? <ul style="list-style-type: none"> • Minimum start-up funds \$12,000/ • Implement 8-10 year refurbishment funds for all classrooms

Topic Two: Assistant Teacher Salaries and Benefits: (45 Minutes) Group 3

<p>General Feedback Questions: (open discussion)</p>	<p>Specific Feedback Questions: (consensus discussion)</p>	<p>Group Recommendations: (80% consensus required, 2 maximum recommendations for each question, meets recommendation criteria)</p>
<p>1. What are the strengths (or positives) with current assistant teacher salaries and benefits? This includes the actual salary along with the policies related to determining and administering the salaries and benefits.</p> <ul style="list-style-type: none"> • Better than nothing • Requirement that 100% paid to employee • Floor not cap • Scholarships and incentives <p>2. What are the challenges (or negatives) with current assistant teacher salaries and benefits? This includes the actual salary along with the policies related to determining and administering the salary.</p> <ul style="list-style-type: none"> • 8.70 an hour • Everyone in building makes more typically • Below what they pay LT in other preschool rooms • Difficult to keep AT that are talented/Quality • Can't afford to pay more 	<p>1. Are there any specific policies around assistant teacher salaries and benefits that should be addressed? If yes, what?</p> <p>a. Should there be requirements regarding benefits?</p> <ul style="list-style-type: none"> • It would be very difficult if there were requirements financially to schools <p>2. What are the “drivers” (such as education level) that should influence an individual teacher’s salary? What factors (such as experience) would you use to develop a teacher compensation scale?</p> <ul style="list-style-type: none"> • Educational Level • Years of quality service • Outcomes based <p>3. On a scale of 1 to 10, where 1=<i>no flexibility</i> and 10=<i>a large amount of flexibility</i>, how much flexibility (within a given range) should providers have in determining assistant teacher salary? Assistant teacher benefits?</p> <ul style="list-style-type: none"> • Need a base but flexibility is nice • 7/8 with flexibility. 	<p>1. What are your group’s recommendations regarding assistant teacher salaries?</p> <ul style="list-style-type: none"> • Recommend increasing teacher salary 8-11% which would bring them to \$14,440 - \$15,200 per year which is still not enough. <p>2. What are your group’s recommendations regarding assistant teacher benefits?</p> <ul style="list-style-type: none"> • Identify components that contribute to costs of benefits and index it to that. Like FICA, 401K, Tuition reimbursement, Insurance, etc.

Topic Three: Class Size and Roster-Based Payments (30 Minutes) **Group 3**

General Feedback Questions: (open discussion)	Specific Feedback Questions: (consensus discussion)	Group Recommendations: (80% consensus required, 2 maximum recommendations for each question, meets recommendation criteria)
<ol style="list-style-type: none"> 1. What has been the impact of expanding Georgia's Pre-K class size from 20 to 22? <ul style="list-style-type: none"> • Financially impacted if the class is not full • Not a large impact on classroom function • We are not meeting National Benchmarks with these ratios • Allow us to continue to meet accessibility and full days • Can help with CACFP 2. What are the challenges of paying providers based on roster enrollment or "per child?" <ul style="list-style-type: none"> • Doesn't account for fixed costs • Very specific to each roster • Last roster difficult, affects last two months • Child disenrolls but does not notify the program, hold their spot then could be financially impacted. 	<ol style="list-style-type: none"> 1. Given cost limitations, what is the optimal class size for a Georgia's Pre-K classroom? <ul style="list-style-type: none"> • We feel that current class sizes are appropriate based on the limitations. • Always nice to go back to 20 but would rather the money be spent on salaries and benefits. 2. Currently, when a class size is less than 22, the program is paid a prorated amount. Should fixed costs (e.g., lead teacher salary) be removed from any proration or prorated at a lesser amount? <ul style="list-style-type: none"> • Fixed costs should not be prorated 3. Are there other policy changes to consider regarding roster based payments? <ul style="list-style-type: none"> • Maybe to consider proration not including fixed costs above a certain threshold. 	<ol style="list-style-type: none"> 1. What are your group's recommendations regarding class size? <ul style="list-style-type: none"> • Remain at 22 and use any additional funds to increase teachers' salaries (especially AT) and benefits. 2. What are your group's recommendations regarding roster based payments? <ul style="list-style-type: none"> • Only prorate payments on fixed costs if a programs falls below 20 children.

Topic One: Lead Teacher Salaries and Benefits: (45 Minutes) Group 4

General Feedback Questions: (open discussion)	Specific Feedback Questions: (consensus discussion)	Group Recommendations: (80% consensus required, 2 maximum recommendations for each question, meets recommendation criteria)
<p>1. What are the strengths (or positives) with current lead teacher salaries and benefits? This includes the actual salary along with the policies related to determining and administering the salaries and benefits.</p> <ul style="list-style-type: none"> • Scale is good. Beneficial based on area and available resources – hard to find certified teachers in some areas. • Base is equitable compared to state rate (T-4). There is some \$ for benefits and there is flexibility. Need to know what school systems are doing in the future. • Question: Is 4 year degree amt and Assoc degree amt based on a percentage of certified level? <p>2. What are the challenges (or negatives) with current lead teacher salaries and benefits? This includes the actual salary along with the policies related to determining and administering the salary.</p> <ul style="list-style-type: none"> • No flexibility for veteran teachers who are trained (time and \$ invested in them) and then they go to school system. Typically get hired right out of school with little/no early childhood experience. • Even when benefits are offered they don't match state benefits. • Question: How many providers currently offer benefits? 	<p>1. Are there any specific policies around lead teacher salaries and benefits that should be addressed? If yes, what?</p> <ul style="list-style-type: none"> • Lead salaries – should be increased. Teacher have the perception that k-12 is less work. Recommendation – level playing field – no difference between private/public. <p>b. Should there be requirements regarding benefits?</p> <ul style="list-style-type: none"> • Should be paid. 22% isn't sufficient....maybe comparable to what is paid to K-12 teachers. <p>2. What are the “drivers” (such as education level) that should influence an individual teacher’s salary? What factors (such as experience) would you use to develop a teacher compensation scale?</p> <ul style="list-style-type: none"> • Need to pay for experience to help keep teachers but there is a need to balance with results (teacher effectiveness in classroom). There was some discussion that employers should be able to “reward” good teachers, but it was also mentioned that not all employers would use funds for teachers and use in other ways (referring to the current 90%/10%). Additional funds could be tied to how long a teacher has been there with flexibility from the school to pay more (ex. a percentage of salary – 2%). Keep base with T-4. 	<p>1. What are your group’s recommendations regarding lead teacher salaries?</p> <ul style="list-style-type: none"> • Continue base salary provide a component for years of experience with provider’s having flexibility as to how much and IF \$ is paid. • Should be same across the board public/private. <p>2. What are your group’s recommendations regarding lead teacher benefits?</p> <ul style="list-style-type: none"> • Need to increase and be comparable to k-12 teachers. • Expanded definition of the use of funds (need some parameters). Paid time off, discounted care for teacher’s child, payroll taxes, and holidays). Group looked at the old Economic Impact Study to see how they defined “benefits”

3. On a scale of 1 to 10, where 1=*no flexibility* and 10=*a large amount of flexibility*, how much flexibility (within a given range) should providers have in determining lead teacher salary? Lead teacher benefits?

- Salary: base with some flexibility (90% works)
- Benefits: Continue with some flexibility with expanded definition of the use of funds (need some parameters). Shouldn't mandate health insurance be one of the benefits, some employers can't afford.

Topic Four: Non-Instructional Costs, Administrative Expenses, and Start-Up Funds (30 Minutes) Group 4

<p>General Feedback Questions: (open discussion)</p>	<p>Specific Feedback Questions: (consensus discussion)</p>	<p>Group Recommendations: (80% consensus required, 2 maximum recommendations for each question, meets recommendation criteria)</p>
<ol style="list-style-type: none"> 1. Does the current funding formula adequately support providers in administering the program? 2. What are the strengths (or positives) in the current policy regarding: <ol style="list-style-type: none"> a. DECAL fixed costs <ul style="list-style-type: none"> -Lead teacher salary -Assistant teacher salary -1,000 per class for supplies and materials b. Non-instructional costs c. Allowable administrative expenses d. Start-up funds 3. What are the challenges (or negatives) in the current policy regarding: <ol style="list-style-type: none"> a. Fixed costs <ul style="list-style-type: none"> -Lead teacher salary -Assistant teacher salary -1,000 per class for supplies and materials b. Non-instructional costs c. Allowable administrative expenses d. Start-up funds 	<ol style="list-style-type: none"> 1. Are the current “fixed costs” appropriate? Are there other costs that should be considered “fixed”? 2. Currently, non-instructional cost allotments are driven by program type and geographic location. Should there be “drivers” in determining non-instructional costs? What should those drivers be? 3. Should programs be allowed to spend more than 6% on administrative expenses? 4. What is an appropriate amount for start-up funds? 5. On a scale of 1 to 10, where 1=<i>no flexibility</i> and 10=<i>a large amount of flexibility</i>, how much flexibility (within a given range) should providers have in determining what are allowable operating costs? 6. On a scale of 1 to 10, where 1=<i>no flexibility</i> and 10=<i>a large amount of flexibility</i>, how much flexibility (within a given range) should providers have in determining what are allowable start-up expenses? <i>Maintain flexibility currently in place.</i> 	<ol style="list-style-type: none"> 1. What are your group’s recommendations regarding non-instructional costs? <i>Conduct cost analysis study based on recon reports to determine actual amount spent on pre-k. Recommendation should be made based on final report. It was recommended that correspondence comes from the BFTS office letting providers know the how the information was going to be used.</i> 2. What are your group’s recommendations regarding administrative expenses? <i>Increase the admin amount based on current studies on appropriate admin costs.</i> 3. What are your group’s recommendations regarding start-up funds? <i>Start-up funds should be increased to \$12,000.</i>