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COMMITTEES

Finance
Vice Chair

Ordinance

Education Sub-Committee
Chairman

City of Providence, Rhode Island

May 3, 2011

DELIVERED BY HAND

The Honorable John Igliazzi
Chair, Finance Committee
Providence City Council

Dear Councilman Igliazzi:

In connection with the recently concluded hearings before the Education Subcommittee, I forward for the full Finance Committee's consideration the following documents:

1. February 22, 2011 Report of Amit Jain comparing the Providence Teachers Union contract with other Rhode Island teacher contracts;
2. February 22, 2011 Power Point presentation describing findings of Mr. Jain's report;
3. March 14, 2011 Power Point presentation of Matthew Clarkin concerning financial aspects of Providence Teachers Union contract;
4. April 26, 2011 Subcommittee report on Providence Teachers Union contract;
5. April 26, 2011 Power Point presentation describing findings of April 26, 2011 Subcommittee report.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "SDZ", is written over a horizontal line.

Chair, Education Subcommittee

IN CITY COUNCIL
JUN 16 2011

READ
WHEREUPON IT IS ORDERED THAT
THE SAME BE RECEIVED.
A handwritten signature in black ink is written over a horizontal line.
CLERK

Comparing Selected Provisions in the Providence Teachers Union Contract
To Other Rhode Island Teacher Contracts

*A Report to the Providence City Council
Finance Committee, Education Subcommittee
Tuesday, February 22, 2011*

By Amit Jain

I. Introduction

With the current contract between the Providence Teachers Union and the Providence School Board set to expire in August, the City Council Education Subcommittee is conducting hearings to study the contract and prepare a “wish list” of suggestions for the negotiators. This report, which compares six key provisions in the Providence contract with those in other Rhode Island school districts, is part of that process.

The purpose of tonight’s report is to provide information. The information it provides is only a small part of a broader policy picture, and the provisions herein referenced represent a very narrow slice of a remarkably lengthy and complex contract. The intent is *not* to negotiate the contract in public, but rather to help educate parents, students, and the community about the importance of the contract and provide some basic understanding of some of its provisions.

The report compares six provisions across the 36 Rhode Island districts: basic salary scales, length of school year, length of elementary and secondary school days, minimum annual teacher meetings, baseline professional development hours, and minimum annual parent conferences. All data has either been downloaded from the Rhode Island Association of School Committees members-only website or compiled from the contracts themselves, which are hosted on an RI-ASC Collective Bargaining Electronic Resource site maintained by Attorney Nicholas T. Long. Specific citations, including article and section numbers for each data point, can be found in the appendices.

II. Basic Salary Scales

According to data from the RI-ASC members-only website, in most Rhode Island school districts, over 60% of teachers are on the top salary step. When districts are ranked by the top

salary step in the 2010-11 school year, Providence ranks 27th in a sample of 32 districts and falls into the 16th percentile (see table 1 and figure 1).¹ At \$69,064, Providence's top step salary is \$3,297 (or 4.6%) below the 32-district top step average of \$72,361.

Table 1: Basic Salary Scales, 1-9 Steps Average and Top Step (2010-11)

MEASURE	1-9 Steps Avg	Top Step
Providence	\$48,979	\$69,064
Mean	\$50,811	\$72,361
Median	\$50,829	\$73,158
PVD Ranking (out of 32)	27	27
PVD Percentile	16.1%	16.1%
PVD Diff from Mean (%)	-3.6%	-4.6%
PVD Diff from Mean (\$)	(\$1,832)	(\$3,297)

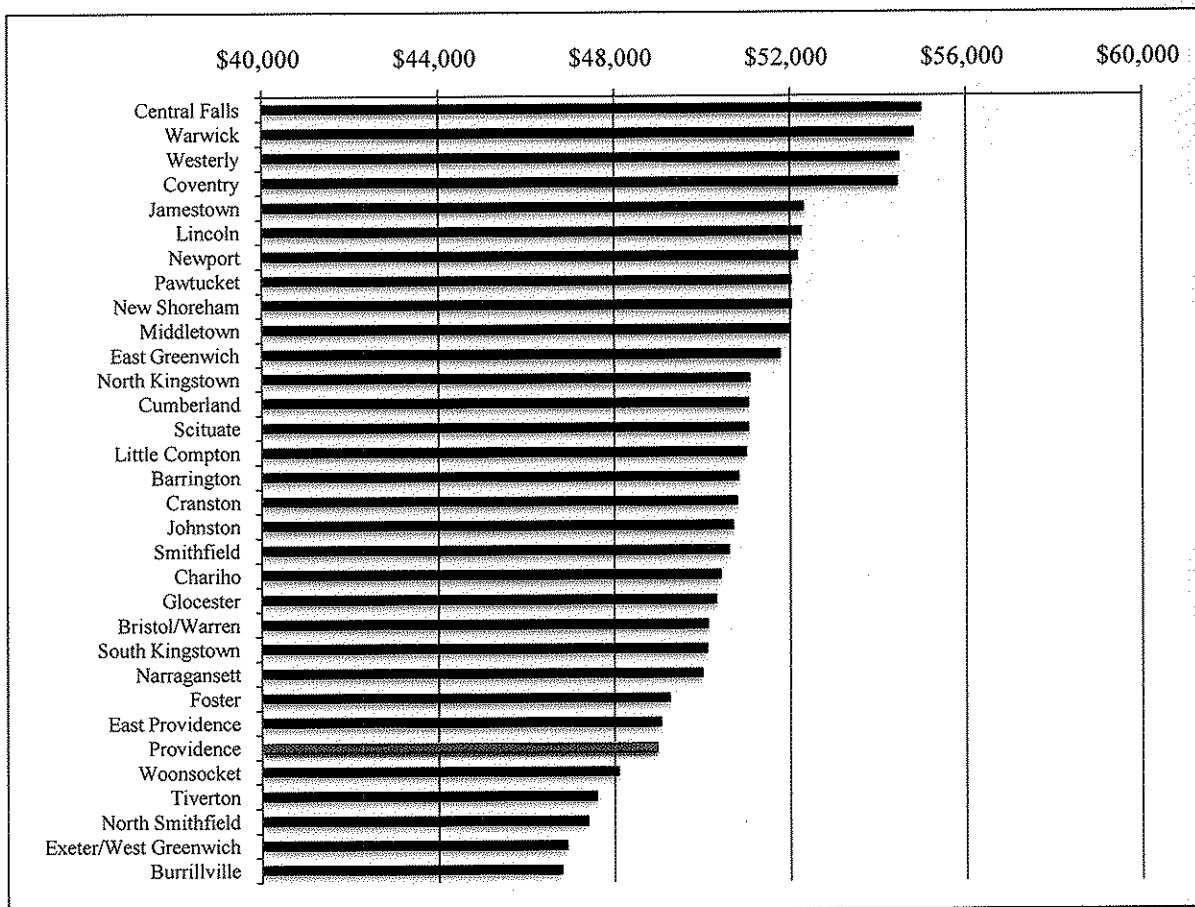
Figure 1: Top Step Salaries (2010-11)



¹ Data was unavailable for Foster/Glocester, North Providence, Portsmouth, and Warwick.

In order to evaluate compensation for rising teachers who had not yet reached top step, we also compared the average salary from steps 1 through 9 across the 32 districts.² By this measure, Providence lies at the same low 27th ranking and 16th percentile (see figure 2). However, the district is not quite as far from the sample mean (3.6% below, or \$1,832), meaning that it is not as far behind in overall step 1-9 compensation as it is at the top step.

Figure 2: 1-9 Step Average Salaries (2010-11)

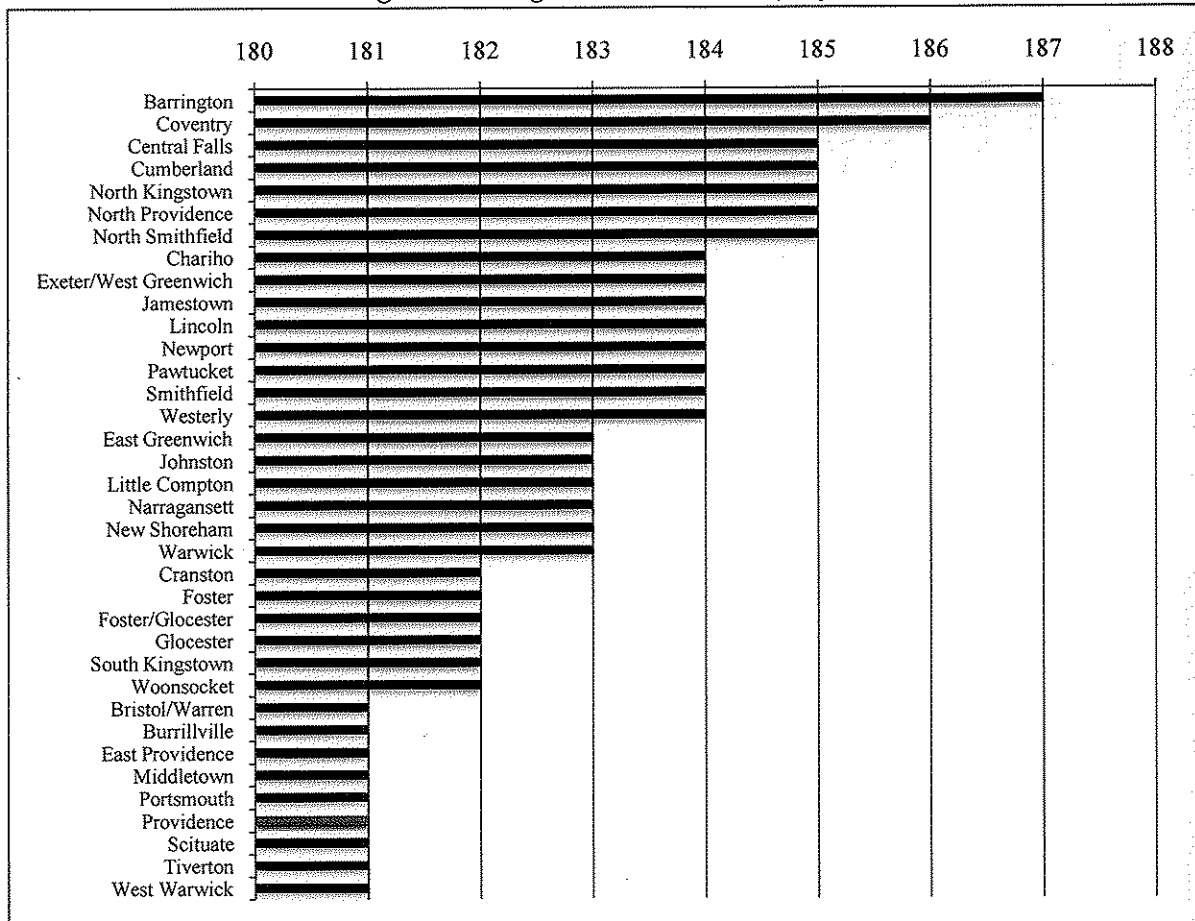


² One of the districts in the sample was on a 12-step system and six were on 11-step systems. For consistency's sake, we still only averaged these districts' steps 1-9.

III. Length of School Year

The typical school year in Rhode Island contains 180 instructional days for students. School districts typically include additional teacher workdays in the year for the purposes of mandatory orientation, professional development, and parent conferences. Article 8, Section 5 of the Providence teacher contract sets the work year at 181 days, with one day set aside for orientation and no mandatory professional development and parent conference days.³ This falls three days below the statewide mean and median (across 36 districts) and is the lowest in the state (see figure 3 and table 2).

Figure 3: Length of Work Year (Days)



³ The 2010-11 calendar also includes three optional professional development days, usually compensated at \$25/hour (see section VI on Professional Development).

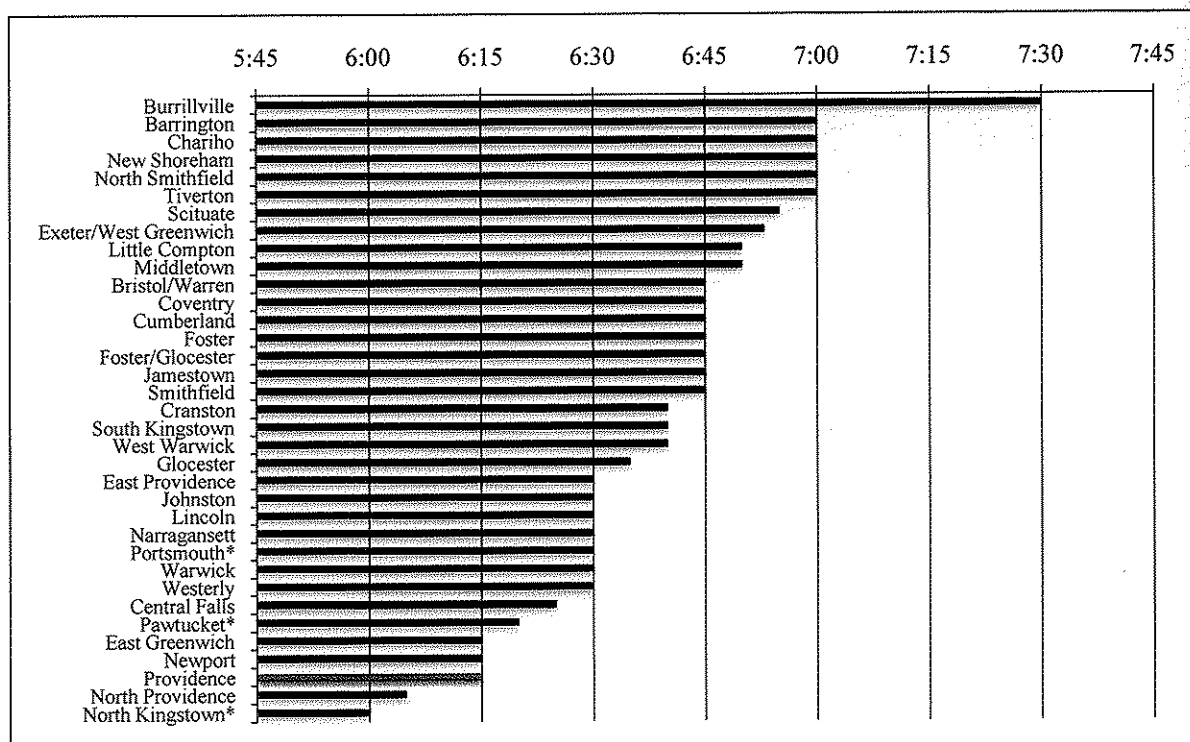
Table 2: Length of Work Year

MEASURE	Days in School Year
Providence	181
Mean	183.03
Median	183
PVD Ranking (out of 36)	28
PVD Percentile	0.0%

IV. Length of Teacher Work Day

The mean teacher work day in RI (across a 35-district sample) is 6:39 for elementary schools and 6:45 for secondary schools;⁴ Article 8, Section 5 of the Providence contract puts the district below par, with a 6:15 elementary workday and 6:40 secondary workday (see figures 4-5 and table 3).

Figure 4: Elementary School Teacher Work Day (Hours)



⁴ This dataset excludes Woonsocket, whose contract only prescribes that class time be equivalent to the 330-minute state minimum. Asterisks denote contracts that only specified student school days instead of teacher workdays.

Figure 5: Secondary School Teacher Work Day (Hours)

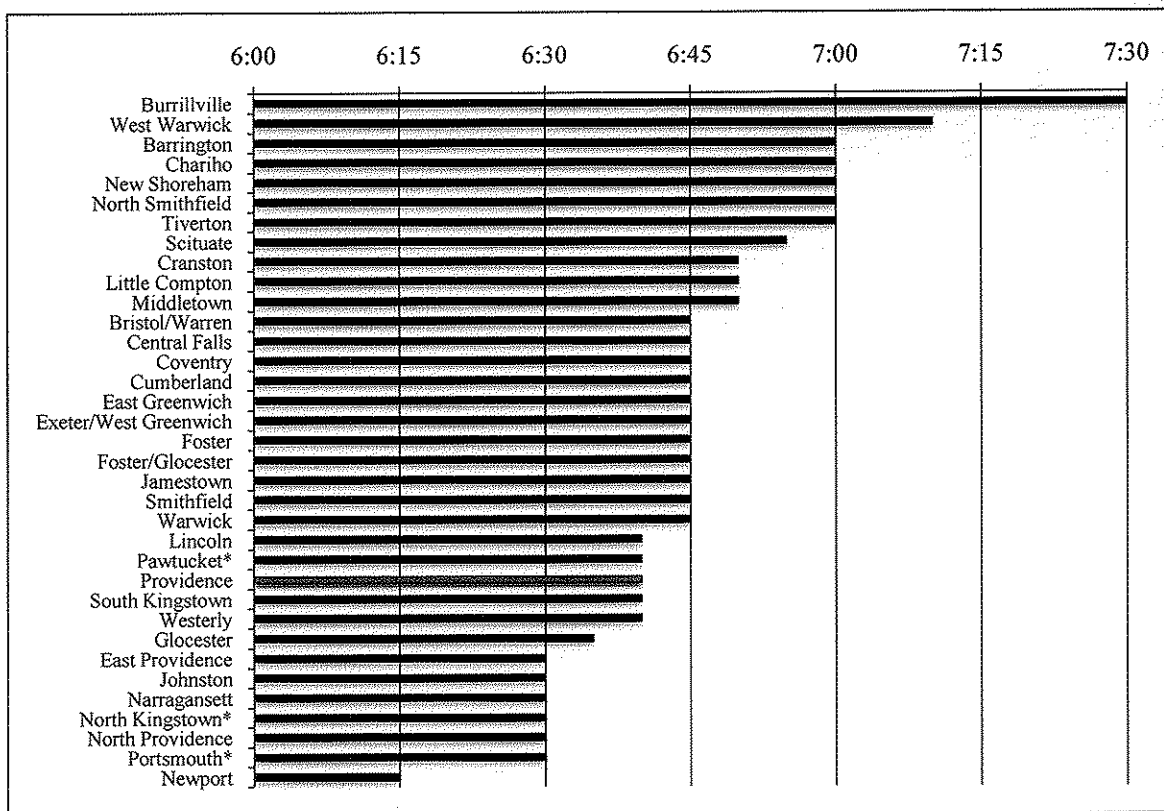


Table 3: Elementary and Secondary Teacher Work Day Lengths

MEASURE	Elementary Teacher Work Day Length	Secondary Teacher Work Day Length
Providence	6:15	6:40
Mean	6:39	6:45
Median	6:40	6:45
PVD Ranking (out of 35)	31	23
PVD Percentile	5.8%	23.5%

The teacher work day length affects the length of the school day for students. In the Providence contract, for example, Article 8, Section 5 sets the school day at 6 hours for elementary school and 6:30 for middle and high schools.

The Rhode Island Department of Education has published regulations requiring all schools to provide students with 330 minutes (5½ hours) of daily instructional time.⁵ These requirements do not include time spent in between classes, in homeroom, eating lunch or common planning time for teachers. The basic school day schedules described in the current contract provide the students of Providence with exactly the minimum amount of instructional time permitted under the State regulations. By definition, this means that Providence students have the shortest instructional day in the State.⁶

V. Required Teacher Meetings

Most districts in Rhode Island require teachers, as part of their employment, to attend at least 9 hours of faculty/staff meetings outside of the school day and without additional compensation. In addition, many districts have minimum required department and/or curriculum meetings. Article 14 of the Providence contract requires 10 mandatory teacher meetings (to be scheduled by the principal at the start of the school year) and 1 staff meeting to be called by the Superintendent for a total of 11 meetings (at 11 hours total, assuming a one-hour length for each meeting).⁷ This puts Providence 6.18 hours below the mean of 17.18 hours and median of 18 hours for secondary schools, at 21st place out of 29, and at the 29th percentile (see table 4 and figure 6). If the School Department wishes to schedule additional meetings, at the end of the

⁵ See [www.ride.ri.gov/Regents/Docs/RegentsRegulations/Regulations Governing the Length of the School Day.pdf](http://www.ride.ri.gov/Regents/Docs/RegentsRegulations/Regulations%20Governing%20the%20Length%20of%20the%20School%20Day.pdf).

⁶ This year, middle and high schools in Providence release students early once a week for teacher common planning time. Middle school students are released one hour early on Tuesdays, and high school students are released two hours early on Wednesdays. There is a question as to whether this early release program is permitted under the State minimum instructional time regulations.

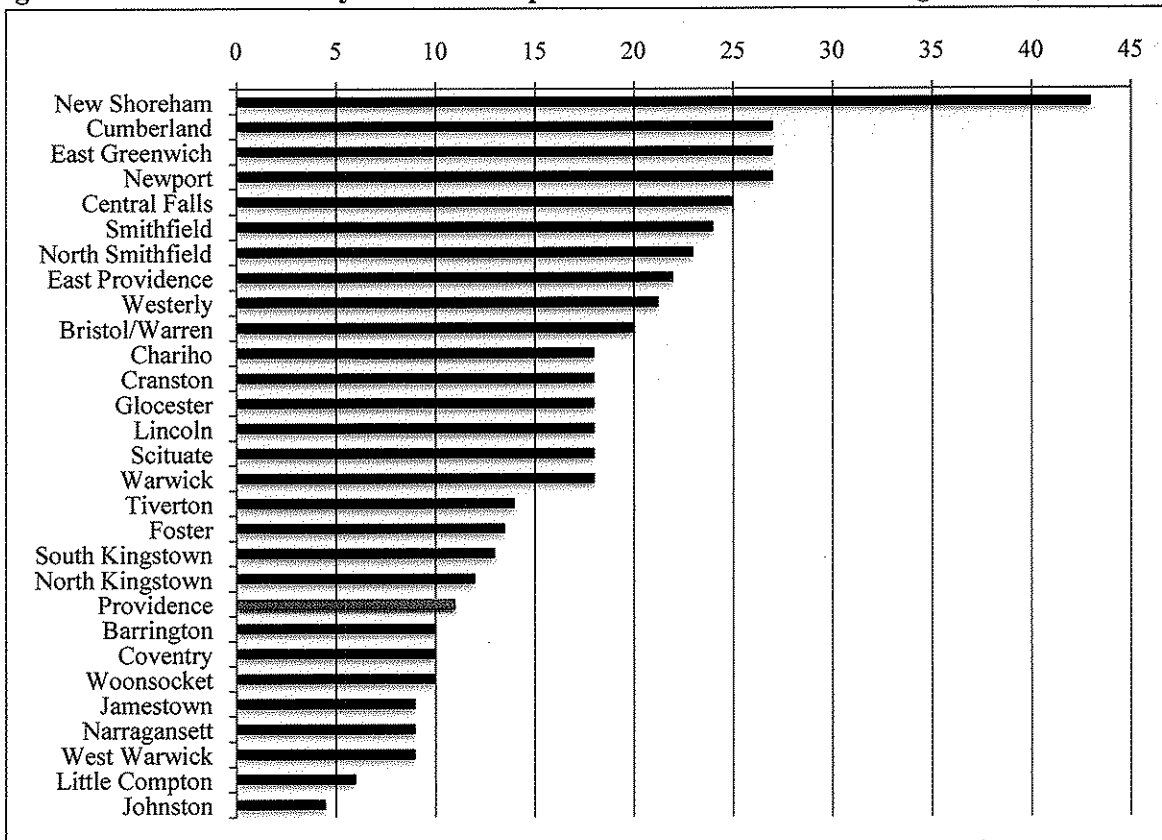
⁷ For comparative purposes, meeting length was assumed to be one hour if unspecified. Weekly and monthly meeting times were converted using a 36-week and 9-month school calendar. Some districts pooled time across teacher meetings, parent conferences, and professional development; these districts were left out of the quantitative calculations, but their provisions are detailed in the appendices.

school day or at any other time, beyond those provided for in the contract, it must pay teachers at their “hourly rate” for the extra time.⁸

Table 4: Minimum Faculty/Staff and Department/Curriculum Meeting Hours (Secondary)

MEASURE	Faculty/Staff and Department/Curriculum Meeting Hours (Secondary)
Providence	11
Mean	17.18
Median	18
PVD Ranking (out of 29)	21
PVD Percentile	28.5%

Figure 6: Minimum Faculty/Staff and Department/Curriculum Meeting Hours (Secondary)



⁸ For example, Section 8-34 of the contract provides for up to 36 hours of “professional time” for which teachers will be paid their “daily/hourly rate.” The “daily rate” is 1/181 of a teacher’s annual salary (Section 8-5), so the “hourly rate” is equal to the “daily rate” divided by the number of working hours per day. Our calculations derive an “hourly rate” of between \$29 and \$63 for 2010/11, depending on the teacher’s salary step.

VI. Included Professional Development Hours

The Rhode Island Board of Regents requires all middle and high school teachers in the state to complete an annual minimum of 15 hours of professional development.⁹ Also, the Providence School Department has its own professional development programs to support teaching and learning in the classroom. Some districts require teachers to undergo this training as part of the regular school year and without additional compensation. Others require teachers to seek out and pay for approved professional development opportunities independently, and still others provide professional development on a voluntary basis with additional compensation. The Providence contract takes the latter approach, offering professional development programs for which it pays its teachers an additional \$25/hour.¹⁰

Accordingly, in a comparison of required professional development hours as a part of the baseline salary (i.e., hours for which the district need not provide additional compensation to teachers), Providence comes out at the bottom with zero hours. Other districts range from zero to 30 mandatory hours for high schools (see table 5).¹¹ Thirteen other districts join Providence with zero mandatory hours as part of baseline pay. Thirteen have specified requirements, and an additional nine include the option of requirements without specifying exact hours or days.

Table 5: Professional Development Hours Included in Baseline Salary (Secondary)

DISTRICT	Baseline Professional Development Hours
Jamestown	29.25
North Kingstown	26
North Smithfield	24
South Kingstown	22.5
Woonsocket	16.5
Chariho	15
Johnston	15

⁹ See [www.ride.ri.gov/Regents/Docs/RegentsRegulations/HS Regulations September, 2008.pdf](http://www.ride.ri.gov/Regents/Docs/RegentsRegulations/HS%20Regulations%20September,%202008.pdf).

¹⁰ See Appendix B, section 8 of the Providence contract.

¹¹ Times were calculated as in footnote 5. When unspecified, days were assumed to be the district's workday length.

New Shoreham	14
East Greenwich	13.5
Newport	12.5
Cumberland	6.75
Foster	6.75
Glocester	3.25
Barrington	Unspecified (up to 7 days)
Central Falls	Unspecified (up to 4 days)
Pawtucket	Unspecified (up to 4 days)
Little Compton	Unspecified (up to 3 days)
Westerly	Unspecified (up to 3 days)
Foster/Glocester	Unspecified (up to 1 hour/week)
Exeter/West Greenwich	Unspecified
Narragansett	Unspecified
West Warwick	Unspecified
Providence	0
Bristol/Warren, Burrillville, Coventry, Cranston, East Providence, Lincoln, Middletown, North Providence, Portsmouth, Scituate, Smithfield, Tiverton, Warwick	0

VII. Parent Conferences

Most contracts in Rhode Island either set aside specific days/half-days in the calendar for parent conferences or require teachers to attend after-school parent meetings and open houses.

Some set aside regular times during the school day during which teachers must be free for conferences. Many contracts also contain additional language indicating an obligation or expectation for teachers to meet with parents whenever requested. For example, Article VI, Section A of the North Kingstown contract stipulates:

Teachers shall be required to report before the start of the students' school day and to remain after the official closing of the school as long as is reasonably necessary to fulfill their obligations relating to special help for students, parent conferences and staff meetings.

The Providence contract contains no such language. Aside from a clause that requires teachers participating in job-sharing to have attended all parent conferences, no part of the contract requires teachers to meet with parents. This makes Providence one of only four districts in the state that neither specifies times for parent conferences nor obligates teachers to meet with

parents when requested (see table 6).¹² If it does wish to have parent conferences, the district has a few alternatives: it may release students early on a regular school day, it may provide extra compensation for teachers, or it may make parent conferences voluntary for teachers to attend.

Table 6: Parent Conference Hours

DISTRICT	Parent Conference Hours	Additional Expectation?*
Tiverton	14	Yes
Chariho	13	
Newport	12.5	Yes
Burrillville	8	Yes
Jamestown	8	Yes
Scituate	7.5	
Smithfield	6.75	Yes
Glocester	6.5	
Narragansett	6.5	
Bristol/Warren	6	
North Smithfield	6	Yes
Westerly	5.25	Yes
Central Falls	5	Yes
Foster	4.5	
Lincoln**	4.5	Yes
Coventry	4	
East Providence	4	
Johnston	4	
Cumberland	2	Yes
East Greenwich	2	Yes
Exeter/West Greenwich	2	Yes
Woonsocket	2	Yes
South Kingstown	1.75	
Barrington	Unspecified	Yes
Cranston	Unspecified	Yes
Warwick	Unspecified	Yes, in school only
North Kingstown	0	Yes
Foster/Glocester	0	
New Shoreham	0	
Providence	0	
West Warwick	0	

*These contracts contain general language requiring teachers to be available to meet with parents as part of their basic responsibilities; for example, in Barrington the requirement is that teachers “to remain after the close of their work day as long as is reasonably necessary” for teacher conferences and other tasks.

**In addition, the Lincoln contract calls for one release day for conferences.

¹² Times were calculated as in footnotes 5 and 7. Times also include open houses; when unspecified, open house length was assumed to be two hours. Some districts pooled time across faculty meetings, professional development, and parent conferences; these districts’ provisions can be found under “Other Provisions.”

OTHER PROVISIONS

Little Compton - V.H: 3 days split across professional development and parent conferences, 5 hrs each; V.I: "parents shall not be deprived of an opportunity to confer with [teachers]... outside of the regular workday"

Middletown - VI.C: 4 hours every 4 weeks max in all teacher meetings, including team meetings, parent conferences, analysis, curriculum development, open house, and professional development

North Providence - VII.24: Equivalent of 4 days allotted for professional development, parent conferences, and faculty meetings, with 6 hours for after-school conferences (payment not included in base salary)

Pawtucket - V.1: Equivalent of 4 days allotted for professional development, parent conferences, and faculty meetings; V.2f: Teachers must also be available for three evening school-sponsored events, 2 hrs each

Portsmouth - IX.B.2: 2 work days for parent conferences, curriculum revision/planning; IX.C.4a: Additional 18 hours unpaid and 30 hours paid for faculty meetings/parent conferences; XI.A: One 2-hour open house

VIII. Summary

As detailed in the sections above and the appendices below, the Providence contract:

- Is 27th out of 32 districts in both top step and 1-9 step average salaries
- Has the shortest school year in the state, 2 days shorter than the mean
- Is 31st and 23rd out of 35 districts in elementary and secondary work day length, respectively
- Has the shortest school day permitted under State regulations
- Is 21st out of 29 districts in faculty/staff/department meetings, 6.18 hours below the mean
- Requires no professional development hours on baseline salary, compared to 19 districts that require some professional development without additional compensation (and another 13 that also require zero hours)
- Neither allocates specific days/meetings for parent conferences nor obligates teachers to meet with parents when necessary/upon request, compared to 32 districts that take one or both approaches (and another 3 that also require zero hours)

Again, the contents of this report are not sufficient to make any policy recommendations without further information and consideration. Nevertheless, the author hopes that the data contained herein will provide parents and taxpayers with some insight on a few key provisions within a complicated contract.

Sources

Rhode Island Association of School Committees: <http://www.ri-asc.org/members/index.cfm>

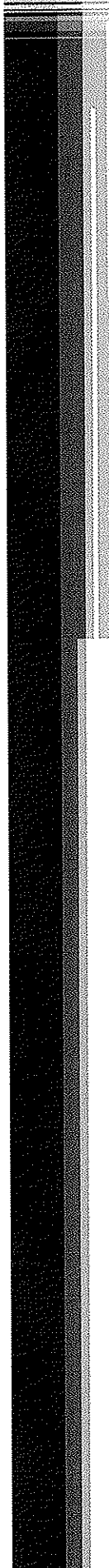
Contracts (maintained by RI-ASC and Nicholas Long): <http://www.ntlong.com/cber/index.html>

Comparing Selected Provisions in the Providence Teachers Union Contract To Other RI Contracts

**A Presentation to the Providence City Council
Finance Committee, Education Subcommittee**

Tuesday, February 22, 2011

Amit Jain



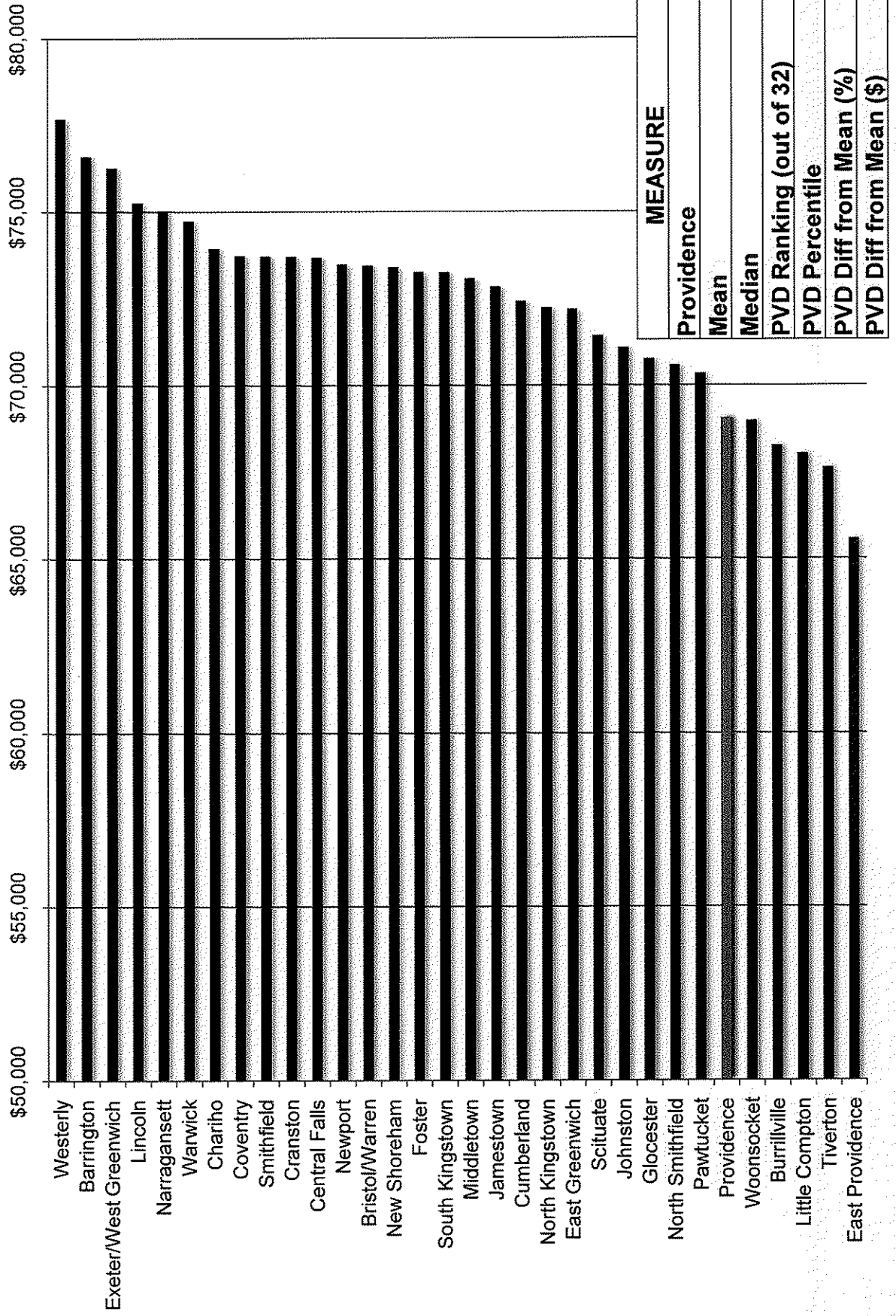
Overview

- Basic Salary Scales
- Length of School Year and Work Year
- Length of Teacher Workday
- Required Faculty/Staff and Department Meetings
- Included Professional Development Hours
- Minimum Parent-Teacher Conferences

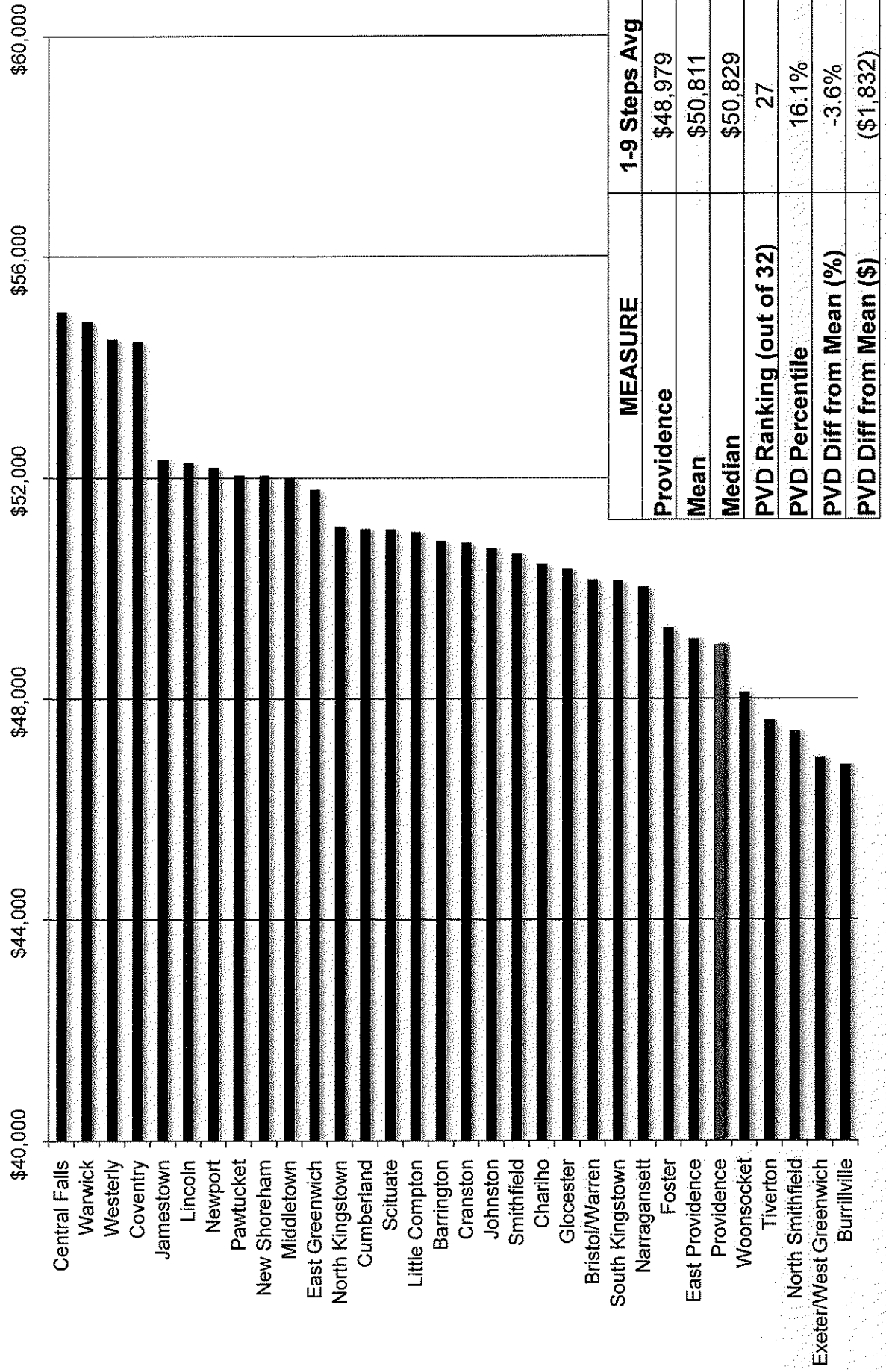
Basic Salary Scales

DISTRICT	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	1-9 Steps Avg	Top Step
Westerly	\$40,351	\$47,087	\$49,414	\$51,781	\$55,727	\$57,967	\$60,187	\$62,642	\$65,355	\$67,519	\$77,678		\$54,501	\$77,678
Barrington	\$40,430	\$41,774	\$44,013	\$47,952	\$50,490	\$53,622	\$56,038	\$58,565	\$64,719	\$76,590			\$50,845	\$76,590
Exeter/West Greenwich	\$36,680	\$30,241	\$42,261	\$45,296	\$47,231	\$50,950	\$54,219	\$56,302	\$59,277	\$64,569	\$76,265		\$46,940	\$76,265
Lincoln	\$40,385	\$42,843	\$45,857	\$48,353	\$52,194	\$55,087	\$58,873	\$61,757	\$65,191	\$75,249			\$52,282	\$75,249
Narragansett	\$40,391	\$42,054	\$44,333	\$47,190	\$50,052	\$52,065	\$54,895	\$57,716	\$61,446	\$75,019			\$50,016	\$75,019
Warwick	\$40,513	\$44,677	\$48,100	\$51,525	\$54,952	\$58,372	\$62,112	\$65,228	\$68,027	\$74,722			\$54,834	\$74,722
Charlho	\$38,564	\$41,243	\$44,028	\$46,920	\$49,919	\$53,026	\$56,240	\$59,560	\$64,352	\$69,145	\$73,937		\$50,428	\$73,937
Coventry	\$41,337	\$43,481	\$47,125	\$50,984	\$54,628	\$58,265	\$61,488	\$64,918	\$67,919	\$73,715			\$54,461	\$73,715
Smithfield	\$39,605	\$41,790	\$44,024	\$46,976	\$50,033	\$53,305	\$56,409	\$59,666	\$63,792	\$73,715			\$50,622	\$73,715
Cranston	\$37,940	\$40,989	\$44,098	\$47,525	\$50,977	\$54,058	\$57,450	\$60,649	\$63,641	\$69,838	\$73,710		\$50,814	\$73,710
Central Falls	\$44,690	\$46,878	\$49,298	\$51,718	\$54,493	\$58,255	\$60,746	\$63,239	\$65,731	\$73,680			\$55,005	\$73,680
Newport	\$41,174	\$43,919	\$46,708	\$49,452	\$52,198	\$54,945	\$57,687	\$60,430	\$63,178	\$73,479			\$52,188	\$73,479
Bristol/Warren	\$38,211	\$41,079	\$43,938	\$46,901	\$49,940	\$53,084	\$56,182	\$59,284	\$62,674	\$73,447			\$50,144	\$73,447
New Shoreham	\$40,037	\$42,738	\$45,710	\$48,850	\$51,917	\$55,268	\$57,375	\$61,487	\$64,996	\$73,396			\$52,042	\$73,396
Foster	\$38,589	\$40,905	\$43,359	\$45,961	\$48,718	\$51,642	\$54,739	\$58,023	\$61,505	\$64,565	\$69,107	\$73,254	\$49,271	\$73,254
South Kingstown	\$37,607	\$40,687	\$43,792	\$46,842	\$50,078	\$53,216	\$56,334	\$59,608	\$62,938	\$73,249			\$50,122	\$73,249
Middletown	\$39,964	\$42,801	\$45,622	\$48,633	\$51,742	\$54,933	\$58,068	\$61,333	\$64,917	\$73,067			\$52,001	\$73,067
Jamestown	\$39,904	\$42,690	\$45,920	\$49,143	\$52,364	\$55,519	\$58,538	\$61,759	\$65,136	\$69,339	\$72,832		\$52,330	\$72,832
Cumberland	\$39,881	\$42,530	\$44,793	\$47,377	\$50,539	\$53,285	\$56,032	\$61,800	\$63,349	\$72,411			\$51,065	\$72,411
North Kingstown	\$39,775	\$42,080	\$45,007	\$47,526	\$50,660	\$54,010	\$57,150	\$60,293	\$63,436	\$72,227			\$51,104	\$72,227
East Greenwich	\$38,238	\$41,558	\$44,914	\$48,269	\$51,627	\$54,983	\$58,340	\$61,698	\$66,444	\$72,180			\$51,786	\$72,180
Scituate	\$39,319	\$42,050	\$44,770	\$47,684	\$50,764	\$53,825	\$56,911	\$60,181	\$64,069	\$71,422			\$51,064	\$71,422
Johnston	\$38,643	\$41,211	\$44,042	\$47,277	\$50,514	\$53,798	\$56,767	\$59,740	\$64,462	\$71,086			\$50,717	\$71,086
Glocester	\$39,572	\$40,774	\$43,782	\$46,790	\$49,798	\$52,806	\$55,814	\$59,490	\$64,169	\$70,760			\$50,333	\$70,760
North Smithfield	\$37,792	\$38,773	\$40,854	\$43,254	\$45,896	\$48,793	\$52,553	\$57,000	\$61,751	\$67,066	\$70,581		\$47,407	\$70,581
Pawtucket	\$37,415	\$41,072	\$44,731	\$48,389	\$52,043	\$55,704	\$59,359	\$63,018	\$66,673	\$70,335			\$52,045	\$70,335
Providence	\$36,641	\$39,074	\$41,350	\$45,617	\$48,984	\$52,327	\$55,662	\$59,065	\$62,092	\$69,064			\$48,979	\$69,064
Woonsocket	\$39,311	\$40,621	\$41,931	\$43,898	\$46,517	\$49,794	\$53,070	\$57,001	\$60,801	\$68,984			\$48,105	\$68,984
Burrillville	\$35,957	\$39,014	\$42,049	\$43,838	\$46,196	\$49,045	\$51,522	\$55,085	\$58,517	\$68,257			\$46,803	\$68,257
Little Compton	\$37,705	\$40,876	\$44,496	\$47,782	\$51,072	\$54,354	\$57,644	\$60,933	\$64,223	\$68,033			\$51,009	\$68,033
Tiverton	\$36,377	\$39,035	\$41,695	\$44,507	\$47,419	\$50,414	\$53,281	\$56,240	\$59,501	\$67,620			\$47,608	\$67,620
East Providence	\$35,877	\$39,176	\$42,475	\$45,772	\$49,071	\$52,369	\$55,668	\$58,965	\$62,264	\$65,562			\$49,071	\$65,562

Top Step Salaries (2010-11)



1-9 Step Average Salaries (2010-11)

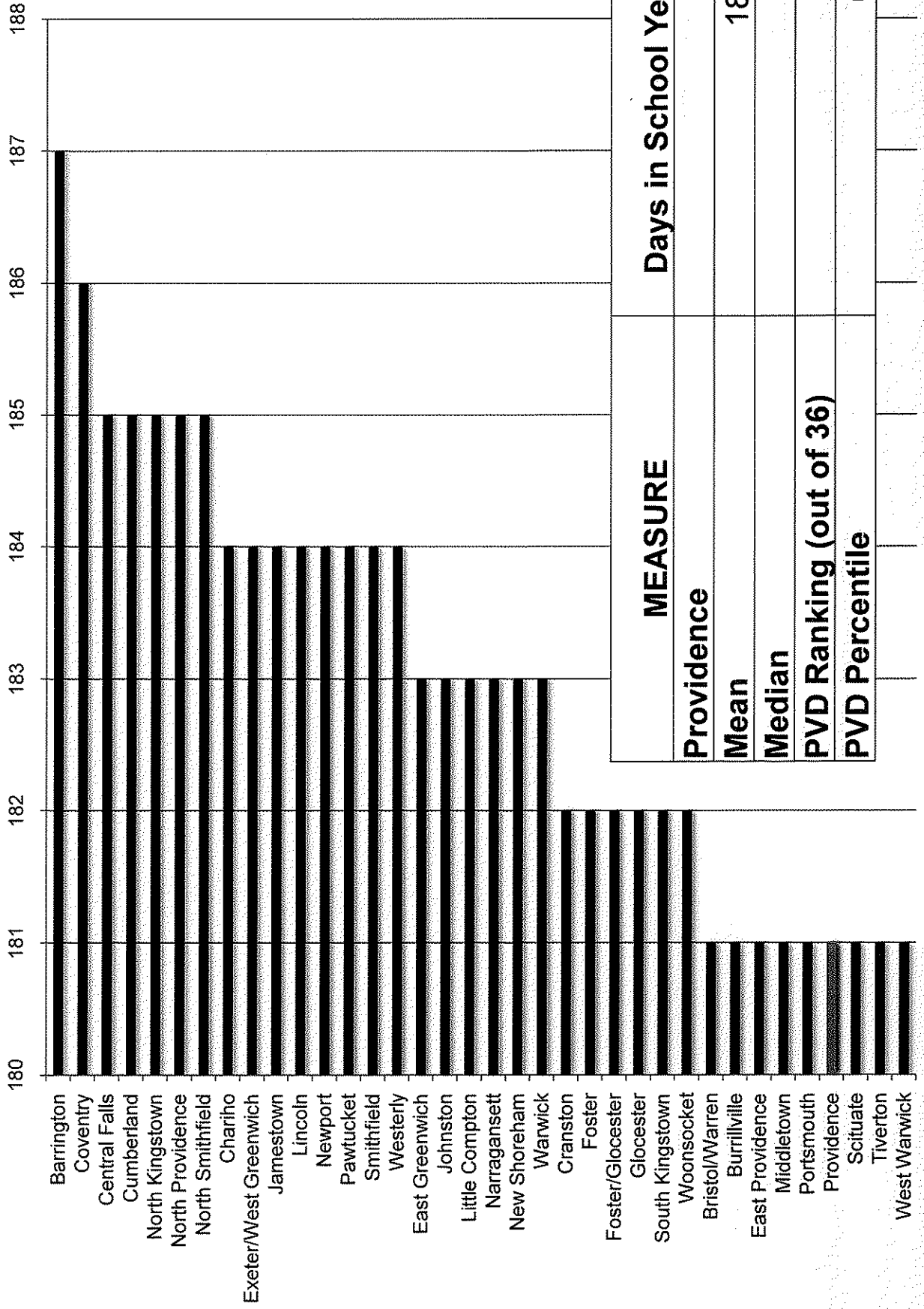




Length of School Year and Work Year

- 180 instructional days
- Many districts include additional work days for:
 - Orientation
 - Parent-Teacher Conferences
 - Professional/Staff Development
 - Teacher/Department Meetings

Length of School Year (Days)

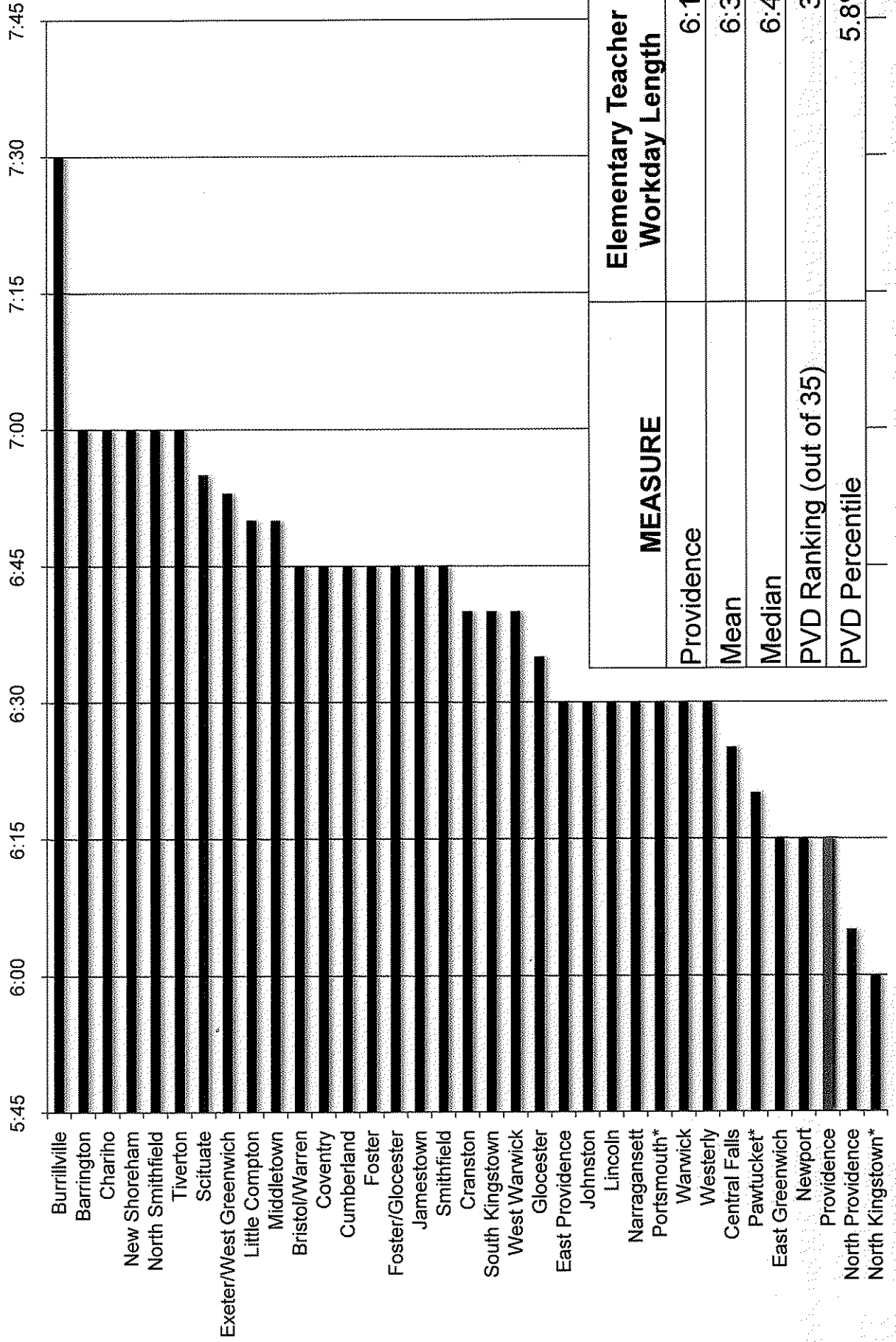


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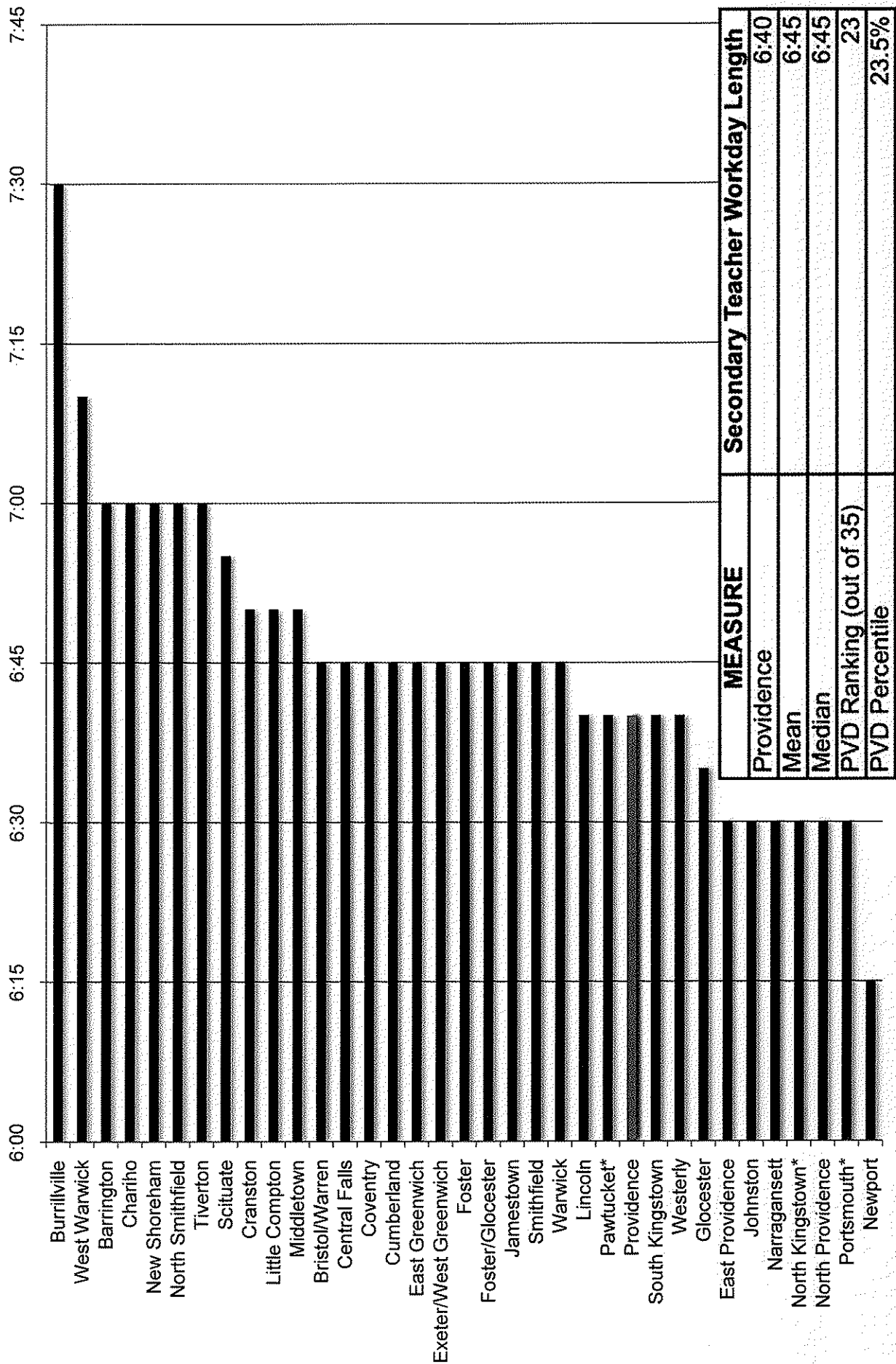
Length of Teacher Workday

- RI Board of Regents prescribes 330-minute (5 1/2-hour) minimum classroom time for students
 - Excludes time before and after school, between classes, in homeroom, at lunch
 - Some contracts additionally require teachers to stay before or after school to provide help for students
- Providence provides the 330-minute minimum level of instructional time

Elementary School Teacher Workdays (Hours)



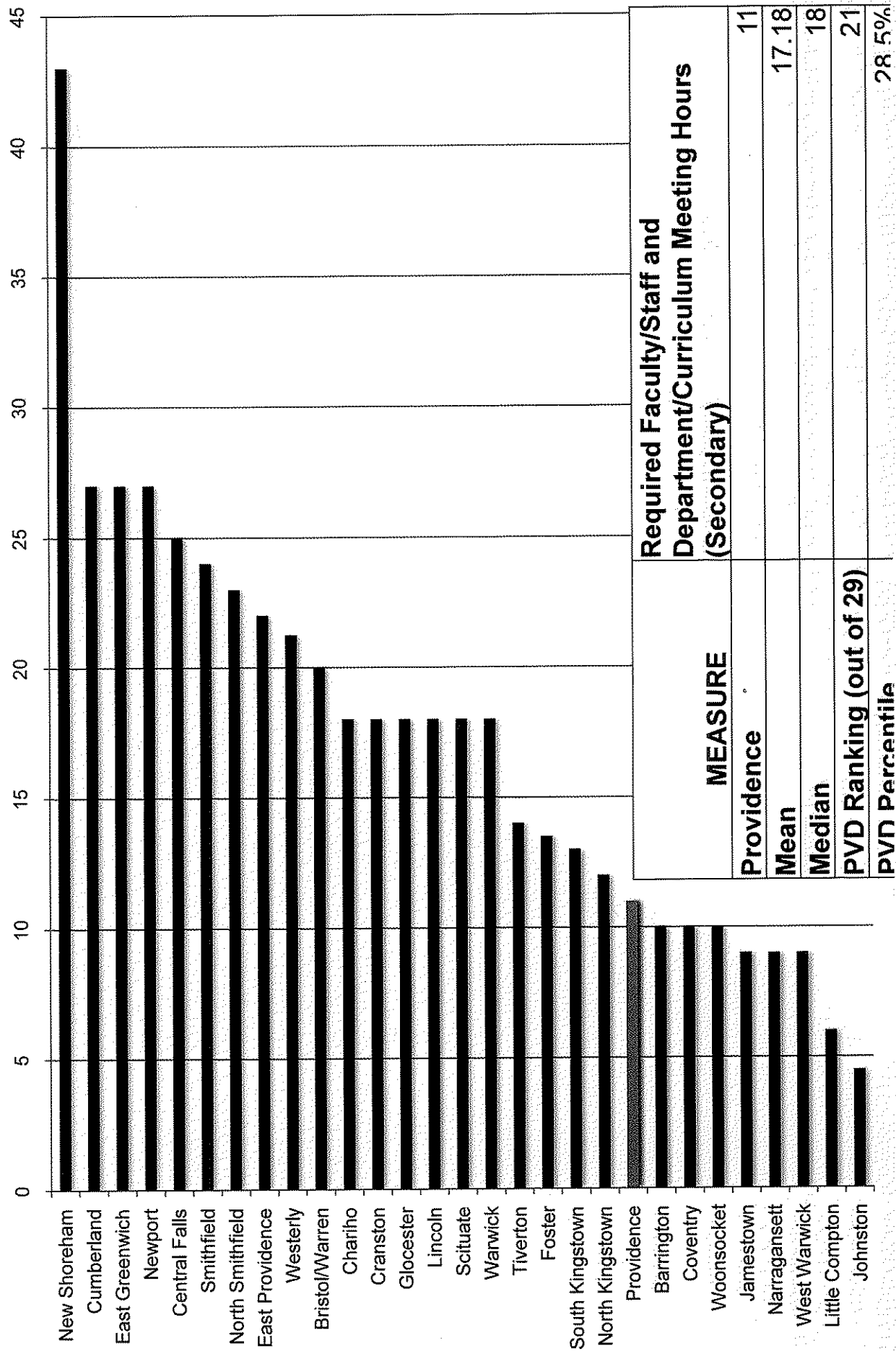
Secondary School Teacher Workdays (Hours)



Required Teacher Meetings (HS)

- Districts tend to require at least 9 hours of teacher meetings per year (1 per month)
 - Many also require department/curriculum meetings on a regular basis
- Providence requires 10 annual faculty meetings to be called by the principal, plus 1 per year to be called by the Superintendent (11 total)
 - When meeting time was unspecified, assumed to be 1 hour

Required Faculty/Staff and Department/Curriculum Meetings (Hours)



Included Professional Development Hours

- RI Board of Regents requires all teachers in middle and high schools to complete 15 hours of professional development/in-service training
- Districts may:
 - Require teachers to undergo training as part of regular school year, without additional \$\$
 - Pay teachers to undergo training on a voluntary basis
 - Seek out and finance professional development independently
 - Any combination of the above
- Providence takes the second option, paying teachers \$25/hour to undergo training provided by the district on top of baseline salary

DISTRICT	Baseline Professional Development Hours
Jamestown	29.25
North Kingstown	26
North Smithfield	24
South Kingstown	22.5
Woonsocket	16.5
Chariho	15
Johnston	15
New Shoreham	14
East Greenwich	13.5
Newport	12.5
Cumberland	6.75
Foster	6.75
Glocester	3.25
Barrington	Unspecified (up to 7 days)
Central Falls	Unspecified (up to 4 days)
Pawtucket	Unspecified (up to 4 days)
Little Compton	Unspecified (up to 3 days)
Westerly	Unspecified (up to 3 days)
Foster/Glocester	Unspecified (up to 1 hour/week)
Exeter/West Greenwich	Unspecified
Narragansett	Unspecified
West Warwick	Unspecified
Providence	0
Bristol/Warren, Burrillville, Coventry, Cranston, East Providence, Lincoln, Middletown, North Providence, Portsmouth, Scituate, Smithfield, Tiverton, Warwick	0

Minimum Parent-Teacher Conferences

- Most RI contracts either:
 - Set aside specific days or half-days (outside of the 180-day instructional year) for parent conferences
 - Require teachers to attend evening parent conferences and/or open houses
- Many contracts also contain language suggesting additional meeting responsibilities at parental request
 - Newport contract, Article V, section C.2: *“Teachers and Administrators are deeply committed to being as available as possible to meet with parents and students on a timely basis. Absent extenuating circumstances, such meetings will be set up with twenty-four (24) hours’ notice, at times during the school day or at times immediately prior to or after the school day.”*

Minimum Parent-Teacher Conferences

- Providence does neither – no allotted time for parent conferences for any grade levels, nor any expectation to meet when requested
 - One of only four districts in the state
- If the district wishes to hold conferences, it may:
 - Release students early on a regular school day
 - Downside: cuts into instructional time
 - Pay teachers extra compensation
 - Downside: costs additional \$\$
 - Hold voluntary conferences
 - Downside: not all teachers may attend

DISTRICT	HS Parent Conference Hours	Additional Expectation?	Citations
Tiverton	14	Yes	IX.B.3, IX.B.4
Chariho	13		8.D
Newport	12.5	Yes	V.B.1, V.C.2, V.K
Burrillville	8	Yes	VI.B.1
Jamestown*	8	Yes	XIV.D, XIV.E
Scituate	7.5		XIV.B.3
Smithfield	6.75	Yes	VI.A, VI.P
Glocester	6.5		III.B.1a, III.C.3
Narragansett	6.5		IV.A
Bristol/Warren	6		8.B, 8.D.3, 8.D.4
North Smithfield	6	Yes	V.D.3, IX.F
Westerly	5.25	Yes	5.A.4c, 5.A.6a, 5.A.12
Central Falls	5	Yes	V.4, V.11
Foster	4.5		V.C.2
Lincoln**	4.5	Yes	XII.4.a, XII.8
Coventry	4		4-4.2
East Providence	4		9.3.1
Johnston	4		LVII
Cumberland	2	Yes	11.D.1, 11.D.3
East Greenwich	2	Yes	2-4
Exeter/West Greenwich	2	Yes	10.C
Woonsocket	2	Yes	VI-2.03, IX-1.04
South Kingstown	1.75		6.A.5, 6.A.6, 6.L, 6.M
Barrington	Unspecified	Yes	8.3, 8.5, 8.12
Cranston	Unspecified	Yes	VIII.O
Warwick	Unspecified	Yes, in school only	XII-16.1, XII-16.2
North Kingstown	0	Yes	VI.A, VI.L, Appendix A
Foster/Glocester	0		III.E
New Shoreham	0		V.D
Providence	0		8-29.4
West Warwick	0		--

* approximate, based on estimation of four consecutive block model (XIV.E)

** also calls for an early release day for conferences

Summary

- The Providence Teachers Contract:
 - Is 27th out of 32 districts in top step and 1-9 average salaries
 - Has the shortest school year in the state
 - Is 31st and 23rd out of 35 districts in elementary and secondary work day length
 - Has the shortest school day permitted under State regulations
 - Requires no professional development hours on baseline salary (compared to 19 districts that do and another 13 that do not)
 - Has no requirement or expectation for parent conferences (compared to 32 districts that do and another 3 that do not)



Sources

- Rhode Island Association of School Committees
Website: <http://www.ri-asc.org/members/index.cfm>
- Full Teacher Contracts (maintained by the RI-ASC and Nicholas T. Long):
<http://www.ntlong.com/cber/index.html>

Overview of Cost Drivers in the Providence Teachers Union Contract

1

PRESENTATION TO THE PROVIDENCE CITY COUNCIL
FINANCE COMMITTEE – EDUCATION SUBCOMMITTEE
MARCH 14, 2011
MATTHEW M. CLARKIN, JR., INTERNAL AUDITOR

OVERVIEW OF PRESENTATION

2

- The Providence Public School District is facing a projected budget deficit between \$28 to \$40 million in FY2012
- Goals of this presentations
 - Bring teacher salaries more in line with the state's average without increasing the overall cost of the contract
 - Realize savings from the contract to fund other education programs

TEACHER COSTS

3

- There are currently more than 1,900 teachers employed by the Providence School District
- Teacher salaries (\$134 million) represent approximately 77% of the District's FY2011 salary budget
- Total teacher wages and fringe benefits (\$201.1 million) is approximately 73% of the District's budget for wages and fringe benefits

COMPARISON OF PROVIDENCE TEACHER SALARIES

4

- According to research recently presented to the Education Sub-Committee by Amit Jain, the top salary step for Providence teachers is 4.6% less than the state's mean
- In addition, salaries for Providence teachers on steps 1-9 are 3.7% less than the state's mean

	State Mean	Providence	% Variance from State Mean
Top Step	\$72,361	\$69,064	-4.6%
Steps 1-9	\$50,811	\$48,979	-3.6%

BRINGING TEACHER SALARIES TO THE STATE AVERAGE: YEAR ONE

5

- Increasing the Step #10 salary by 4.6% (\$72,241 from \$69,064) would result in a total increase of \$5.7 million
- Increasing the Steps #1-9 by 3.6% (\$39,640/\$41,067 from \$62,092/\$64,327) would result in a total increase of \$918,000
- As a result, it would cost \$6.6 million to provide all Providence teachers with a salary that is at the State midpoint

THREE-YEAR COST OF POTENTIAL SALARY INCREASES

6

- It is unknown how teacher contracts Statewide will change over the next two years, as school districts are asking for concessions statewide. With that said, we will assume 2% salary increase each year, which will provide some protection against possible increases in cost of living
 - If Providence teacher salaries are increased to the State midpoint in 2011/12, it will cost an additional \$3.1 million to provide a 2.0% salary increase in 2012/13, for a cumulative cost of \$9.7 million
 - An additional 2.0% salary increase in 2013/14 will cost an another \$3.2 million for a three-year, cumulative cost of \$12.9 million

SUBSTITUTE TEACHERS: A STATEWIDE PERSPECTIVE

(11)

- In the vast majority of Rhode Island cities and towns substitutes are paid on a per diem basis and do not receive health benefits. The typical per diem rate is \$100 or less
- Substitute teachers in Providence are paid on a Step basis and receive health benefits. The typical cost per day is more than \$200
- The State average cost of substitute teachers is \$185 per student per year (Information Works!)
- Substitute teaching cost the District's local budget approximately \$13 million in FY2010, or \$545 per student per year

COMPARISON OF SUBSTITUTE TEACHER COMPENSATION

(12)

- Long-Term-Substitutes-In-Pool (LTSP) teachers in Providence are paid at the higher rates than in other cities in RI

City/Town	Per Diem Range	Medical Benefits
Providence	\$204	\$253
North Providence	\$75	\$100
Crauson	\$68	\$95
Warwick	\$75	\$90
Lincoln	\$77	\$87
Pawtucket	-	\$85
Johnston	\$75	\$85
East Providence	-	\$80
		None

Substitute Teachers: The Providence System

13

- Substitute teachers in Providence are classified as either a Long-Term-Sub-In Pool (LTSP) or a Long-Term Sub (LTS)
- LTS's are substitute teachers that are placed into long-term teaching positions (one semester or longer)
- LTSP's are called on a daily basis as needed

LONG-TERM SUBSTITUTES IN POOL (LTSP)

14

- Currently, a LTSP can be paid as high as Step 4 (\$45,617) and receives individual health benefits
- Changing the compensation for a LTSP to a \$125 per diem from the current 4th Step maximum would result in savings of approximately \$3.4 million based upon a pool of 122 substitutes
- The elimination of health benefits for LTSPs will reduce costs by an additional \$1.1 million

REGULAR TEACHERS IN POOL (R'S-IN-POOL)

15

- A Regular Teacher In Pool ("R-in-Pool") is a full-time teacher who -- for one reason or another -- is placed in the District's pool of substitute teachers. For example, teachers who apply unsuccessfully for positions through Criterion Based Hiring qualify for full pay as an R-in-Pool Substitute
- The District began the current school year with a total of 79 R's-in-Pool
- As of March 1st, 45 regular teachers remained in the substitute pool
- R's-in-Pool are eligible for family health insurance and their salary can be as high as \$69,064 (Step 10) and can be eligible for longevity and advanced degree stipends
- It is estimated that longevity and advanced degree stipends for the 79 R's-in-Pool will average approximately \$2,500 above the base pay for each teacher
- Through March 7th, the 45 current R's-in-Pool have discharged a total of 230 sick/personal days at an approximate total cost of \$160,000

REGULAR TEACHERS IN POOL (R'S-IN-POOL)

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- The average salary for our R's in pool teachers is \$62,176 (Step 9) to perform substitute teacher work
- The highest compensated R-in-pool currently in the Substitute Pool will receive total compensation of \$73,993, or more than \$400 per day. If FICA and retirement is considered, the total compensation package is \$87,977, or more than \$500 per day
- Each R-in-Pool costs the District an additional \$27,800 annually above a 4th Step substitute
- R's-in-Pool also receive sick leave and other benefits that the District does not pay substitute teachers. Thus, when an R-in-Pool substitute takes a sick day, the District pays the R-in-Pool and a second teacher to substitute for the R-in-Pool

REGULAR TEACHERS IN POOL (R'S-IN-POOL)

17

- If R's in pool were paid at a 4th Step maximum, the District would realize savings of approximately \$2.2 million.
- If R's in pool were paid at a \$125 per diem rate, the District would realize a savings of approximately \$4.37 million.

	1 st Step R's-in-Pool	4 th Step LTSP	\$125 per Diem LTSP
Annual Salary	\$60,064	\$43,617	\$22,500
FICA	\$1,283	\$1,490	\$1,721
Retirement	\$7,770	\$1,132	\$2,331
Total Cost	\$69,117	\$46,239	\$26,552
\$ Variance from R's-in-Pool		\$27,878	\$55,565
Total Variance*		\$2,202,408	\$4,370,880

* Based upon 79 R's-in-Pool

SAVINGS FROM SUBSTITUTE TEACHER REFORM

18

Type of Reform:	Savings Range (\$ million)
Change LTSP to \$125 Per Diem	\$3.4M \$3.4M
Discontinue LTSP Health Benefits	\$1.1M \$1.1M
Reform R's in Pool	\$2.2M \$4.4M
Total Potential Savings	\$6.7M \$8.9M

POTENTIAL SAVINGS

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POTENTIAL SAVINGS #2: ALIGNING WORK EXPECTATIONS TO THE STATE AVERAGE

ALIGNING WORK EXPECTATIONS TO STATE AVERAGE

20

- Many, if not most of our teachers work hours in excess of the minimum required by the contract, such as working with children after school and reviewing student work at night. Others, however, work strictly according to the minimum required in the contract.
- As documented in Amit Jain's report, Providence teachers' contractual work days are among the shortest in Rhode Island
- Providence teachers work between 5 minutes (middle/high schools) and 23 minutes (elementary) fewer than the State average, amounting to between 15 and 69 fewer hours per year
- Providence's school work year is 181 days, which is the shortest in Rhode Island and 2 days shorter than the State average
- The Providence contract provides for 11 hours of teacher meetings as part of base compensation, while the statewide average is 17 hours
- The Providence contract requires that teachers receive extra pay for all meetings outside of the strict limits of the teacher work day defined in the contract. The hourly rate is \$25 for some purposes and between \$40 and \$70 for others

ALIGNING WORK EXPECTATIONS TO STATE AVERAGE

21

- While bringing teachers to the average state salary, it is reasonable to ask that our teacher's work day be at the state average as well
- If teachers participated in their first 15 hours of Professional Development without compensation (i.e. 5 minutes more work per day), the District would save approximately \$1.9 million
- If teachers attended 6 more hours of teacher meetings without additional compensation, the District would save \$300,000
- It is important to note that the salary increase teachers receive will be eligible for retirement consideration, while it is likely that professional development soon will not be eligible

Total Projected Savings = \$2.2 million

SAVINGS SUBTOTAL

22

Potential Savings:		\$ Range (\$Million)
1. Substitute Teacher Reform		\$6.7 \$8.9
2. State Average Work Expectations		\$2.2 \$2.2
Total Potential Savings		\$7.8 \$11.1

POTENTIAL SAVINGS

23

POTENTIAL SAVINGS #3:

MISCELLANEOUS

MISCELLANEOUS

24

• There are other savings opportunities in the contract that do not reduce the salaries of our classroom teachers. They include:

- Bell time changes at various schools
- 50% reduction in stipends paid to athletic coaches, club advisors and other extracurricular positions
- Revision to the District's Sick Leave Bonus

SCHOOL BELL TIME CHANGES

25

• Middle Schools

- Per section 8-6.1 of the teacher's contract, middle school hours are 8:05-2:25pm
- A half-hour change to the start times at the middle schools is estimated to save as much as \$300,000 annually in transportation costs

• Pleasant View Elementary School

- Has a start time of 8:35am, which is a half hour earlier than any other elementary school in the District
- If Pleasant View's start time was changed to mirror that of other elementary schools (9:05am), the District could eliminate one school bus at the cost of approximately \$100,000

Total Projected Savings = \$400,000

ATHLETIC DIRECTORS, COACHES & OTHER POSITIONS

26

- All positions listed on the next slide are compensated at the percentages shown. These percentages are applied to the individual's base salary at the appropriate step based upon the years of experience in that specific capacity
- Therefore, a football head coach with five years of coaching experience would receive \$7,348 to coach as season
- In FY2010, the District spent approximately \$600,000 for the various positions shown on the next slide
- A fifty-percent reduction in these payments will save the District approximately \$400,000 annually
- Teachers who are officially designated to act as helpers at athletic events are paid \$25.00 per hour to a maximum of \$50 per event
- The payments for athletic event helpers costs the District \$50,000 last fiscal year
- A fifty-percent reduction in these payments will save the District approximately \$25,000 annually

Total Projected Savings = \$425,000

ATHLETIC DIRECTORS, COACHES & OTHER POSITIONS

27

- Teachers holding the positions shown below are paid the following percentages on their base salary

Position	Percentage
Academic Decathlon Coach	10.00%
Athletic Directors	15.00%
Drama Coaches	15.00%
Head Coach - Football	15.00%
All City Band Director	15.00%
All City Orchestra	15.00%
School Treasurer	10.00%
Assistant Coach - Football	10.00%
Head Coach - All Other Sports	10.00%
All City Asst. Band Director	10.00%
All City Asst. Orchestra	10.00%
Speech & Debate Coach	8.00%
Asst. Coach - All Other Sports	8.00%
Coach of Tennis	8.00%
Coach of Cross Country	8.00%
Coach of Golf	8.00%
Yearbook Advisor	8.00%
Newspaper Advisor	8.00%
Literary Magazine Advisor	8.00%

SICK LEAVE BONUS

28

- Any teacher who utilizes five (5) or less sick days during the school year receives payment for five days pay. The number of days paid is then deducted from the teacher's sick bank
- The District paid in FY2010 approximately \$1.95 million in sick bonuses
- A more effective incentive would be to adjust the number of sick days paid as teachers have fewer absences
- If the Sick Bonus is revised so that the incentive is still 5 days of additional pay minus the number of sick days discharged during the year. It is estimated that this change would save approximately \$600,000

Total Projected Savings = \$600,000

SAVINGS SUBTOTAL		
29		
Potential Savings:	\$ Range (\$Million)	
1. Substitute Teacher Reform	\$6.7	\$8.9
2. State Average Work Expectations	\$2.2	\$2.2
3. Miscellaneous	\$1.4	\$1.4
Total Potential Savings	\$10.3	\$12.5

POTENTIAL SAVINGS		
30		
POTENTIAL SAVINGS #4: HEALTH BENEFITS		

Health Benefits

31

- Teachers hired after September 1, 2004 receive Blue Cross Plan 750
- Teachers hired prior to September 1, 2004 currently receive Healthmate Coast-to-Coast as their health plan which is more expensive than Plan 750
- Teachers who receive Healthmate Coast-to-Coast have a fixed co-share of \$867 for a individual plan and \$2,316 for a family plan
- Teachers who receive Blue Cross 750 have a fixed co-share of \$355 for a individual plan and \$937 for a family plan
- Non-union City employees and most state employees pay 20% coshares on health benefits
- A transfer of all teachers to Plan 750 will result in the savings of approximately \$2.9 million at the current Plan 750 coshare, \$4.5 million at a 15% co-share, or \$6.6 million at a 20% coshare

Total Projected Savings = \$2.9 – \$5.6 million

Post-Retirement Health Coverage

32

- An average of forty teachers retire each year and receive individual health coverage (not including dental) until age 65 when they are transferred to Medicare
- Based upon this average number of annual retirements, the District can save approximately \$250,000 in the first year if post-retirement health benefits were not offered to these forty teachers
- The annual savings would obviously compound due to increases to the cost of health benefits and additional retirees
- In FY2011, \$6.8 million has been budgeted for post-retirement health benefits for all employees
- Approximately half of the school districts in Rhode Island offer post-retirement health coverage and the trend is to curtail or eliminate this benefit

Total Projected Savings = \$250,000 (Year #1)

SAVINGS SUBTOTAL	
33	
Potential Savings:	\$ Range (\$ Million)
1. Substitute Teacher Reform	\$6.7 \$8.9
2. State Average Work Expectations	\$2.2 \$2.2
3. Miscellaneous	\$1.4 \$1.4
4. Health Benefits	\$3.1 \$5.8
Total Potential Savings	\$13.4 \$18.3

THE BIG PICTURE: SALARY INCREASE + CONTRACT REFORM = FUNDS FOR OTHER EDUCATION PURPOSES			
34			
	2011/12 (\$ Million)	2012/13 (\$ Million)	2013/14 (\$ Million)
Cost of Salary Increases	\$6.60	\$3.10	\$3.20
Cumulative Salary Costs	\$6.60	\$9.70	\$12.90
Potential Savings	\$13.4 Million - \$18.3 Million Per Year		
Net Savings After Paying			
Salary Increases:	\$6.8 - \$11.7	\$3.7 - \$8.85	\$0.5 - \$5.65
Net Cumulative Savings	\$6.8 - \$11.7	\$10.5 - \$20.55	\$11.0 - \$26.2

PROVIDENCE CITY COUNCIL
FINANCE COMMITTEE
EDUCATION SUBCOMMITTEE

**REPORT ON PROVIDENCE TEACHERS UNION CONTRACT
A "TOOL KIT" OF PROPOSED REFORMS**

April 26, 2011

Introduction and Summary of "Tool Kit"

In this final year of the current collective bargaining agreement (CBA) between the City of Providence and the Providence Teachers Union (PTU), we are faced with unprecedented challenges, both in terms of education and finances. While there are many success stories, we have much work ahead to achieve the goal of providing every Providence child with a quality education, including (but not limited to) meeting the "proficiency" achievement standards of the Rhode Island Department of Education (RIDE). At the same time, the City finds itself in a financial crisis that produced a structural deficit of \$70 million in the current year and, as of March 3, a projected deficit of \$110 million for the coming fiscal year unless corrective actions are taken.¹

The CBA stands astride the City's educational and financial challenges, shaping major areas of our educational policy at a total direct and indirect cost of approximately \$200 million. Many of us may be surprised to learn the extent of the CBA's impact on education policy – after all, the mission of our teachers is to help students. Most Providence teachers work tirelessly for children without regard to what the CBA says, devoting nights and weekends to the profession they love. With that said, the CBA imposes structures on our education system by defining specific work expectations for all teachers in Providence, and for many (though far from most) of our teachers, the CBA acts as a ceiling as well as a floor. On a district-wide basis, it is difficult, if not impossible, to obtain agreement for changes in work conditions, even if the changes are both in the best interest of children and required by the State. Instead, any change must be negotiated with a suitable price to pay for the reform. As described below, the education of our middle and high school children is being compromised this year precisely because of this contractual inflexibility.

From the standpoint of past history, it is tempting to view our City's educational needs and financial imperative as existing in constant tension with one another. For the past decade or more, the CBA has been essentially a static document, with only incremental reforms from one cycle to the next that need to be "paid for" with economic benefits. This year, we will not have extra money to "purchase" reforms; instead, there will be pressure to reduce the CBA's overall cost. Despite these constraints, we believe that the current difficulties can support transformational reforms and financial savings together, if the parties act with greater ambition and urgency. In this report, we provide a set of suggestions in the form of a "wish list" or "tool kit" for the negotiating parties to consider that can support significant reforms and improvements while also yielding financial savings for the City in its hour of need.

The Report consists of five sections. The first section reviews the presentations made at the four hearings. The second section ("Time Reforms") describes opportunities to increase time

¹ See Municipal Finances Review Panel Report, available online <http://cityof.providenceri.com/efile/558>. The term "structural deficit" refers to the imbalance between revenues and expenses before accounting for borrowing or one-time revenue solutions.

supplemented by memorandum agreements that apply to particular schools or other circumstances.³ The 2007-10 CBA is memorialized in a three-page addendum that essentially incorporates the bulk of the 2004-07 CBA. That document, in turn is based largely upon its 2001-04 predecessor. In short, the CBA has changed only incrementally from cycle to cycle.

A. First Hearing: Collaboration

At its first hearing (on February 17), the Education Subcommittee invited three of the principal negotiating parties to present their perspectives on the labor management relationship and their goals for the upcoming contract negotiations. Superintendent Brady and Kathleen Crain, the Providence School Board President, submitted a joint letter that expressed the value of a collaborative relationship with labor and their shared goal of codifying that relationship in a document that would support further school reforms. Steven Smith, the President of the Providence Teachers Union, stated a similar theme, noting that all three of them had recently returned from a conference in Denver in which the United States Secretary of Education, Arne Duncan, had stressed the value of collaboration and had noted that the climate in Providence was promising.

B. Second Hearing: The PTU Contract in Comparison to Its Peers

The Subcommittee held its second hearing on February 22, at which time it received a report prepared by Amit Jain, a Brown University student intern. (A copy of Mr. Jain's report can be viewed on the City Council website at http://council.providenceri.com/webfm_send/44). Mr. Jain reviewed a database of teacher contracts maintained by the Rhode Island Association of School Committees, and compared the provisions in the Providence contract with those in the 35 other school districts. He found that the Providence CBA:

- Is 27th out of 32 districts in both top step and 1-9 step average salaries;
- Has the shortest school year in the state, 2 days shorter than the mean;
- Is 31st and 23rd out of 35 districts in elementary and secondary work day length, respectively;
- Has the shortest school day permitted under State regulations;
- Is 21st out of 29 districts in faculty/staff/department meetings, 6.18 hours below the mean;
- Requires no professional development hours on baseline salary, compared to 19 districts that require some professional development without additional compensation (and another 13 that also require zero hours);

³ One can view the current CBA at the Providence Teachers Union website, <http://www.proteun.org/agreement.htm>

Because, as Mr. Jain found in his report, Providence already was at the shortest instructional day permitted under RIDE's regulations, it followed that Providence does not comply with the minimum class time regulations of the Rhode Island Department of Education. The problem of inadequate working time has been a chronic one in Providence; for example, when RIDE introduced the minimum school day regulations in 2004, Providence was below the minimum. In order to come into compliance, the parties amended the CBA to reduce the teachers' work year from 185 days to 181, one day more than the minimum school year of 180 days. In taking this step, the School Department lost access to teachers for professional development, orientation, parent meetings and planning, all of which need to be done but in Providence can only occur if the School Department provides teachers with additional compensation at their "hourly rate." Because the total salary cost of the CBA is \$150 million (with \$50 more in benefits and other payments), one hour per week of "hourly rate" pay would cost the Providence Public Schools approximately \$5 million per year.

While it is embarrassing for Providence to fail to comply with State regulations, the greater harm is to the thousands of children in our middle and high schools. The one hour that our middle school students lose each week from "early release" for teacher planning time adds up to more than a full week of school instruction lost over the course of year, while our high school students lose more than two full weeks of instruction.

Our failure to provide our students with even the minimum amount of instruction time demonstrates why the "collaboration" described by the parties at the first hearing, while certainly desirable among the adults, does not necessarily improve our children's education. Instead, this example of educational failure suggests that the goal of collaboration must be pursued in a way that increases our children's education rather than reducing it. The CBA caps teacher work time at one of the lowest levels in the State, and requires that teachers be compensated for additional time at the unaffordable "hourly rate."⁸ This combination pits the contractual requirements of the CBA in opposition to the needs of the children of the City of Providence.

To conclude, Providence is fortunate to have a large number of teachers who work extremely hard, spending many hours every night reviewing their students' work and improving their lesson plans. We now know, however, that the work of these magnificent teachers is not reflected in the CBA; instead, the efforts of our hardest working teachers occurs *in spite of* the Providence CBA, a document which is, in many ways, the State's weakest document in terms of providing adequate time for teachers to teach and children to learn.

not actual instructional time." RIDE Regulations Governing the Length of the School Day (June, 2004) (which can be viewed online at <http://www.ride.ri.gov/Regents/Docs/RegentsRegulations/Regulations%20Governing%20the%20Length%20of%20the%20School%20Day.pdf>), p. 1.

The CBA authorizes certain kinds of voluntary professional development at \$25 per hour. CBA, Appendix B, Section B-8, page 57.

- The CBA restricts the pool of eligible school club advisors and sports coaches to teachers, and sets their compensation at one of the highest levels in the State. In contrast, at least eight districts keep these positions out of the contract entirely, and other districts have dramatically lower compensation levels. If we open the pool of eligible school club advisors and sports coaches beyond the faculty and reducing the compensation rate to align better with other districts, we can realize savings of \$425,000 while expanding the number of coaches and advisors;
- If we adjust health benefit packages and co-shares for teachers to match those of other City employees, we can realize savings of up to \$5.6 million;
- If we limit post-retirement health benefits for new teachers, we can realize savings of \$250,000 in the first year.

These potential savings amount to a total of up to \$19.3 million in the first year, or \$58.4 million over the three-year term of the contract. These savings could more than pay for the salary increases noted; indeed, the salary increases amount to a total cost of \$29.2 million over three years; therefore, a decision to provide the full extent of both salary increases and savings initiatives would reduce the total cost of the contract over its three-year term by approximately \$29.2 million.¹⁰

D. Fourth Hearing: Extended Learning Time

At its fourth hearing, the Subcommittee heard from a variety of speakers concerning the importance of extending the learning day, and the work of community partners to enrich our students' experience beyond the basic work of our classroom teachers. Dr. Warren Simmons of the Annenberg Institute for School Reform, and Chair of the Governor's Urban Education Task Force (whose report can be accessed online at <http://www.annenberginstitute.org/UETF/>) explained that the current short school day and school year creates difficult challenges for our schools in their efforts to provide all children with a quality education that meets the demands of our economy and the performance standards of proficiency required by the State.¹¹

¹⁰ Mr. Clarkin's calculated savings were slightly lower, as he did include the savings in health benefits that would result if the "R's in pool" teachers were changed to a per diem rate of \$125 without health benefits. This additional savings is approximately \$1 million per year for 79 R's in pool.

¹¹ The State's regulations recognize this fact, requiring school districts to develop strategies and programs to provide extra education for children in middle and high school who are not achieving in literacy and mathematics at the level of proficiency. See Board of Regents, K-12 Literacy Regulations (which can be viewed online at http://www.ride.ri.gov/Regents/Docs/RegentsRegulations/Secondary_Regulations_2011.pdf), Sections L-6-2.2 and L-6-2.3. In fact, many Providence middle and high schools provide a "double period" of English or mathematics for students

time amounts to 15 hours per year, which would be sufficient for the State's professional development requirement. See Literacy Regulations, Section L-6-4.4.

- Allow Providence to join the rest of the State in requiring teachers to honor reasonable requests by parents to meet outside of school hours.
- Increase from eleven to seventeen the number of hours of meetings teachers are expected to attend in addition to the regular work day as "part of their job."

Section Three: Schedule and Personnel Flexibility

We also can reform the CBA to create flexibility that will support extending the school day by adding a seventh period to the class day for our middle school and high school children. Such a reform would be especially beneficial for our at-risk children. According to State regulations, the District must provide extra instruction in English and mathematics for children not achieving at the level of proficiency. At some of our schools, children who need this extra help take double periods of English or mathematics as necessary, and those children who need extra help in both subjects commit four periods of each day to them. As a result, this leaves only two periods each day for everything else, including physical and health education, languages, science, history and social studies, a nearly impossible task. For these children, a seventh period each day would provide a golden opportunity to receive a more rounded education. For other students, the seventh period could provide either the chance to take more diverse courses, or the opportunity to pursue a richer extracurricular program during the school day.

The most direct way to accomplish this would be to extend the teachers' work day by an additional hour or so; however, the cost of an additional hour per day for all of our teachers would amount to \$20 million or more per year. Instead, the Subcommittee suggests making the contract more flexible to make it possible to extend the school day without increasing the hours our teachers have to work. We could accomplish this by unlocking the fixed start times and end times the CBA stipulates for both the teacher work day and the school day. For example, a flexible contract would permit staggered work times, under which some teachers could arrive in time for First Period (and leave at the end of Sixth Period), while other teachers could arrive at the start of Second Period, and remain until the end of Seventh Period. We also can provide teachers the option to take a "free period" during the school day (perhaps, for example, an extended lunch period, and we can create flexibility with our substitute teachers, who could spend part of the day in one school, and part in another.

It will not be easy to create a seven-period school day when teachers work for six periods. To make this happen, we would either need to hire more teachers (which we cannot afford) or to find other programs to advance the children's education during periods when teachers are not present in the classroom. The Subcommittee proposes that this role can be filled by community partner volunteers, such as VIPS and the Children's Crusade. These groups could provide

these roles in the State for both club advisors¹⁴ and athletic coaches.¹⁵ As a result, Providence cannot afford middle school sports, and the number of schools with newspapers, foreign language clubs, or literary magazines has dramatically declined with budget cuts over the past decade. We do not need to pay a teacher a \$5,000 stipend to serve as a debate coach when dozens of college students from the Urban Debate League would be happy to help, either on a volunteer basis or for a stipend that is a fraction of what we pay our teachers. Our local colleges and universities contain talented student athletes who know their sports as well (or in many cases more extensively) than some or many of the teachers who currently coach these sports.

If the current CBA “monopoly” on coaches and club advisors were relaxed (as well as the stipulated compensation levels), then community partners could enrich the school experience during the academic day and not just after school, permitting debate teams, school newspapers and literary magazines, school choruses and orchestras, language clubs and the like to return to our middle and high schools.

To conclude, we need to increase instruction time to provide a higher quality education to our children, especially our children at risk. Many (and perhaps most) of our teachers give extra time to students because they believe it is the right thing to do; however, they are not recognized for this and their noble practice occurs in spite of the narrow limits of the CBA. Merely bringing Providence’s work expectations up to the State median would allow us to take great strides in advancing our children’s education.

We could gain an even greater opportunity by extending the school day, something the CBA makes unaffordable. We propose increasing the flexibility of work arrangements and school days, through staggered shifts and variable starting times, as well as unlocking the classroom to community partners to provide enrichment during the school day of a curricular and/or an extracurricular nature. We still need our talented teachers to provide the academic instruction they earned a teaching certificate to perform; however, we propose opening up the school day for those programs and activities that do not, strictly speaking, require that certificate.

Section Four: Teacher Quality

There has been much discussion both statewide and nationally on the subject of teacher quality. One starts with the observation that almost every graduate of the Providence Public Schools (beginning with our Mayor) owes a large debt to one or more brilliant teachers who changed his or her life. In praising the accomplishments of our finest teachers, however, one must also acknowledge that the quality of our teachers does vary, and that we owe it to our

¹⁴ For example, Providence academic decathlon coaches receive 10% of their salary to perform this role, or a range of \$3,500 to \$6,900. In contrast, in Cranston, these coaches receive \$2,000 and in South Kingstown they receive \$1,337.

¹⁵ For example, the stipend for a head football coach in Providence is 15% of salary, which can range from \$5,200 to \$10,300. In contrast, head football coaches receive \$6,150 in Barrington and between \$3,300 and \$4,900 in Cranston.

cascade of "bumping" under which teachers would displace a more junior colleague, causing the "bumpee" to displace another teacher with even less seniority, and so forth, disrupting the culture at multiple schools.

In 2009, Commissioner McWalters issued an Order to Providence requiring teacher placements based on student needs, rather than pure seniority. The Providence Teachers Union filed a lawsuit seeking to block the implementation of criterion based hiring in Providence, asserting in the Complaint filed in the lawsuit that placements based on seniority alone are not only the Union's contractual right, but also are in the best interest of children. See Complaint, *Providence Teachers Union v. Brady*, C.A. 09-356 (U.S. Dist. Ct.), ¶21. Recently, the School Board was presented with a proposed resolution of the lawsuit. The School Board did not accept the proposal, because it used seniority to determine several categories of placements, and therefore was counter to the spirit of Commissioner McWalters's Order and unlikely to gain RIDE approval. The new BEP requires all school districts to refrain from using seniority as the sole criterion for teacher assignments and placements.¹⁸

It may not be easy to win easy agreement in negotiations to the teacher quality requirements of the new Basic Education Plan; however, the existence of the RIDE mandates should provide a basis for a resolution of these issues in the upcoming negotiations.

Section Five: Financial Savings

When he presented his report, Mr. Clarkin concluded that one could realize total savings of around \$29.2 million, or around 5%, by implementing the savings proposed but also increasing salaries by 5.5%, 2% and 2% in the CBA's three-year term, and still generate overall contract savings of more than \$29 million during the same three years. With that said, the playing has shifted since Mr. Clarkin presented his report. The Mayor's office has recently announced a tentative agreement with Local 1033 that the parties believe will generate cumulative savings over the contract's term equal to 10% of its total value. If the Mayor's office sets a similar benchmark for the teachers' contract based on the City's overall financial position, it might not be possible to award the pay increases contemplated by Mr. Clarkin's report.

Under this set of "ground rules," the proposals contained in this report can provide \$19.3 million per year in savings while retaining salaries at their current level. These savings amount to between 9.6% and 9.8% of the contract's total value; therefore, if the City has a benchmark of realizing 10% savings in each major contract, this can be done with teachers without any reduction in salaries.

¹⁸

See October 20, 2009 letter from Commissioner Gist, attached as Exhibit D8, Appendix to Rhode Island application for Race to the Top funding, Phase I, which can be viewed at p. 494 at this link: <http://www2.ed.gov/programs/racetothetop/phase1-applications/appendixes/rhode-island.pdf>. It is worth noting that the Providence Teachers Union wrote a letter of support for the State's Race to the Top application.

disability insurance.²⁴ Such a change could introduce another level of watchfulness to limit the number of unnecessary or inappropriate sick leave claims. Also, improved personnel practices (such as requiring teachers to speak personally with their principal before obtaining permission to take a sick day) may help to reduce the misuse of this part of the contract.

Finally, the Subcommittee recommends two additional reforms that are not strictly speaking financial, but would increase effective personnel management. First, the Subcommittee recommends that the new CBA contain a consent by the Providence Teachers Union, on behalf of its members, to accept the validity of the new Honorable Service Ordinance recently enacted by the City Council and signed by the Mayor. Second, the Subcommittee recommends that the next CBA include a mutual notification date of June 1 with regard to continued employment plans for the upcoming year. More specifically, the Subcommittee recommends that the CBA (and State law) be changed so that the School Department notifies teachers by June 1 (rather than the current date of March 1) concerning their possible non-retention and, in return, the CBA require teachers to notify the School Department by the same date if they plan to retire or resign from their teaching position.

Conclusion

Providence is blessed to have hundreds of quality teachers who pursue their vocation for the noblest of motives without regard to the CBA. A close look at that document reveals, however, that CBA itself does not support these teachers; instead, their accomplishments in many cases occur despite the fact that our CBA has some of the worst provisions regarding teacher time in the State. Because of our financial crisis, we cannot afford to purchase additional reforms on a piecemeal basis. Because of our children's deep educational needs, we cannot survive another three years within the rigid confines of the current CBA. Instead, we ask our School Board, School Department and Teachers Union to make use of the "tool kit" described in this report to convert the current crisis into a breakthrough opportunity for the children of the Providence Public Schools.

²⁴

To incorporate Providence teachers into the State's temporary disability insurance program, it would be necessary to change State law.

**THE PROVIDENCE TEACHERS UNION
COLLECTIVE BARGAINING AGREEMENT:
A TOOL KIT OF POSSIBLE REFORMS AND IMPROVEMENTS**



**A Presentation to the Providence City Council
Finance Committee,
Education Subcommittee**

Tuesday, April 26, 2011

INTRODUCTION

- o The Majority of Providence Teachers work
- o Without Regard to the Contract (or CBA)
- o Above and Beyond the Call of Duty

- o The CBA Remains A Critical Document in Education Policy
- o Teachers: Protection from unreasonable work conditions
- o Students: Minimum expectations from our teachers
- o Some Teachers: A Ceiling, Not A Floor
- o Can be an obstacle to reform: Criterion Based Hiring

OVERVIEW OF REPORT

- o Presentations at Hearings
- o Proposed Reforms
- o Time Reforms
- o Bring Teacher Time Expectations To State Average
- o Schedule and Personnel Flexibility
- o Flex Time, Open Applications For Coaches and Club Advisors
- o Teacher Quality
- o Evaluations, Student-Centered Placements
- o Financial Savings
- o 5% Contract Savings with Pay Raises
- o 10% Contract Savings without reducing pay

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PRESENTATIONS AT THE HEARINGS

- o First Hearing: Collaboration
- o Second Hearing: Comparing our CBA to its Rhode Island Peers
- o Third Hearing: Financial Analysis
- o Fourth Hearing: Extended Learning Time

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FIRST HEARING: COLLABORATION

- o School Board President and Superintendent:
Collaboration to achieve reform
- o PTU President: Good relationship
- o Denver Conference: Turnaround Schools
- o Hearing Date: February 17

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SECOND HEARING

- o COMPARING THE PTU CONTRACT WITH ITS RHODE
ISLAND PEERS

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TOPICS

- o Salary Scales
- o Length of School Year and Work Year
- o Length of Teacher Workday
- o Required Faculty/Staff and Department Meetings
- o Included Professional Development Hours
- o Minimum Parent-Teacher Conferences

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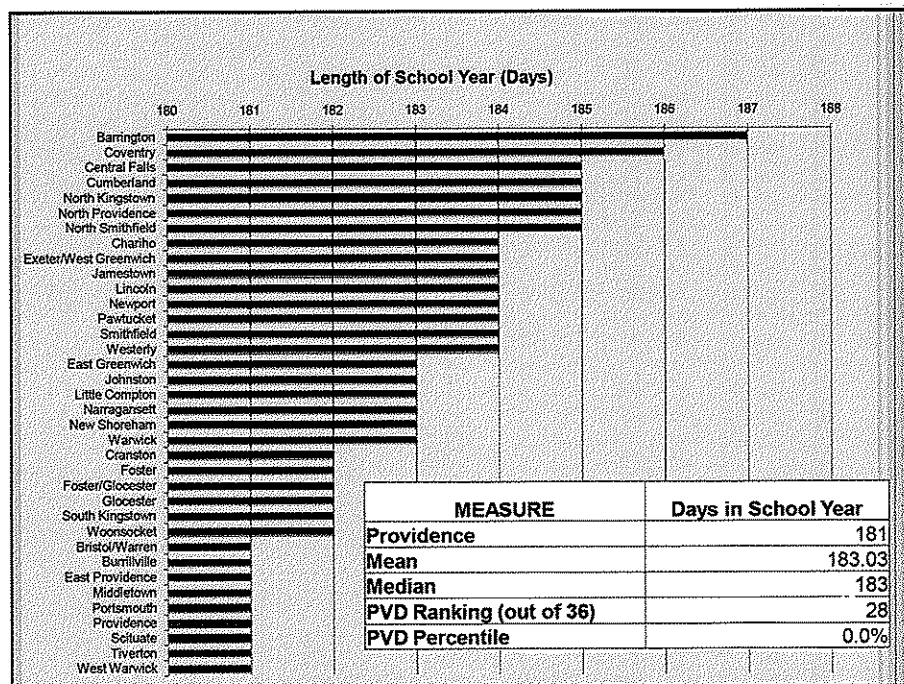
BASIC SALARY SCALES

DISTRICT	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	1-9 Steps Avg	Top Step
Westerly	\$40,351	\$47,067	\$49,414	\$51,781	\$55,727	\$57,967	\$60,187	\$62,642	\$65,355	\$67,519	\$77,678		\$54,501	\$77,678
Barrington	\$40,430	\$41,774	\$44,013	\$47,952	\$50,490	\$53,622	\$56,038	\$58,565	\$64,719	\$76,590			\$50,845	\$76,590
Exeter/West														
Greenwich	\$36,680	\$30,241	\$42,281	\$45,296	\$47,231	\$50,950	\$54,219	\$56,302	\$59,277	\$64,569	\$76,265		\$46,940	\$76,265
Lincoln	\$40,385	\$42,843	\$45,857	\$48,353	\$52,194	\$55,087	\$58,873	\$61,757	\$65,191	\$75,249			\$52,282	\$75,249
Narragansett	\$40,391	\$42,054	\$44,333	\$47,190	\$50,052	\$52,065	\$54,895	\$57,716	\$61,446	\$75,019			\$50,016	\$75,019
Warwick	\$40,513	\$44,677	\$48,100	\$51,525	\$54,952	\$58,372	\$62,112	\$65,228	\$68,027	\$74,722			\$54,834	\$74,722
Charlton	\$38,564	\$41,243	\$44,028	\$46,920	\$49,919	\$53,026	\$56,240	\$59,560	\$64,352	\$69,145	\$73,937		\$50,428	\$73,937
Coventry	\$41,337	\$43,481	\$47,125	\$50,984	\$54,628	\$58,265	\$61,488	\$64,915	\$67,919	\$73,730			\$54,461	\$73,730
Smithfield	\$39,605	\$41,790	\$44,024	\$46,876	\$50,033	\$53,305	\$56,409	\$59,666	\$63,702	\$73,715			\$50,622	\$73,715
Cranston	\$37,940	\$40,989	\$44,098	\$47,525	\$50,977	\$54,058	\$57,450	\$60,849	\$63,641	\$69,838	\$73,710		\$50,814	\$73,710
Central Falls	\$44,690	\$46,878	\$49,298	\$51,718	\$54,493	\$58,255	\$60,748	\$63,239	\$65,731	\$73,680			\$55,005	\$73,680
Newport	\$41,174	\$43,919	\$46,708	\$49,452	\$52,198	\$54,945	\$57,687	\$60,430	\$63,178	\$73,479			\$52,188	\$73,479
Bristol/Warren	\$38,211	\$41,079	\$43,938	\$46,901	\$49,940	\$53,084	\$56,182	\$59,284	\$62,674	\$73,447			\$50,144	\$73,447
New Shoreham	\$40,037	\$42,738	\$45,710	\$48,850	\$51,917	\$55,268	\$57,375	\$61,487	\$64,996	\$73,396			\$52,042	\$73,396
Foster	\$38,589	\$40,905	\$43,350	\$45,961	\$48,718	\$51,642	\$54,739	\$58,023	\$61,505	\$64,565	\$69,107	\$73,254	\$49,271	\$73,254
South Kingstown	\$37,607	\$40,687	\$43,792	\$46,842	\$50,076	\$53,216	\$56,334	\$59,608	\$62,938	\$73,249			\$50,122	\$73,249
Middletown	\$39,964	\$42,801	\$45,622	\$48,633	\$51,742	\$54,833	\$58,088	\$61,333	\$64,917	\$73,067			\$52,001	\$73,067
Jamestown	\$39,904	\$42,690	\$45,920	\$49,143	\$52,364	\$55,519	\$58,538	\$61,759	\$65,136	\$69,339	\$72,832		\$52,330	\$72,832
Cumberland	\$39,881	\$42,530	\$44,793	\$47,377	\$50,539	\$53,285	\$56,032	\$59,180	\$63,349	\$72,411			\$51,085	\$72,411
North Kingstown	\$39,775	\$42,080	\$45,007	\$47,526	\$50,660	\$54,010	\$57,150	\$60,293	\$63,436	\$72,227			\$51,104	\$72,227
East Greenwich	\$38,238	\$41,558	\$44,914	\$48,269	\$51,627	\$54,983	\$58,340	\$61,698	\$66,444	\$72,180			\$51,786	\$72,180
Scituate	\$39,319	\$42,050	\$44,770	\$47,684	\$50,784	\$53,825	\$56,911	\$60,181	\$64,069	\$71,422			\$51,064	\$71,422
Johnston	\$38,643	\$41,211	\$44,042	\$47,277	\$50,514	\$53,798	\$56,767	\$59,740	\$64,482	\$71,086			\$50,717	\$71,086
Glocester	\$39,572	\$40,774	\$43,782	\$46,790	\$49,798	\$52,806	\$55,814	\$59,490	\$64,169	\$70,760			\$50,333	\$70,760
North Smithfield	\$37,792	\$38,773	\$40,854	\$43,254	\$45,896	\$48,793	\$52,553	\$57,000	\$61,751	\$67,008	\$70,581		\$47,407	\$70,581
Pawtucket	\$37,415	\$41,072	\$44,731	\$48,389	\$52,043	\$55,704	\$59,359	\$63,018	\$66,673	\$70,335			\$52,045	\$70,335
Providence	\$36,641	\$39,074	\$41,350	\$45,617	\$48,984	\$52,327	\$55,662	\$59,065	\$62,062	\$69,064			\$48,979	\$69,064
Woonsocket	\$39,311	\$40,621	\$41,931	\$43,898	\$46,517	\$49,794	\$53,070	\$57,001	\$60,801	\$68,984			\$48,103	\$68,984
Burrillville	\$35,957	\$39,014	\$42,049	\$45,836	\$49,196	\$52,045	\$55,622	\$59,085	\$62,517	\$68,257			\$46,803	\$68,257
Little Compton	\$37,705	\$40,876	\$44,496	\$47,782	\$51,072	\$54,354	\$57,644	\$60,933	\$64,223	\$68,033			\$51,003	\$68,033
Tiverton	\$36,377	\$39,035	\$41,695	\$44,507	\$47,418	\$50,414	\$53,281	\$56,240	\$59,501	\$67,620			\$47,603	\$67,620
East Providence	\$35,877	\$39,176	\$42,475	\$45,772	\$49,071	\$52,369	\$55,668	\$58,965	\$62,264	\$65,562			\$49,071	\$65,562

LENGTH OF SCHOOL YEAR AND WORK YEAR

- o 180 instructional days
- o Many districts include additional work days for:
 - Orientation
 - Parent-Teacher Conferences
 - Professional/Staff Development
 - Teacher/Department Meetings

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LENGTH OF TEACHER WORKDAY

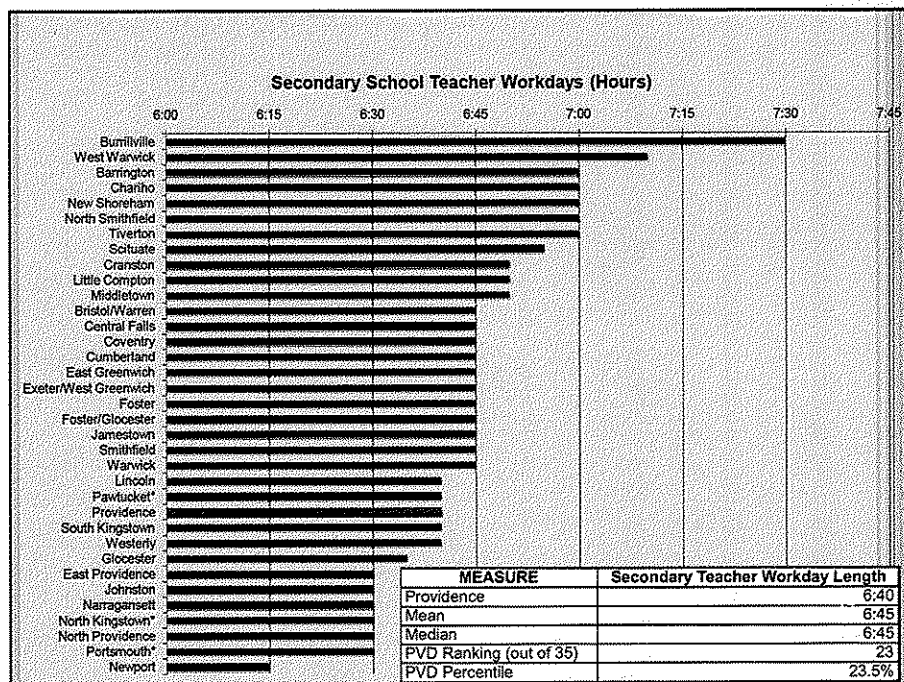
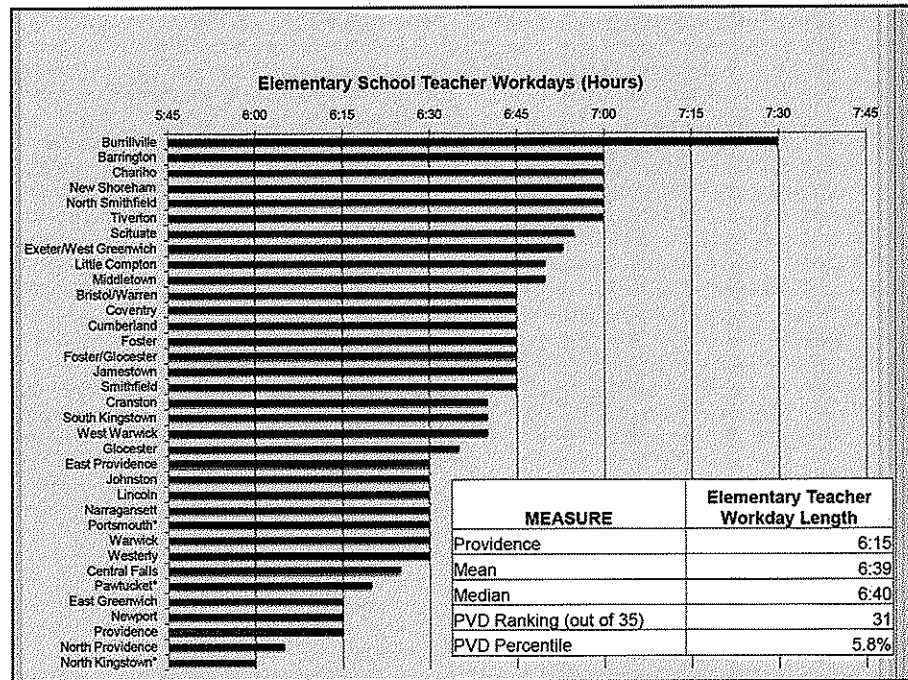
- o RI Board of Regents prescribes 330-minute (5 ½-hour) minimum classroom time for students
 - Excludes time before and after school, between classes, in homeroom, at lunch
 - Some contracts additionally require teachers to stay before or after school to provide help for students
- o Until this year, Providence provides the 330-minute minimum level of instructional time
- o This year, Providence was required to schedule “common planning time” for its teachers per RIDE regulations
- o Because it could not pay the “hourly rate” for additional teacher time, Providence elected to release middle school students 1 hour early on Tuesdays, and high school students 2 hours early on Wednesdays.

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THE COST OF COMMON PLANNING TIME

- o By releasing middle and high school students 1 and 2 hours early, respectively, Providence is in violation of State regulations
- o To “pay for” 1 extra hour of school per week at the “hourly rate” costs approximately \$5 million
- o The cost of “early release” for students (over a 36 week school year) is:
 - Six lost days of school for middle school students
 - 12 lost days of school for high school students

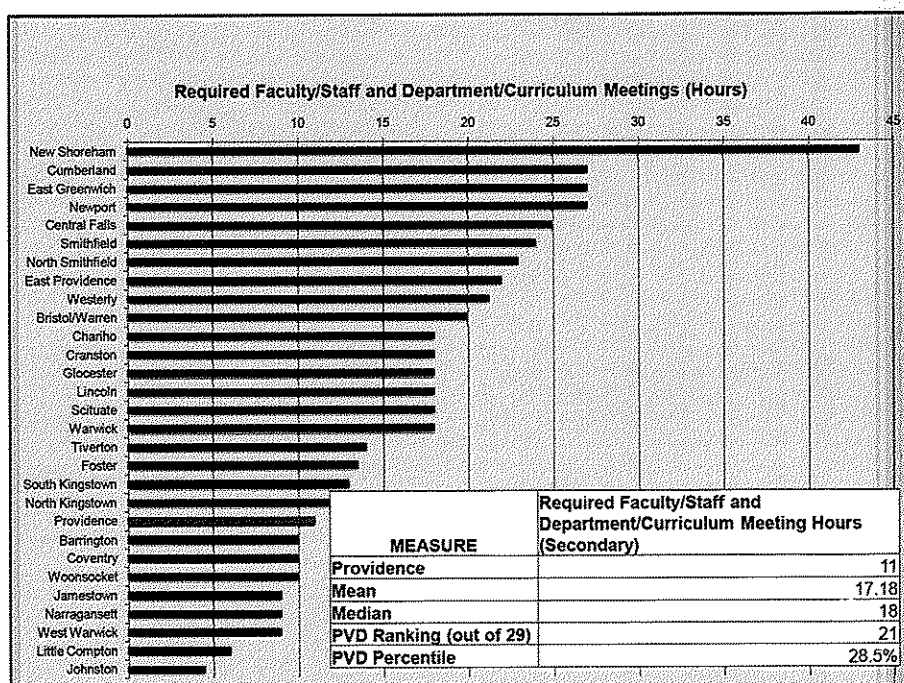
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REQUIRED TEACHER MEETINGS (HS)

- o Districts tend to require at least 9 hours of teacher meetings per year (1 per month)
 - Many also require department/curriculum meetings on a regular basis
- o Providence requires 10 annual faculty meetings to be called by the principal, plus 1 per year to be called by the Superintendent (11 total)
 - When meeting time was unspecified, assumed to be 1 hour

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INCLUDED PROFESSIONAL DEVELOPMENT HOURS

- RI Board of Regents requires all teachers in middle and high schools to complete 15 hours of professional development/in-service training
- Districts may:
 - Require teachers to undergo training as part of regular school year, without additional \$\$
 - Pay teachers to undergo training on a voluntary basis
 - Seek out and finance professional development independently
 - Any combination of the above
- Providence takes the second option, paying teachers \$25/hour or the "Hourly rate" to undergo training provided by the district on top of baseline salary

DISTRICT	Baseline Professional Development Hours
Jamestown	29.25
North Kingstown	26
North Smithfield	24
South Kingstown	22.5
Woonsocket	16.5
Charlton	15
Johnston	15
New Shoreham	14
East Greenwich	13.5
Newport	12.5
Cumberland	6.75
Foster	6.75
Glocester	3.25
Barrington	Unspecified (up to 7 days)
Central Falls	Unspecified (up to 4 days)
Pawtucket	Unspecified (up to 4 days)
Little Compton	Unspecified (up to 3 days)
Westerly	Unspecified (up to 3 days)
Foster/Glocester	Unspecified (up to 1 hour/week)
Exeter/West Greenwich	Unspecified
Narragansett	Unspecified
West Warwick	Unspecified
Providence	0
Bristol/Warren, Burrillville, Coventry, Cranston, East Providence, Lincoln, Middletown, North Providence, Portsmouth, Scituate, Smithfield, Tiverton, Warwick	0

MINIMUM PARENT-TEACHER CONFERENCES

- o Most RI contracts either:
 - Set aside specific days or half-days (outside of the 180-day instructional year) for parent conferences
 - Require teachers to attend evening parent conferences and/or open houses
- o Many contracts also contain language suggesting additional meeting responsibilities at parental request
 - Newport contract, Article V, section C.2: *"Teachers and Administrators are deeply committed to being as available as possible to meet with parents and students on a timely basis. Absent extenuating circumstances, such meetings will be set up with twenty-four (24) hours' notice, at times during the school day or at times immediately prior to or after the school day."*

MINIMUM PARENT-TEACHER CONFERENCES

- o Providence does neither – no allotted time for parent conferences for any grade levels, nor any expectation to meet when requested
 - One of only four districts in the state
- o If the district wishes to hold conferences, it may:
 - Release students early on a regular school day
 - o Downside: cuts into instructional time, not permitted under RIDE regulation
 - Pay teachers extra compensation
 - o Downside: We cannot afford to do this
 - Hold voluntary conferences
 - o Downside: not all teachers may attend

DISTRICT	HS Parent Conference Hours	Additional Expectation?	Citations
Tiverton	14	Yes	IX.B.3, IX.B.4
Charlton	13		8.D
Newport	12.5	Yes	V.B.1, V.C.2, V.K
Burrillville	8	Yes	VI.B.1
Jamestown*	8	Yes	XIV.D, XIV.E
Scituate	7.5		XIV.B.3
Smithfield	6.75	Yes	VI.A, VI.P
Glocester	6.5		III.B.1a, III.C.3
Narragansett	6.5		IV.A
Bristol/Warren	6		8.B, 8.D.3, 8.D.4
North Smithfield	6	Yes	V.D.3, IX.F
Westerly	5.25	Yes	5.A.4c, 5.A.6a, 5.A.12
Central Falls	5	Yes	V.4, V.11
Foster	4.5		V.C.2
Lincoln**	4.5	Yes	XII.4.a, XII.8
Coventry	4		4-4.2
East Providence	4		9.3.1
Johnston	4		1.VII
Cumberland	2	Yes	11.D.1, 11.D.3
East Greenwich	2	Yes	2-4
Exeter/West Greenwich	2	Yes	10.C
Woonsocket	2	Yes	VI-2.03, IX-1.04
South Kingstown	1.75		6.A.5, 6.A.6, 6.L, 6.M
Barrington	Unspecified	Yes	8.3, 8.5, 8.12
Cranston	Unspecified	Yes	VIII.O
Warwick	Unspecified	Yes, in school only	XII-16.1, XII-16.2
North Kingstown	0	Yes	VI.A, VI.L, Appendix A
Foster/Glocester	0		III.E
New Shoreham	0		V.D
Providence	0		8-29.4
West Warwick	0		-

* approximate, based on estimation of four consecutive block model (XIV.E)
 ** also calls for an early release day for conferences

SUMMARY

- o The Providence Teachers Union CBA:
- o Is 27th out of 32 districts in top step and 1-9 average salaries
- o Has the shortest school year in the state
- o Is 31st and 23rd out of 35 districts in elementary and secondary work day length
- o Had the shortest school day permitted under State regulations –
- o Until the School Department made it even shorter this year.
- o Requires no professional development hours on baseline salary (compared to 19 districts that do and another 13 that do not)
- o Has no requirement or expectation for parent conferences (compared to 32 districts that do and another 3 that do not)

THIRD HEARING: FINANCIAL ANALYSIS

PRESENTATION TO THE PROVIDENCE CITY COUNCIL
FINANCE COMMITTEE – EDUCATION SUBCOMMITTEE

MARCH 14, 2011

MATTHEW M. CLARKIN, JR., INTERNAL AUDITOR

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TEACHER COSTS

- There are currently more than 1,900 teachers employed by the Providence School District
- Teacher salaries (\$134 million) represent approximately 77% of the District's FY2011 salary budget
- Total teacher wages and fringe benefits (\$201.1 million) is approximately 73% of the District's budget for wages and fringe benefits

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BRINGING TEACHER SALARIES TO THE STATE AVERAGE: YEAR ONE

- o Increasing the Step #10 salary by 4.6% (\$72,241 from \$69,064) would result in a total increase of \$5.7 million
- o Increasing the Steps #1-9 by 3.6% (\$39,640/\$41,067 from \$62,092/\$64,327) would result in a total increase of \$918,000
- o As a result, it would cost \$6.6 million to provide all Providence teachers with a salary that is at the State midpoint

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COVERING THE COST OF INCREASED TEACHER SALARIES

- There are potential savings in the current contract that will allow for teacher salaries to be brought on par with the state average without increasing overall costs and possibly realizing savings to fund other education programs
- Potential savings are available in the following areas:
 1. Substitute Teaching
 2. Aligning Work Expectations to the State Average
 3. Miscellaneous
 4. Health Benefits

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POTENTIAL SAVINGS

POTENTIAL SAVINGS #1 SUBSTITUTE TEACHING

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SUBSTITUTE TEACHERS: A STATEWIDE PERSPECTIVE

- o In the vast majority of Rhode Island cities and towns substitutes are paid on a per diem basis and do not receive health benefits. The typical per diem rate is \$100 or less
- o Substitute teachers in Providence are paid on a Step basis and receive health benefits. The typical cost per day is more than \$200
- o The State average cost of substitute teachers is \$185 per student per year (Information Works!)
- o Substitute teaching cost the District's local budget approximately \$13 million in FY2010, or \$545 per student per year

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COMPARISON OF SUBSTITUTE TEACHER COMPENSATION

- Long-Term-Substitutes-In-Pool (LTSP) teachers in Providence are paid at the higher rates than in other cities in RI

<u>City/Town</u>	<u>Per Diem Range</u>		<u>Medical Benefits</u>
Providence	\$204	\$253	Individual Plan
North Providence	\$75	\$100	None
Cranston	\$68	\$95	None
Warwick	\$75	\$90	None
Lincoln	\$77	\$87	None
Pawtucket	-	\$85	None
Johnston	\$75	\$85	None
East Providence	-	\$80	None

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LONG-TERM SUBSTITUTES IN POOL (LTSP)

- Currently, a LTSP can be paid as high as Step 4 (\$45,617) and receives individual health benefits
- Changing the compensation for a LTSP to a \$125 per diem from the current 4th Step maximum would result in savings of approximately \$3.4 million based upon a pool of 122 substitutes
- The elimination of health benefits for LTSPs will reduce costs by an additional \$1.1 million

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REGULAR TEACHERS IN POOL (R's-IN-POOL)

- A Regular Teacher In Pool ("R-in-Pool") is a full-time teacher who – for one reason or another – is placed in the District's pool of substitute teachers. For example, teachers who apply unsuccessfully for positions through Criterion Based Hiring qualify for full pay as an R-in-Pool Substitute
- The District began the current school year with a total of 79 R's-in-Pool
- As of March 1st, 45 regular teachers remained in the substitute pool
- R's-in-Pool are eligible for family health insurance and their salary can be as high as \$69,064 (Step 10) and can be eligible for longevity and advanced degree stipends
- It is estimated that longevity and advanced degree stipends for the 79 Rs-In-Pool will average approximately \$2,500 above the base pay for each teacher
- Through March 7th, the 45 current Rs-in-Pool have discharged a total of 230 sick/personal days at an approximate total cost of \$160,000
- The School Board's decision to send dismissal notices, rather than layoff notices, may cause reform of R's in pool without further negotiations.

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REGULAR TEACHERS IN POOL (R's-IN-POOL)

- If R's in pool were paid at a 4th Step maximum, the District would realize savings of approximately \$2.2 million.
- If R's in pool were paid at a \$125 per diem rate, the District would realize a savings of approximately \$4.37 million in salaries, and \$1 million in health benefits.

	10th Step R-In-Pool	4th Step LTSP	\$125 per Diem LTSP
Annual Salary	\$69,064	\$45,617	\$22,500
FICA	\$5,283	\$3,490	\$1,721
Retirement	\$7,770	\$5,132	\$2,531
Total Cost	\$82,117	\$54,239	\$26,753
\$ Variance from R-in-Pool		\$27,878	\$55,365
Total Variance *		\$2,202,400	\$4,373,803

*Based upon 79 Rs-In-Pool

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SAVINGS FROM SUBSTITUTE TEACHER REFORM

Type of Reform:	Savings Range (\$ million)	
Change LTSP to \$125 Per Diem	\$3.4M	\$3.4M
Discontinue LTSP Health Benefits	\$1.1M	\$1.1M
Reform R's in Pool	\$2.2M	\$5.4M
Total Potential Savings	\$6.7M	\$9.9M

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POTENTIAL SAVINGS

POTENTIAL SAVINGS #2: ALIGNING WORK EXPECTATIONS TO THE STATE AVERAGE

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ALIGNING WORK EXPECTATIONS TO STATE AVERAGE

- Many, if not most of our teachers work hours in excess of the minimum required by the contract, such as working with children after school and reviewing student work at night. Others, however, work strictly according to the minimum required in the contract.
- As documented in Amit Jain's report, Providence teachers' contractual work days are among the shortest in Rhode Island
- Providence teachers work between 5 minutes (middle/high schools) and 23 minutes (elementary) fewer than the State average, amounting to between 15 and 69 fewer hours per year
- Providence's school work year is 181 days, which is the shortest in Rhode Island and 2 days shorter than the State average
- The Providence contract provides for 11 hours of teacher meetings as part of base compensation, while the statewide average is 17 hours
- The Providence contract requires that teachers receive extra pay for all meetings outside of the strict limits of the teacher work day defined in the contract. The hourly rate is \$25 for some purposes and between \$40 and \$70 for others

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ALIGNING WORK EXPECTATIONS TO STATE AVERAGE

- While bringing teachers to the average state salary, it is reasonable to ask that our teacher's work day be at the state average as well
- If teachers participated in their first 15 hours of Professional Development without compensation (i.e. 5 minutes more work per day), the District would save approximately \$1.9 million
- If teachers attended 6 more hours of teacher meetings without additional compensation, the District would save \$300,000
- It is important to note that the salary increase teachers receive will be eligible for retirement consideration, while it is likely that professional development soon will not be eligible
- **Total Projected Savings = \$2.2 million**

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SAVINGS SUBTOTAL

Potential Savings:	\$ Range	
	(\$Million)	
1. Substitute Teacher Reform	\$6.7	\$9.9
2. State Average Work Expectations	\$2.2	\$2.2
Total Potential Savings	\$8.9	\$12.1

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POTENTIAL SAVINGS**POTENTIAL SAVINGS #3:****MISCELLANEOUS**

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MISCELLANEOUS

- There are other savings opportunities in the contract that do not reduce the salaries of our classroom teachers. They include:
- Bell time changes at various schools
- 50% reduction in stipends paid to athletic coaches, club advisors and other extracurricular positions
- Revision to the District's Sick Leave Bonus

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SCHOOL BELL TIME CHANGES

- **Middle Schools**
 - Per section 8-6.1 of the teacher's contract, middle school hours are 8:05-2:25pm
 - A half-hour, change to the start times at the middle schools is estimated to save as much as \$300,000 annually in transportation costs
- **Pleasant View Elementary School**
 - Has a start time of 8:35am, which is a half hour earlier than any other elementary school in the District
 - If Pleasant View's start time was changed to mirror that of other elementary schools (9:05am), the District could eliminate one school bus at the cost of approximately \$100,000
 - **Total Projected Savings = \$400,000**

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ATHLETIC DIRECTORS, COACHES & OTHER POSITIONS

- All positions listed on the next slide are compensated at the percentages shown. These percentages are applied to the individual's base salary at the appropriate step based upon the years of experience in that specific capacity
- Therefore, a football head coach with five years of coaching experience would receive \$7,348 to coach as season
- In FY2010, the District spent approximately \$800,000 for the various positions shown on the next slide
- A fifty-percent reduction in these payments will save the District approximately \$400,000 annually
- Teachers who are officially designated to act as helpers at athletic events are paid \$25.00 per hour to a maximum of \$50 per event.
- The payments for athletic event helpers costs the District \$50,000 last fiscal year
- A fifty-percent reduction in these payments will save the District approximately \$25,000 annually
- **Total Projected Savings = \$425,000**

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ATHLETIC DIRECTORS, COACHES & OTHER POSITIONS

- Teachers holding the positions shown below are paid the following percentages on their base salary

Position	Percentage
Academic Decathlon Coach	10.00%
Athletic Directors	15.00%
Drama Coaches	15.00%
Head Coach - Football	15.00%
All City Band Director	15.00%
All City Orchestra	15.00%
School Treasurer	15.00%
Assistant Coach - Football	10.00%
Head Coach - All Other Sports	10.00%
All City Asst. Band Director	10.00%
All City Asst. Orchestra	10.00%
Speech & Debate Coach	10.00%
Asst. Coach - All Other Sports	8.00%
Coach of Tennis	8.00%
Coach of Cross Country	8.00%
Coach of Golf	8.00%
Yearbook Advisor	8.00%
Newspaper Advisor	8.00%
Literacy Magazine Advisor	8.00%

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SICK LEAVE BONUS

- o Any teacher who utilizes five (5) or less sick days during the school year receives payment for five days pay. The number of days paid is then deducted from the teacher's sick bank
- o The District paid in FY2010 approximately \$1.95 million in sick bonuses
- o A more effective incentive would be to adjust the number of sick days paid as teachers have fewer absences
- o If the Sick Bonus is revised so that the incentive is still 5 days of additional pay minus the number of sick days discharged during the year. It is estimated that this change would save approximately \$600,000
- o **Total Projected Savings = \$600,000**

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SAVINGS SUBTOTAL

Potential Savings:	\$ Range (\$Million)	
1. Substitute Teacher Reform	\$6.7	\$9.9
2. State Average Work Expectations	\$2.2	\$2.2
3. Miscellaneous	\$1.4	\$1.4
Total Potential Savings	\$10.3	\$13.5

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POTENTIAL SAVINGS

POTENTIAL SAVINGS #4: HEALTH BENEFITS

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HEALTH BENEFITS

- o Teachers hired after September 1, 2004 receive Blue Cross Plan 750
- o Teachers hired prior to September 1, 2004 currently receive Healthmate Coast-to-Coast as their health plan which is more expensive than Plan 750
- o Teachers who receive Healthmate Coast-to-Coast have a fixed co-share of \$867 for a individual plan and \$2,316 for a family plan
- o Teachers who receive Blue Cross 750 have a fixed co-share of \$355 for a individual plan and \$937 for a family plan
- o Non-union City employees and most state employees pay 20% coshares on health benefits
- o A transfer of all teachers to Plan 750 will result in the savings of approximately \$2.9 million at the current Plan 750 coshare, \$4.5 million at a 15% co-share, or \$5.6 million at a 20% coshare
- o **Total Projected Savings = \$2.9 – \$5.6 million**

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POST-RETIREMENT HEALTH COVERAGE

- An average of forty teachers retire each year and receive individual health coverage (not including dental) until age 65 when they are transferred to Medicare
- Based upon this average number of annual retirements, the District can save approximately \$250,000 in the first year if post-retirement health benefits were not offered to these forty teachers
- The annual savings would obviously compound due to increases to the cost of health benefits and additional retirees
- In FY2011, \$6.8 million has been budgeted for post-retirement health benefits for all employees
- Approximately half of the school districts in Rhode Island offer post-retirement health coverage and the trend is to curtail or eliminate this benefit
- **Total Projected Savings = \$250,000 (Year #1)**

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SAVINGS SUBTOTAL

Potential Savings:	<u>\$ Range</u>	
	<u>(\$Million)</u>	
1. Substitute Teacher Reform	\$6.7	\$9.9
2. State Average Work Expectations	\$2.2	\$2.2
3. Miscellaneous	\$1.4	\$1.4
4. Health Benefits	\$3.1	\$5.8
Total Potential Savings	\$13.4	\$19.3

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THE BIG PICTURE: SALARY INCREASE + CONTRACT REFORM = FUNDS FOR OTHER EDUCATION PURPOSES

	2011/12	2012/13	2013/14
	(\$ Million)	(\$ Million)	(\$ Million)
Potential Savings	\$19.3	\$19.55	\$19.8
Cumulative Savings	\$19.3	\$38.85	\$58.65
Cost of Salary Increases	\$6.6	\$3.1	\$3.2
Cumulative Salary Costs	\$6.6	\$9.7	\$12.9
Net Cumulative Savings after paying Salary Increases	\$12.7	\$22.55	\$29.45

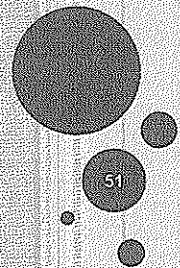
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FOURTH HEARING: EXTENDED LEARNING TIME

- o Urban Education Task Force
- o Volunteers in Providence Schools
- o Childrens Crusade of Rhode Island
- o Rhode Island Urban Debate League
- o Narragansett Boat Club

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SECTION TWO: TIME REFORMS



BRINGING PROVIDENCE TO THE STATE'S MIDPOINT

- o Increase work year from 181 days to 183 days
- o Increase elementary work day from 6:15 to 6:40
- o Increase middle/high school work day from 6:40 to 6:45
- o Increase from 11 to 17 the number of hours for expected meetings
- o Add an expectation that teachers will meet with parents after school for reasonable requests

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SECTION THREE: SCHEDULE AND PERSONNEL FLEXIBILITY

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FLEXIBLE SCHEDULE REFORMS

- Permit flexible school opening times
(within +/- 30 minutes)
- Permit staggered work schedules (+/-
1 period)
- Permit mid-day flex time
- Permit flexible substitutes
- Permit clubs and extracurricular
activities to meet during the school day

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PERSONNEL FLEXIBILITY

- o Permit community members (properly vetted) to apply for the positions of sports coaches and club advisors
- o Permit community groups (properly vetted) to conduct student advisories

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SECTION FOUR: TEACHER QUALITY

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TEACHER QUALITY REFORMS

- o Basic Education Plan: Teacher Evaluation Program
- o Basic Education Plan: Placements based on Student Need, rather than Seniority alone
 - Criterion Based Hiring
- o Bonus pool
 - Current program: Longevity (\$1.09 million) and Academic Degrees (\$4.65 million)
 - Redirect based on teacher performance – example of 3 tier ranking
 - o Middle Tier: \$2,500 bonus
 - o Top Tier: \$6,000 bonus

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SECTION FIVE: FINANCIAL SAVINGS

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SAVINGS SUBTOTAL

Potential Savings:	\$ Range (\$Million)	
1. Substitute Teacher Reform	\$6.7	\$9.9
2. State Average Work Expectations	\$2.2	\$2.2
3. Miscellaneous	\$1.4	\$1.4
4. Health Benefits	\$3.1	\$5.8
Total Potential Savings Each Year	\$13.4	\$19.3

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**SCENARIO ONE:
SALARY INCREASES WITH 5% OVERALL SAVINGS**

	(All figures in \$ Million)		
	2011/12	2012/13	2013/14
Potential Savings	\$19.3	\$19.55	\$19.8
Cumulative Savings	\$19.3	\$38.85	\$58.65
Cost of Salary Increases	\$6.6	\$3.1	\$3.2
Cumulative Salary Costs	\$6.6	\$9.7	\$12.9
Net Cumulative Savings after paying Salary Increases	\$12.7	\$22.55	\$29.45
As % of Contract	6.3%	5.6%	5%

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**SCENARIO TWO:
(ALMOST) 10% SAVINGS WITHOUT SALARY REDUCTIONS**

(All figures in \$ Million)

	2011-12	2012-13	2013-14
Savings	19.3	19.55	19.8
Cumulative Savings	19.3	38.85	58.65
% of Total Contract Value	9.6%	9.7%	9.8%

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OTHER REFORMS

- o CONSENT TO HONORABLE SERVICE ORDINANCE
- o RECIPROCAL NOTIFICATION OF PLANS FOR NEXT YEAR
- o SICK LEAVE REFORMS

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SICK LEAVE ISSUES TO ADDRESS

- o Providence allows 20 sick leave days per year, one of only 2 districts that allow this many
- o Providence School Department Absenteeism Report
- o The absentee rate in Providence is 15 days on average, versus a median rate of 10 days per year.
- o Around half of our teachers have commendable attendance records (5 days or fewer)
- o Around 15% of our teachers 287 out of 1,926) are absent 20 days or more
- o District-wide absences fit into curious patterns
 - 133 teachers absent on an average day in September,
 - 278 teachers absent on an average day in June
 - There are "spikes" in absenteeism on certain days, such as the Tuesday after Memorial Day.

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SICK LEAVE REFORMS

- o Reduce annual sick leave to 10 or 15 days per year;
- o Reduce accumulation rights (currently up to 150 full days and 150 partial days);
- o Replace extended sick leave with temporary disability insurance and long term disability insurance
- o (Management issue): Personalize the system for "calling in sick"

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