

Public Education Compensation Committee

Meeting Minutes

December 12, 2022

Virtual Meeting

The Public Education Compensation Committee (PECC) meeting was held virtually on December 12, 2022, with the following members in attendance:

Chair Mark Holodick, Ruth Ann Jones, Nick Konzelman, Stephanie Ingram, Tammy Croce, David Kohan, Sara Croce, Chuck Longfellow, Heath Chasanov, Franklin Newton, Jon Sheehan, Sen. Laura Sturgeon, Rep. Kimberly Williams, Sen. Brian Pettyjohn, Carla Cassell-Carter, Courtney Stewart.

Also participating were Tina Shockley, Emily Cunningham, Kimberly Klein, Sarah Barzee, Gretchen Weber, Raifu Durodoye, Ione Heigham, Nancy Tien, Alison Voss, Alyssa Nielsen, Alyster Blakeslee, Amanda Ebersole, Amy Alexander, Amy Gephardt, Amy Leary, Anarys Pinales, Anecie Schlegel, Audrey Noble, Ben Rothstein, Bert Scoglietti, Brittany Spencer, Carla Cassell-Carter, Carlos Espadas, Casey Montigney, Catherine Rittreiser, Christine Lim, Christy Wright, Danya Espadas, Dawn Alexander, Dawn Camfield, Dawn Saly, Deb Stevens, Dennis Arden, Devon Young, Edris Harrell, Sen. Eric Buckson, Frank Alvarex, Gloria Ho, Greg Boulden, Heather Richards, James Soutar, Janel Flynn, Janice Hall, Jason Hoad, Jess Taschner, Jen Clendaniel, Jenna Burkhart, Jennifer Brown, Jessica Bloxom, Jessica Hurst, Jessica McCoskey, Jessica Sweet, Jill Szymanski, Jill Confer, Jo Ann Rogers, Jon Neubauer, Joseph Wright, Julia Zammith, Julie DeHaas, Julie Noonan, Justin Richards, Katie Kotowski, Katie Palmer, Kelly Sharp, Kenneth Hampton, Kiley Thomson, Krista Liss-Stoume, Kristen Dassel, Laura Rowe, Laura Sokola, Maddie Geller, Mariah Holland, Mark Baxter, Matthew Kern, Matthew Shackelford, Maureen Keeney, Megan Barnett, Melissa Tracey, Michael McKibbin, Michael Williams, Michael Ashley, Mike Kempiski, Mike Matthews, Mitch Weiss, Morgan Starr, Christine Brown, Ray Gray, Sam Kasehagen, Sarah Ramey, Scott Cole, Shannan Beck, Shelley Meadowcroft, Susan Wagner, Susanna Dooley, Tabitha Horne, Tamara Daniels, Tammy Thompson, Tika Hartsock, Travis Piser, Victoria Williams-Lake, VJ Leonard, Wilt Jeannette, Yasmin Stein.

[Audio Recording of Meeting](#)

Welcome/Introductions

Chair Holodick welcomed everyone and called for a motion to begin the meeting. A motion was made by Sen. Brian Pettyjohn and seconded by Franklin Newton. All members were in favor, and the meeting began at 3:31 p.m.

Approval of November 14, 2022 Meeting Minutes

Chair Holodick called for a motion to approve the minutes of the November 14, 2022 meeting. Sen. Pettyjohn motioned to approve and Ruth Ann Jones seconded the motion. All members were in favor and the motion carried. The meeting minutes for the November 14, 2022 meeting were approved.

In Old Business, Chair Holodick shared that the committee has received between 5-10 requests from the public, especially educators, to modify the meeting start time to

accommodate more educators, especially so those at the elementary level, may attend. The Chair also shared that the start time was selected based on the results of a poll conducted among PECC members when PECC was initially convened. However, given the volume of requests for a change in the start time, he suggested that a change in the start time to 4:30 p.m. be considered.

Sen. Pettyjohn commented that the General Assembly will be back in session in January on Tuesday, Wednesdays and Thursdays, and thus, Mondays continue to be the best days for PECC meetings for members of the General Assembly. David Kohan shared that a number of teachers contacted him regarding this request as well and reiterated that the meeting schedule proposed for 2023 consists of all Mondays so would continue to work for the committee. Following the brief discussion, Chair Holodick confirmed that starting in January, the PECC meetings will begin at 4:30p.m.

The Chair also commented about the suggestion he made at the November meeting regarding a finance subcommittee. He shared that there have been a number of smaller, one-on-one meetings with some of the members he recommended, including Chuck Longfellow, Tammy Croce, Sara Croce, Kim Klein, Heath Chasanov, Ruth Ann Jones, and Nick Konzelman given the need to connect in a timely manner as things develop so he no longer feels the need to establish a formal subcommittee. Instead, the Chair, DOE office and WestEd will consult members individually or in small groups as needed to ensure the work keeps moving forward in a timely manner. He recommended that members reach out to him and/or Sarah Barzee from WestEd if there are questions or suggestions regarding research and/or data.,

The Chair remarked that the committee received many requests to provide public comment. He reminded attendees that public comment will occur near the end of the meeting and individuals will be limited to two minutes to ensure all who wish to speak have the opportunity to do so. The Chair also shared that he received a petition from educators regarding the request to change the start time of the meeting. He asked DSEA President Stephanie Ingram to confirm the number of members who signed the petition. She confirmed that the petition included 693 signatures. Sen. Pettyjohn requested that public comment be sent out to members ahead of meetings. Dr. Barzee confirmed that the public comments sent to the Department by Friday, December 9th were compiled and included in the information sent to PECC members later that day via email. This will be the practice moving forward

Tina Shockley conducted a member roll call and confirmed that a quorum was present.

The Chair then turned the meeting over to Dr. Sarah Barzee from WestEd. Dr. Barzee asked members to let the WestEd team if they did not receive files that were sent on Friday that included a compilation of public comment, data, a summary of the Maryland Blueprint and other meeting materials. This will be the practice moving forward. She revisited meeting protocols such as public comment, community agreements and then clarified and amended the procedures for decision making (i.e., consensus and/or vote as appropriate). Going forward committee members will register support for a proposal by using the raised hand function. If they do not support a proposal as stated, they would not use the raise hand function. If such happens, a discussion will be conducted to address questions and/or concerns in an attempt to revise the proposal in order to reach consensus. If consensus is still not reached, the facilitator will move to a vote and a verbal roll call will be conducted.

Sen. Sturgeon asked when the group is not able to reach a consensus following a discussion, and a verbal roll call vote is conducted, will the decision to move forward be based on whether there is a simple majority. Dr. Barzee clarified that if after the initial discussion, there is still at

least one or more members who cannot support the proposal, the group will go to a vote. Sen. Sturgeon followed up and clarified, what will be sought when the vote is conducted; will it be a simple majority? The Chair clarified that a motion carries if there is a simple majority. Rep. Williams asked for a clarification on the number needed to establish a majority vote regarding a certain number of members being present, and Chair Holodick added that a motion would need a majority vote of the entire committee to move forward, and not just a majority of members present at a given meeting.

Dr. Barzee then revisited the charge of the PECC as set forth in SB100 and the salaries and working conditions as set forth in Title 14, Chapter 13 of the Delaware State Code. Then, in follow up to questions raised during the November meeting, she shared a summary of Pillar 2 of Maryland's "Blueprint". Per the Blueprint, Maryland's legislation regarding raising base salaries only applies to teachers. Additional points and a timeline regarding the Blueprint were shared. Tammy Croce asked to have the term "teacher of record" from the plan clarified as to whether that includes or excludes specialists who are asked to fill classroom teaching positions and to clarify the state/local share as defined in the policy.

Nick Konzelman from the Office of Management and Budget shared data on the state's budget for merit-based raises from the previous year for both state employees and public education employees in the state in response to Rep. Mike Smith's request during the November PECC meeting. President Ingram asked if merit employees have similar backgrounds as educators. Nick shared that these roles include any public state, non-education employee, ranging from social service workers to budget analyst. Rep. Kimberly Williams then pointed out a discrepancy between the data sent to members and what was presented by Mr. Konzelman. Dr. Barzee shared that a revised set of data was sent immediately following the original email on Friday December 9th with the correct information.

In **New Business**, lone Heigham from WestEd shared data about total compensation comparing Delaware, Maryland, New Jersey, and Pennsylvania. Tammy Croce asked if pension data was sought to be included in this data, and lone shared an example of a teacher with 30 years of experience across all 4 states and the pension this individual would receive in each state. President Ingram raised a question as to why the data presented averages and asked how these numbers might change given Maryland's upcoming increase in salary over the next several years. Chair Holodick then commented that the data shared on Friday indicated to him that on the front-end Delaware's starting salary is behind as compared to the region indicating that we need to focus on the front end of the scale. The Chair shared that while statewide data is valuable, he would like to see future data focus on contiguous border districts in Pennsylvania and Maryland (e.g., those that Brandywine, Red Clay, Christina, Colonial, Delmar, Laurel, Cape Henlopen, and Indian River districts compete with). David Kohan reiterated that base pay will be important to focus on and requested pension data to be sent to members following the meeting.

Next, lone shared a summary of the teacher salary comparison she conducted comparing all 19 DE districts to select (i.e. border) districts in Maryland. This information was sent to PECC members prior to the meeting; lone shared a high level overview in the meeting. Dr. Barzee shared that Pennsylvania data was not included because it was more difficult to access as some districts require a formal written request for information which can take up to 30-days. Tammy Croce asked whether specialists were included in the Maryland border districts' teacher salary schedule data and asked for clarification around the state and local share as related to Maryland salaries. lone elaborated that both the Delaware and Maryland employee groups labeled as teachers included specialists and not just teachers of record. For Maryland, there were no other salary schedules, such as one for specialists. Dr. Barzee added that the MD Blueprint summary sent to members ahead of the meeting may have referenced a 50/50 local

and state cost share, to which Tammy Croce referenced differences amongst counties and the possibility that the 50/50 share could be applicable for teachers. President Ingram indicated that she had several questions but it was difficult to formulate without having the slides in advance. She asked whether the slides could be sent to members ahead of the meeting. She also asked if this information changes given the upcoming changes in Maryland's starting salary in 2024, and asked Lone to specify the districts used in the data. Lone clarified that the data included all 19 districts in Delaware; in Maryland: Caroline, Cecil, Dorchester, Kent, Queen Anne's, Wicomico, and Worcester; and in Pennsylvania: Chadd's Ford, Garnet Valley, and Chichester. Lone added that the data was collected from district websites and from the Delaware Department of Education if not available on a district website. Rep. Williams asked that Chester County be considered for the data, and President Ingram shared that Chadd's Ford captures some transfer between Brandywine and Red Clay. Chair Holodick agreed with Rep. Williams and shared that it was his suggestion to start with contiguous districts, but Chester County could be included in future data. He asked members to make suggestions regarding additional districts in other states that may pose competition for Delaware districts. He then requested data to show growth in salaries across the state over the last 4 years to capture an accurate representation of the gap regarding salaries. Sen. Sturgeon emphasized the discrepancies are probably even larger than the data shows, especially given Maryland's upcoming salary increases, how the gap would be even larger in the future in Delaware's salaries compared to other nearby states and that Delaware will get further behind if the committee does not act.

Next, Lone shared a comparison of select administrator salaries for Delaware and Maryland. Sara Croce inquired about the methodology used to analyze the data given that there are different categories of principals in the district she represents, and asked whether the data reported for Milford was computed to an average across the categories and captured in the table. Tammy Croce asked to clarify whether the data shown from Maryland districts were the minimum salary. Lone clarified that the data for Maryland districts was an average of the minimum for the 7 border districts, while the maximum salaries are shown for the small district given the available data provided to the team ahead of the meeting. Sen. Sturgeon then asked a clarifying question regarding whether principals, assistant principals, and supervisors in Delaware in large and medium districts are currently receiving better pay than their counterparts in Maryland. Lone responded that it is hard to determine from only the data from 3 Delaware districts. The Senator then reiterated the importance of looking at salaries across roles and that the data shown highlights the larger need to look at teacher pay. President Ingram asked if there was information to support that there is an administrator shortage in Delaware schools as compared to the current shortage for educators, and referenced current vacancies listed on the JoinDelaware platform, which shows many more vacancies in teacher roles than in administrator roles. Dr. Barzee shared that while it's possible to look at shortage data, the PECC charge as detailed in SB100 includes administrator pay. Sara Croce asked for a clarification as to which specific Maryland districts were included in the data set. Lone confirmed they are the same as the last data set: Caroline, Cecil, Dorchester, Kent, Queen Anne's, Wicomico, and Worcester. Tammy Croce stated that it would be interesting to have data regarding per diem of state contribution to salaries for 10-month, 11-month and 12-month educators included in 1305. Rep. Williams added that the JoinDelaware site may not include all districts' openings as not all districts use the site and suggested that there may be more openings than those listed.

In the final data presentation, Dr. Durodoye shared data sets for potential models for costs to increase base pay for teachers. The Chair asked to clarify whether the data included OEC costs for the state. President Ingram asked whether this data included specialist or administrator data, or just teachers. Dr. Durodoye replied that the data source groups teachers and specialists as teachers. President Ingram asked the estimated timeline to reach the

Maryland Blueprint starting salary of \$60,000, and projections across certain employee groups to which Dr. Durodoye responded that additional data was sent in the pre-meeting materials, and the data models one approach, and there may be other differentiated approaches that could close the gap between Delaware and Maryland's starting pay. Tammy Croce asked for a clarification that data does not include specific employee groups that do not hold bachelor's and master's degrees which is a large group missing from the data.

In Next Steps / Follow Up / Homework, the team will clarify whether the Maryland Blueprint applies only to "teacher of record," and how that is defined; Delaware's contribution per diem across the employee groups; verify the PECC member distribution list and accurate emails; and prepare additional administrator scales. The Chair requested that members share administrator scales. The team will also look at potential growth in salaries in the past 4 years. Sen. Sturgeon stated that she is interested in the projection of salaries of teachers and specialists over a 30-year career with a collapse in steps. David Kohan confirmed his request for pension information for a 30-year plan, both currently and with condensed steps comparing Delaware, Maryland, Pennsylvania and New Jersey.

Dr. Barzee then shared the upcoming PECC meeting dates for 2023, including the next meeting on January 23, 2023 at 4:30 pm.

Public Comment

A compilation of public comments/emails were sent ahead of time to members prior to the December 12th meeting and included below. Once the committee data presentation concluded, names were called for public comment in order based on when requests were received. Public comment was given by Casey Montigney, RJ Soutar, Katie Palmer, Melissa Tracey, Al Blakeslee, Maddie Geller, Megan Durkee, Lauren Sokola, Sen. Eric Buckson and Mike Matthews. Afterwards, Dr. Barzee read public comments from individuals who requested their written remarks be read into the record of the meeting: Thomas Becker, Travis Piser, Amy Alexander and Tamara Thompson.

Following public comment, Rep. Williams made a comment that raises for educators should go to educators and staff, and not towards charter school campus budgets as typically outlined in salary policy language. Ruth Ann Jones clarified that typical policy language allows charter campus leaders to ensure that the funds go through to staff. Franklin Newton clarified that although there is flexibility in charter school funding, the majority of charter schools do pass the funds through to teachers and staff.

Adjournment

Dr. Barzee motioned to adjourn the meeting and Tammy Croce seconded the motion. All members were in favor and the motion was carried. The meeting adjourned at 5:50 p.m.

Respectfully Submitted,
Nancy Tien for WestEd

Updated on 1.3.2023



Public Education Compensation Committee (PECC) Meeting

December 12, 2022
3:30 - 5:00 PM



Welcome and Remarks from the Chair





Public Comment

- Members of the public are welcome to speak before the PECC during the scheduled public comment period as noted on the publicly posted meeting agendas. Interested persons should:
 - (1) send their name, the name of the group they represent and the topic of their comment via email to DOE **prior to the meeting** to request to have their name put on the public comment list for the upcoming meeting;
 - OR (2) **put their name, organization and topic in the chat during the meeting**. Those who register ahead of time will be called on by the facilitator to provide public comment first, followed by those listed in the chat.
 - In order to provide all members of the public with an equal opportunity to speak before the PECC, **each individual is limited to two minutes**, unless otherwise noted at the beginning of the meeting.
 - Public comments received in writing will be sent to members for their information via e-mail and will be included with the meeting minutes.
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Our Community Agreements - Relational

A community agreement is “a consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting... so that we can do our best work, achieve our common vision, and serve our [students/families/constituents] well.” – National Equity Project

- Be present
 - Attend to equity of voice
 - Avoid repetition of ideas to respect the group’s time, e.g. saying “I agree with person X.”
 - Honor diverse ideas, perspectives, and experiences
 - Disagree with the idea or perspective, not the person
-



Our Community Agreements - Operational

- Virtual meetings will be conducted via Zoom.
 - Zoom Chat is only available for attendees to communicate to host any technical assistance needs or request for public comment.
 - Decision making will be by consensus and/or vote.
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Decision-Making Process

Consensus Process

- In order to determine consensus, we will use the Zoom reaction controls as follows:
 - If you support the proposal, use the Raise Hand reaction.
 - If you do not support the proposal, do not use the Raise Hand or any reaction.
 - If there are members who do not raise their hand, the facilitator will re-engage the committee in further discussion to address questions/concerns.
 - Following further discussion, the facilitator will re-assess whether we can reach consensus using the process outlined above. If not, the facilitator will move to call a vote that will be conducted via verbal roll call.
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Meeting the Charge of SB 100

1. Make recommendations that strengthen Delaware's ability to compete with regional school districts in recruiting and retaining qualified and diverse educators.
2. Make recommendations for competitive base pay for educators at all steps in the compensation structure.
3. Make recommendations for achieving competitive career level earnings in fewer, more meaningful steps.
4. Specify how educators can achieve additional opportunities for career advancement...based on acquisition of relevant degrees, certifications, and competencies, the acceptance of leadership responsibilities, and must fairly compensate for additional professional responsibilities.
5. Make recommendations that include approaches to the acquisition of skills and knowledge that are timely, relevant, and affordable.
6. Provide recommendations on the creation of leadership roles through which educators will receive additional compensation for assuming leadership responsibilities.
7. Additional compensation for professional responsibilities that are not generally required in the classroom
8. Applicability of new system for individuals paid under §§ 1305, 1306, 1307, 1310 and 1321
9. Increase base levels of pay for education support staff as defined by §§ 1308, 1311, 1322, and 1324
10. Identify and consider adopting state pay scales for job categories where one does not exist.



Title 14, Chapter 13 Salaries and Working Conditions of School Employees

- 1305** Basic salary schedule for **teachers, nurses, principals, superintendents, and other administrative and supervisory** employees
- 1306** Salary schedule for **chief school officers**
- 1307** Salary schedule for **principals** subordinate to a chief school officer
- 1308** Salary schedules for **administrative secretaries, financial secretaries, senior secretaries, secretaries and clerks**
- 1311** Salary schedule for **school custodians**
- 1322** Salary schedule for **school food service** employees
- 1324** Salary schedule for **paraprofessionals**

Note: SB 100 also addresses job categories where state pay scales do not exist, including bus drivers and information technology employees.



Summary of Maryland's "Blueprint"

- Minimum teacher salary shall be \$60,000 by 2026 (only applies to teachers).
 - Does not include: curriculum specialists, instructional aides, attendance personnel, psychologists, social workers, clerical personnel, an individual with a resident teacher certificate, or an individual with a certificate for career professionals
 - All teachers, but not all educators or other school employees, will receive a 10% salary increase between 2019-2024.
 - Like DE, the costs are shared between the state and local governments.
 - These teacher salary reforms are set within a larger set of reforms.
 - There are additional requirements for districts regarding timeline and implementation.
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Summary of Maryland "Blueprint" Plan

- | | |
|--------------|--|
| July 1, 2022 | National Board Certified Teachers (NBCTs) started receiving \$10K salary increases, or \$17K if they work in a high-need school. |
| July 1, 2024 | Locally determined career ladders will be implemented that will provide salary increases of \$5K, \$10K, or \$15K for NBCTs that become lead teachers, distinguished teachers, and professor distinguished teachers, respectively and salary increases of \$6K, \$7K, or \$8K to award National Board Certified renewal. |
| FY19 to FY24 | ALL TEACHERS receive a 10% salary increase above negotiated levels. |
| July 1, 2026 | The minimum teacher salary of \$60K is introduced. |
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Previous Year's State Budget for Merit-Based Raises

State Employee Pay Policy		
	General Fund Cost	Notes
State Merit / SMV* Pay Scale Corrections	\$22,982,700	<ul style="list-style-type: none"> Effort to correct pay compression issues and raise lowest earners above federal poverty level for a family of 4: \$27,750. Lowest pay grades received a maximum 9% pay increase; highest pay grades received a maximum of 2%. This impacted 10,641 general fund state employees.
General Pay Policy – 2%	3,253,900	<ul style="list-style-type: none"> All non-merit employees received a minimum 2% general salary increase. Examples include: DTI and Higher Education employees
Total	\$26,236,600	
*SMV: Select Market Variation		

Delaware Office of Management and Budget



Previous Year's State Budget for Merit-Based Raises

Public Education Pay Policy		
	General Fund Cost	Notes
General Pay Policy – 2%	\$17,355,900	<ul style="list-style-type: none"> All public education employees received a minimum of 2% general salary increase. This impacted 18,271 public education employees.
Education Steps	10,822,400	<ul style="list-style-type: none"> All public education employees received a salary increase associated with step movement due to years of experience.
Public Education Movement to Federal Poverty Level	1,122,800	<ul style="list-style-type: none"> Moved public education employees above federal poverty level for a family of 4: \$27,750. These funds cover the state share.
Total	\$29,301,100	

Delaware Office of Management and Budget



Total Compensation Comparison: Teachers

State	Average Starting Salary for 1st year Teachers (2020-21)	Livable Wage Estimate for Single Person	Healthcare Employee Contribution (Single, PPO)	Percent Above Livable Wage
Delaware	\$43,448	\$36,899.20	\$1,371.60	18%
Maryland	\$48,510	\$41,059.20	\$1,410	18%
New Jersey	\$54,053	\$42,785.60	\$1,210	26%
Pennsylvania	\$46,991	\$34,673.60	<5% annual salary	36%

Sources: <https://www.nes.com/resource-library/educator-pay-and-student-standings-how-does-your-state-rank> <https://livingwage.mit.edu/counties/10005> <https://www.nesra.nj.gov/Leaving-Employment/Retirement%20Calculator/Pages/default.aspx> https://open.ohio.gov/Document/Plans/State/Frm_Calculator/author.asp.shtml <https://www.maryland.gov/retirement/estimator> <https://www.nj.gov/treasury/pensions/5-Inf-est-estimate.shtml> <https://ohm.maryland.gov/benefits/Documents/CY2020/medicare%20benefit%20rates.pdf> <https://ohm.delaware.gov/benefits/medical/Documents/1/23-health-rates.pdf> <https://www.state.nj.us/treasury/pensions/Documents/bbpos2021NJ/EHP-SEHPP-ContributionsRates2021A.pdf> <https://www.emploment.pa.gov/benefits/Documents/benefits-summary.pdf>



Questions and Discussion

What questions do you have?

What do you notice?

What stands out?



Teacher Salary Comparison: DE and MD

Degree + Yrs of Experience	DE Districts* Step Salary (2022-2023)	MD Border Districts* Step Salary (2021-2022)	Percent Salary Difference	# of DE Districts in Top 10 Highest Step Salary	# of MD Border Districts in Top 10 Highest Step Salary
Bachelor's + 0 yrs	\$44,857	\$48,517	8%	3	7
Bachelor's + 5 yrs	\$50,975	\$52,395	3%	6	4
Master's + 0 yrs	\$51,086	\$51,075	-0.02%	7	3
Master's + 10 yrs	\$67,228	\$64,704	-3.75%	9	1
Master's + 20 yrs	\$78,069	\$81,302	4.14%	6	4

*Includes 19 DE and 7 MD districts.

Sources: District data requests, district websites and data from the Delaware Department of Education.



Administrator Salary Comparison: DE and MD

Position	MD Border Districts Average Salary (2021-2022)	Large District (DE)	Medium District (DE)	Small District (DE)
		Christina School District Salary Step (2022-2023)	Milford School District Salary Step (2022-2023)	Laurel School District Highest Salary Step (2022-2023)
Superintendent (Mid)	\$193,002	\$182,095	\$173,052	\$143,217 (max)
Principal Salary (Minimum)	\$100,542	\$133,629	\$108,689	\$105,981 (max)
Assistant Principal Salary (Minimum)	\$87,462	\$123,976	\$94,875	\$103,116 (max)
Supervisor (Minimum)	\$97,697	\$135,741	\$99,245	\$105,981 (max)

Sources: [Maryland Public Schools Professional Salary Schedules](#) and district data from Christina, Milford and Woodbridge School Districts.



Questions and Discussion

What questions do you have?

What do you notice?

What stands out?



Potential Models for Costs to Increase Base Pay

Incremental Cost of Increases: Teachers w/ a Bachelors	
Additional cost of a flat (\$1000) Increase	\$2,204,000
Additional cost of a 1% Increase	\$1,133,625
Additional cost of a 4% Increase	\$4,534,501
Additional cost of a 8% Increase	\$9,069,002
Incremental Cost of Increases: Teachers w/ a Masters	
Additional cost of a flat (\$1000) Increase	\$4,587,000
Additional cost of a 1% Increase	\$3,129,858
Additional cost of a 4% Increase	\$12,519,433
Additional cost of a 8% Increase	\$25,038,867
Incremental Costs: All Teachers*	
Additional cost of a flat (\$1000) Increase	\$6,791,000
Additional cost of a 1% Increase	\$4,263,484
Additional cost of a 4% Increase	\$17,053,934
Additional cost of a 8% Increase	\$34,107,869
* All Teachers incremental costs is only reflective of two teacher classifications (teachers w/ a Bachelors and teachers w/ a Masters). Additional teacher roles will be incorporated into the workbook by the January PECC meeting.	



Questions and Discussion

What questions do you have?



Next Steps





Upcoming Meeting Schedule

January 23, 2023
February 13, 2023
March 13, 2023
April 17, 2023
May 15, 2023
June 12, 2023
August 14, 2023
September 18, 2023
October 16, 2023
November 13, 2023



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Public Comment



Thank You



Shockley Tina

From: Galati, Kristin
Sent: Monday, December 12, 2022 1:10 PM
To: Shockley Tina
Cc: Dennehy, Yvette
Subject: PECC Statement

Categories: Version 3.0 Public Comment

This statement is from Yvette Dennehy in Milford School District.

To Whom it May Concern:

For the past decade, the amount of people entering the teaching profession and field of education in general has been declining. The demands that teachers face, and the lack of adequate compensation has only attributed to this decline. Consequently, our state and our nation are now facing a crisis. Classrooms are overcrowded, behaviors are escalating, and teacher workloads are unmanageable, resulting in frustration levels that have reached the breaking point and an exodus of experienced teachers. According to the Wall Street Journal, "After two years of weathering pandemic disruptions, safety concerns, and tense public scrutiny, burned-out teachers have quit the profession in droves. At least 300,000 public-school teachers and other staff left the field between February 2020 and May 2022." (Dill, 2022) However, even before the pandemic, teachers were quitting the profession, and research shows that 44% of new teachers leave the profession within the first 5 years, citing excessive responsibilities, changing initiatives, lack of support, toxic work environments, and a lack of compensation. (Gomez, 2022) Society often perceives that teachers work shortened hours, not realizing the amount of extra time spent on training, grading, planning, and committee work. There is also a perception that teachers have excessive time off since they do not work during the summer. What society fails to realize is that teachers are not paid for the time they have off in the summer. Many teachers teach summer school or have part-time seasonal jobs to supplement their income because their salaries fail to support the cost of living. In essence, teachers are not being paid enough for the workload they are expected to carry. In fact, "on average, teachers earn 76.5 cents on the dollar compared to other college graduates." (Will, 2022) Teachers are also undercompensated in terms of paid leave. In Delaware, at a minimum state employees accrue almost 12 paid sick days and 12 paid vacation days per year, compared to teachers who only earn 3 personal days and 7 sick days per year. (Delaware.gov, 2022) In essence, teachers are being overworked, underpaid, and valued less. If there are not substantial changes to the way teachers are compensated and supported, we will be left with schools full of an uneducated workforce and overcrowded classrooms where classroom management and effective teaching are obsolete, resulting in students who are stripped of the opportunity to learn and earn an education that prepares them for the future; that is a travesty. We must act now by offering teachers better compensation and support before the crisis becomes a catastrophe.

Delaware.Gov. Retrieved December 12, 2022, from <https://merb.delaware.gov/state-merit-rules/state-merit-rules-chapter-5/>

Dill, Kathryn; Wendy Grider. (2022, June 20). *School's Out for summer and many teachers are calling it quits*. The Wall Street Journal. Retrieved December 12, 2022, from <https://www.wsj.com/articles/schools-out-for-summer-and-many-teachers-are-calling-it-quits-11655732689>

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Kristin Galati
MEA President

Shockley Tina

From: Greg Boulden <gboulden@gmail.com>
Sent: Monday, December 12, 2022 2:36 PM
To: Shockley Tina
Subject: [External] Full statement

Categories: Version 3.0 Public Comment

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Testimony for PECC to increase compensation now:

According to the National Educators Association, 55% of teachers are now planning on leaving the profession sooner than they had originally expected. Three out of Four educators believe that lack of respect for the profession is a serious problem. Sadly, only one in ten educators would recommend it as a career.

Imagine being told by society that you are not valued. Imagine seeing the young people you teach being negatively impacted by poverty. Imagine seeing the youth you personally come to know talk about their struggles or idealization about suicide. Imagine a student you teach follows through and you hear that they have died. Imagine the pain of seeing an empty chair that once had a smiling child, and now is a headline in your news. Teachers do not need to imagine, this is their reality. Teachers did not enter the profession to be holistic care providers, but that is exactly what they have become out of necessity. Now imagine that you are underpaid for the work you accomplish in comparison to your peers.

Some in the public say that teachers enjoy their job and therefore do not need to be properly compensated. The public needs to discover the facts. Educators are dedicating their life to a salary that should make every politician and American blush in hindsight. Educators are saving lives. And, educators are making the future better. If educators leave due to lack of pay, lives will be less vibrant, and the country less educated. We will inherit the future we deserve. Life is about building a strong foundation, and the foundation of education is built on capable teachers.

To put things into perspective, the average salary of an educator who has been in their career for 15 years in the United States is \$64,000, about \$853 lower than in Delaware. Educators can be best compared to Vice Presidents in a corporation. A title could be, "Directors of the Youth" with 28 assigned per class period in their classrooms. On average, most teachers manage over 120 students per day. Compared to other industries, with 15 years of experience, salaries would range from \$110,000-\$240,000 for similar responsibilities. Non-managerial jobs in America pay \$89,000 on average. Our pay scales show we do not value educators compared to all other vocations of leadership.

We make excuse after excuse about raising teacher pay, and each one is worse than the last. Society is failing to look in the mirror. Excuses range from, they get paid summers off, they are glorified babysitters, and they enjoy their jobs and should do it because they love it. All statements show ignorance. Teachers are not paid during their summer. Instead, they take less pay during their 10-month contract and asked for it to be deferred to summer to help with paying their bills. They are not glorified babysitters, they are experts in their subjects while also putting in 40-60 hours of professional development and continuing education per year. They may love their job, but it should have no correlation with payment.

Teachers are paid with federal and state allocations. If we want to value teachers, let us begin by changing our government. There are approximately 8,700 teachers in Delaware. This means about \$560 million is spent on teacher salaries by our State. In 2022, the state of Delaware refunded every taxpayer \$300 due to our surplus. This \$225 million surplus could have funded meaningful pay increases for educators.

If we do not prioritize spending on education, there will be more qualified teachers forced into other careers to earn for their families. Inflation and the recession are hurting America, and teachers are feeling the pain as they only receive \$250 per year from the government for school supplies. Now the supplies cost more, and the pay is stagnant. Teachers need pay increases now.

Our professional sports athletes entertain us, and they do it for millions of dollars. Children are watching reality stars and youtube social media influencers, and advertisers are making them millionaires at a record pace. Our priorities in the country are disordered. We are unwell. And we are modeling this insanity to our youth who are destined to repeat it.

The National Center for Educational Statistics reports that 44% of public schools will report teaching vacancies.

Quality of life is another concern for an educator with inflation at a forty-year high. When other industries and even government employees see the cost of living increase by 5%-8%, teachers' pay remains stagnant or about 2%. They are rapidly falling behind the rest of the country.

The "burnout" of educators began long before the pandemic and the financial pain. For the past decade, the profession has seen a decline in highly qualified and skilled educators entering the profession. The pandemic simply magnified issues.

As educators, there is an expectation that work needs to be done during personal time. There are not enough hours in the working day to complete the work necessary. This is not congruent with society. Society states a job can be completed during work hours. Education states the job needs to get done before a myriad of deadlines that are always approaching faster than the earth is rotating.

The fastest way to create a better future for education is to create a sincere and honest change in teacher pay immediately. Change begins with you today. Fight for your teachers, so they can afford to fight for you and your children.

Respectfully submitted,

Greg Boulden
Current Educator at McKean High School

Previously taught at:
Our Lady of Fatima
Neumann University

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Greg Boulden

302-562-9129 cell
gboulden@gmail.com

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--

Greg Boulden
Producer.Director.Instructor
Film / Television / Radio - Broadcasting

302-562-9129 cell
gboulden@gmail.com

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Shockley Tina

From: Kraus Eric
Sent: Monday, December 12, 2022 2:51 PM
To: Shockley Tina
Subject: Written Statement for the 12/12 PECC meeting

The PECC needs to begin increasing teacher and specialist compensation now, not wait for 2-3 years for the SB 100 timeline. Increasing teacher compensation now will help increase recruitment (giving us the ability to fill the vacant classroom positions in our schools) and retain the teachers we are losing to other states and new professions. Every year, more and more teachers are realizing the benefits of leaving our state system to go to other states

This teacher shortage is not new. It has been growing over the past decade at an alarming rate. The State has failed to take action to address this shortage for years and we are now living out the consequences of those actions.

We have too many classrooms across our state without licensed and certified teachers or that are overcrowded, and we need more mental health specialists in our schools.

This deficit in teachers creates an unstable workload for the rest of the educators in our schools.

Eric Kraus
5th Grade Teacher
Nellie Hughes Stokes Elementary
3874 Upper King Rd
Dover, DE 19904
(302) 697-3205

Shockley Tina

From: Bonnie Marshall <marshallbonnie923@gmail.com>
Sent: Monday, December 12, 2022 2:58 PM
To: Shockley Tina
Subject: [External] Meeting today.

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I am writing to ask you to waive the 2 year waiting period to increase teachers salaries and instead do this now. I also wish for you to schedule these meetings for later in the day as it is an inconvenient time for many.

Thanks for your time.
Bonnie Marshall

Shockley Tina

From: Mike Matthews <mikematthewsde@gmail.com>
Sent: Monday, December 12, 2022 3:11 PM
To: Shockley Tina
Subject: [External] PECC Public Comment

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For entry into public comment:

Dear Members of the PECC:

My name is Mike Matthews and I'm a secondary special educator in the Red Clay Consolidated School District. I urge the PECC to move forward, boldly, in proposing to the legislature and governor to raise teacher salaries immediately as opposed to 2-3 years down the road.

My own experience at my school informs me that the teacher shortage is impacting kids in ways that could cause irreparable harm to their scholastic experiences. In my school alone, which is known to ATTRACT potential staff, we have seen a number of our educators out for many different reasons -- none of which I blame them for. My students with exceptional needs have become frustrated due to the lack of consistent substitutes -- or any substitutes at all!

We need a solution. And, seeing how our state isn't prepared to fully step back from the disastrous, misguided, authoritative, standardized-test-based education reform agenda that has caused educators and potential educators to flee the profession, then the next best step is to do what makes sense: PAY US MORE!

As our responsibilities increase exponentially in the classroom, why has our pay not risen to meet that level of demand? Why are we not paid the same as our similarly-certified and degreed peers in other fields? Why are we expected to do so much outside of our contractual hours to meet the needs of our job, yet our pay remains stagnant, particularly if we are veterans for whom increases are rare after year 17?

We need answers. We are BEYOND a state of crisis. The legislature and each of the last few governors should have given this the attention it deserved a decade or more ago. This committee needs to take action immediately and recommend in the next budget a dramatic increase in both the STARTING salaries of educators AND the salaries of veteran educators who have waited TOO long to earn a salary that respects the work we do.

Finally, please change the time of these meetings. In my District, we have elementary educators who don't get off the clock until around 4:30pm. We need their input, so this committee should plan its meetings around OUR schedules and not vice versa.

Thank you for your service. Please help our profession. We are in a crisis.

Mike Matthews, NBCT
Cab Calloway School of the Arts Special Educator
Red Clay Consolidated School District

Shockley Tina

From: Jones Chris
Sent: Monday, December 12, 2022 3:17 PM
To: Shockley Tina
Subject: Written Statement for 12/12 PECC meeting

Dear members of the Public Education Compensation Committee,
Please do not wait until it is too late to increase the pay of public educators and specialists. It has become absolutely clear that this profession simply cannot retain the talent and expertise it once could. We have known that this situation was coming. The national wave of recently-retired public school teachers is just the latest, most high-profile evidence that they simply have had enough.

A substantial increase in pay will attract not just more teachers, but it will help to retain current educators. Additionally, talented individuals who may not have considered the profession otherwise and may have looked to the private sector for well-compensated careers, might now join public service and help to build or strengthen local communities. No one goes into this profession to become wealthy, but it has become very clear that in order to attract the highly qualified and skilled educators that our communities deserve, more direct investment into those positions is needed.

Our communities and state simply cannot afford to wait any longer.

Sincerely,

Christopher P. Jones

Appoquinimink School District

Shockley Tina

From: Tika Hartsock <tika.hartsock@gmail.com>
Sent: Monday, December 12, 2022 3:29 PM
To: Shockley Tina
Subject: [External] Public comment for PECC
Attachments: PECC testimony.pdf

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Good afternoon, Ms. Shockley! Please find my public comment for today's meeting attached.

Wishing you wellness,
Tika

Good afternoon! My name is Tika Hartsock and I am a Special Education Coordinator. Prior to this role , I served as a Special Education classroom teacher for many years. Teaching was actually a career change for me as I was called to as a continuous learner myself. It saddens me that given this opportunity under current times I don't know if I would have made the same choice.

It saddens me to learn that PECC decided to continue with SB 100 proposed timeline and not address these critical needs of increasing teacher and specialist compensation with a sense of urgency.

The National Center for Education Statistics, drawing on surveys conducted in the 2017-18 school year, found that 18 percent—or about 600,000—public school teachers in the U.S. held second jobs outside the school system during the school year, making teachers about three times as likely as all U.S. workers to juggle multiple jobs at once.

National Education Association Research conducted a survey of more than 1,300 public school teachers in late 2020, asking them about the jobs they held in 2019, and found that 41 percent of preK-12 teachers worked more than one job.

It truly is sad when you think that many teachers not only have bachelor's degrees but master's degrees and still have to hustle for their income. Some female teachers have even become a surrogate just to be able to care for their own family. I don't know any other profession where this is the case.

In closing, teacher compensation and teacher shortages are not new issues to talk about but they have been exacerbated by the pandemic and we can no longer sit idle. Money is not the only solution to these issues but it is the best place to start.

Thank you!!