House of Representatives
Working Group on Early Childhood Education

Working Group Report

The Honorable Jan Jones - Chair
Representative, 47th District

The Honorable Matt Dubnik
Representative, 29th District

The Honorable Chris Erwin
Representative, 32nd District

The Honorable Carl Gilliard
Representative, 162nd District

The Honorable Todd Jones
Representative, 25th District

January 2024

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JAN JONES
SPEAKER PRO TEM

STANDING COMMITTEES:
APPROPRIATIONS
EDUCATION
ETHICS
REAPPORTIONMENT
RULES
WORKING GROUP:
EARLY CHILDHOOD EDUCATION
CHAIRMAN

The Honorable Jon Burns
Speaker of the House of Representatives
332 State Capitol
Atlanta, GA 30334

Dear Speaker Burns,

The Working Group on Early Childhood Education has worked diligently in the interim to evaluate the state-funded Pre-K program and to recommend solutions for its improvement following your appointment of its members on March 28, 2023. During the 2023 legislative session, you identified the need to examine Pre-Kindergarten education in our state and to explore ways in which the system could be improved to better prepare students for K-12 education.

I care greatly about our Pre-K through college education system in Georgia, and I appreciate your appointment as chair of the Working Group. I had the privilege to work with House members who bring their own areas of education expertise to our conversation on how to improve our Pre-K system. I appreciated the opportunity to work with our colleagues:

- Rep. Matt Dubnik (R-Gainesville), Chairman of Education Subcommittee of Appropriations

- Rep. Chris Erwin (R-Homer), Chairman of Education Committee (I asked him to serve as Vice Chair of the Working Group)

- Rep. Carl Gillard (D-Savannah), Chairman of the Legislative Black Caucus

·   Rep. Todd Jones (R-South Forsyth), Chairman of Technology Infrastructure & Innovation Committee

In your appointment announcement, you charged the members of the Working Group to focus on policies that would expand access to Pre-Kindergarten education in Georgia as well as improve the program's effectiveness. The Working Group held multiple meetings over the interim. This letter and the accompanying documents explain the findings of the Working Group. We worked closely with the Department of Early Care and Learning (DECAL) and included input from interested stakeholders.

We identified recommendations that will improve our Pre-K system and better prepare our students for K-12 educational success and beyond. Furthermore, the recommendations will ultimately lead to a more productive and available workforce in our state. I want to further emphasize that when parents have reliable, safe, and educationally enriching options for their young children, including four-year-old students, some parents enter, re-enter or remain in the workforce in a more timely manner.

Georgia can be proud of its universal Pre-K program that has served young children for over 30 years. Our program served as a catalyst in the U.S. and remains a national leader in many respects due to the outstanding work of DECAL, the public and private providers and the teachers and assistant teachers that teach our youngest students. We owe it to them to further refine the program to make it even better.

The Working Group identified specific areas in need of change to make the Pre-K program more accessible and effective. Very few changes have been made to the program in over three decades making it ripe for updating. Concerningly, the number of students enrolled in state-funded Pre-K has declined from a high of 82,868 students (2012) to the current level of 73,462. This decline cannot be attributed materially to birth rate changes over such a short time frame. Much of this decline can be attributed to an inability of providers to hire teachers and assistant teachers that are willing to work at the state-funded salaries. An additional contributing factor is inadequate state funding for opening and operating classrooms that compromises providers' willingness to provide classes.

The following are the recommendations of the Working Group:

One, the most apparent change that needs to be made is reducing the overall maximum class size. The class size was increased from 20 to 22 students in FY 2012 as a result of reduced state lottery revenues relative to the lottery revenue draw to fund HOPE and Pre-K during and following the Great Recession. The maximum 22-student class size is out of step with national standards and is larger than

the average kindergarten class. Students, and particularly very young students, perform better when they receive more individualized attention in the classroom. The larger class size also places a further burden on Pre-K teachers to manage their classrooms. Restoring Pre-K class size to 20 students, a reduction of two students per class, would benefit both students and teachers.

Two, the Group placed importance on increasing salaries for lead and assistant teachers as well as aligning the lead and assistant teachers' salary schedules more closely with the state-funded portion of K-12 teachers' and paraprofessionals' salaries. Pre-K and K-5 teachers are each required to hold a Bachelors in Early Childhood education. Prior to the 1997-1998 school year, Pre-K teachers were only required to hold an associate degree.   Pre-K salaries do not reflect the higher education requirement, which causes an erosion of supply and retention of Pre-K teachers to elementary schools. Separately, very low salaries for assistant teachers are a chronic impediment to classrooms remaining open or new classrooms being formed. Assistant teachers currently earn $20,000. Providers cannot compete with other industries to hire and retain assistant teachers. Turnover is high, which compromises early learning.

Three, the Group determined other areas of funding are inadequate, including start-up funds for materials and furnishings to open a classroom. The $8,000 stipend has not changed in 30 years. No funding is allocated for periodic replenishment materials at all, although some materials must be replaced yearly. Transportation funding is almost non-existent, which particularly restricts accessibility of lower income students to private providers through small buses or vans. Additionally, public school system providers that offer Pre-K must account for additional school bus seats for Pre-K students and retrofit buses with limited seat belts for four-year-olds.

Four, the Group recommends the state provide some funding for the capital costs associated with opening new or renovated Pre-K classrooms in public school systems and lease-equivalent payments for private Pre-K providers. In particular, the Group recommends legislation to allow local school systems to count Pre-K classes in future capital construction requests in the state budget. Additionally, it recommends the state pay a lease-equivalent amount to private childcare providers for Pre-K classes rather than direct capital construction costs. The state does not currently reimburse private or public providers for any costs associated with construction of Pre-K classrooms. This presents an undue financial burden to providers. Private providers in particular cannot supplement costs with local property taxes or SPLOST proceeds and must spread the costs across other families paying for childcare. As childcare costs have risen substantially in recent years, it has placed a downward pressure on providers to offer Pre-K by subsidizing unreimbursed costs.

Collectively, all the categories of improvement can almost completely be achieved by utilizing lottery revenues at the current Pre-K/HOPE ratio. Lottery revenue collections are at a record high. Lottery reserves are at a record high, even after accounting for the recent and welcome return to full HOPE Scholarship and HOPE Grant funding. The one exception to a recommendation utilizing lottery funding is allowing school systems to count Pre-K classes towards capital construction requests.

In conclusion, improving Georgia Pre-K will help Georgia's students receive the best start possible as they journey through Georgia's education system and, eventually, join our state's workforce. Furthermore, increasing accessibility and increasing the number of classrooms will directly bolster Georgia's workforce availability and development efforts.

Sincerely,

Jan Jones
Speaker Pro Tem
Georgia General Assembly

Introduction

In March 2023, Speaker Jon Burns established the House Working Group on Early Childhood Education to focus on issues surrounding the access and effectiveness of Georgia's statewide Pre-K program. The Speaker selected Speaker Pro Tempore Jan Jones as Chair of the working group and appointed the following members: Representative Matt Dubnik, Representative Chris Erwin, Representative Carl Gilliard, and Representative Todd Jones. The working group was authorized to study their assigned topic during the interim between the 2023 and 2024 sessions. The following report is the result of the study, discussion, and research of the working group during that time. The Department of Early Care and Learning provided valuable input to the content of this report, including cost analysis for recommendations.

Background

Georgia's Pre-Kindergarten Program was created in 1992 with the inception of the Georgia Lottery, and was the nation's first state-funded universal Pre-K program for four-year-olds. The Department of Early Care and Learning (DECAL), the state's birth through five agency, administers the Georgia Pre-K Program with the purpose of preparing the state's four-year-olds for kindergarten. Georgia's Pre-K Program and the HOPE Scholarship/Grant are currently the only expenditures funded by Georgia Lottery revenues. In the early years of the lottery, technology, equipment, and school construction were also funded by lottery dollars. Georgia's Pre-K program has historically received 31% of all lottery revenues.
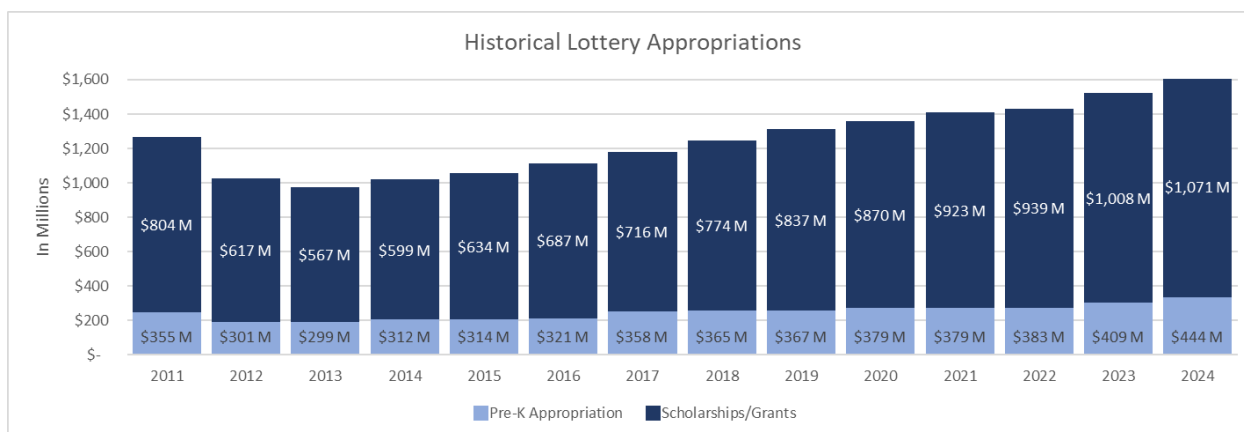

Approximately 51% of Georgia's Pre-K classrooms can be found in public school buildings throughout the state (public providers) and approximately 49% are in private childcare facilities (private providers). While Georgia's Pre-K program is open to all four-year-olds in the state, access may be limited due to provider availability and waitlists occur (see Appendix A for total classes, slots, and waitlist by county/city). Also, the program is voluntary, and parents may decide to keep their children at home or enroll in a private Pre-K program. The statewide Pre-K saturation rate is 53% (see Appendix B for saturation rate by county).

Georgia's Pre-K Program is funded through a formula that provides approximately 3,818 Pre-K classrooms, equaling 84,000 Pre-K slots (see Appendix C for historical Pre-K enrollment). Each classroom is staffed with a lead teacher and assistant teacher, has 22 students, and operates 180 instructional days (plus 10 teacher planning days). The majority of historical funding increases to the Pre-K program have been due to increases in the number of slots, pay raises for lead and assistant teachers, and increases to the employer contribution for the Teachers' Retirement System of Georgia (only applies to public Pre-K

lead teachers). Increases to the Georgia Pre-K Program after FY 2013, when slots remained steady at 84,000, were primarily due to the implementation of a new salary schedule for lead teachers, a $7,000 pay raise for lead teachers since FY 2020, and increases to assistant teacher salaries.

Pre-K Historical Appropriations and Slots
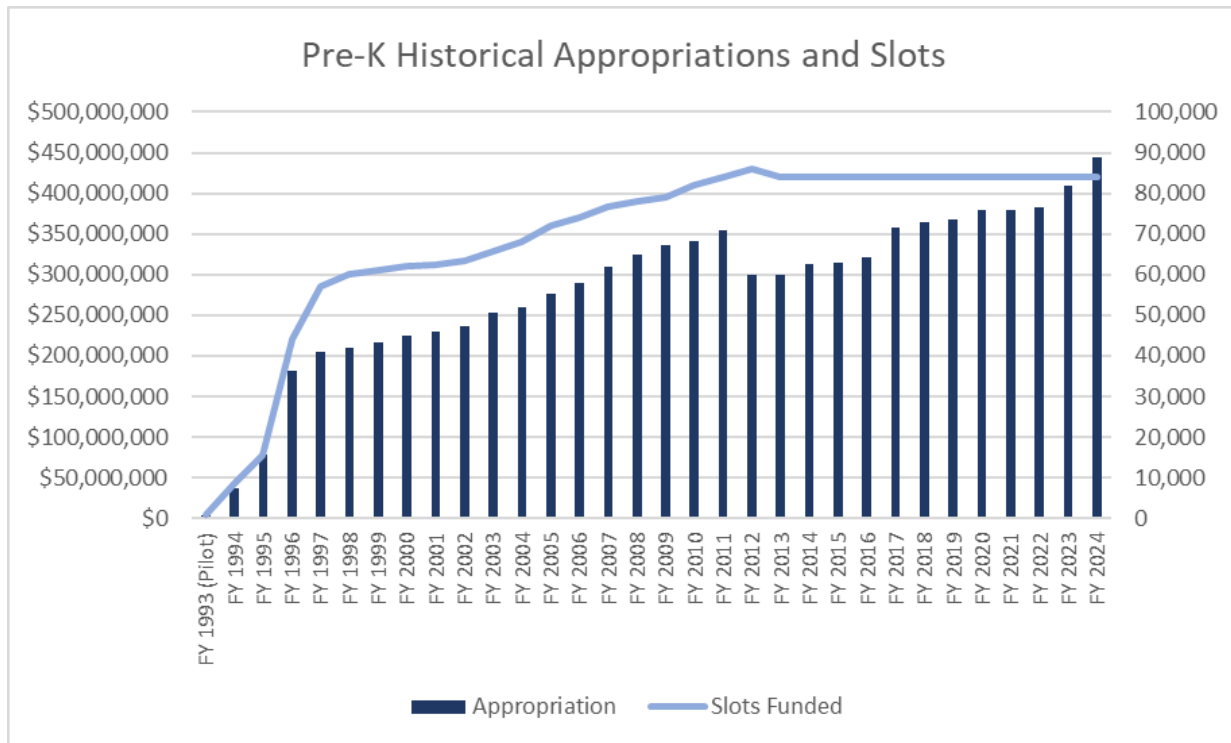
The current funding per Georgia Pre-K student is $5,284. The main formula component is salary and benefits for the lead and assistant teacher; an additional operating amount is earned per classroom.

Pre-K Historical Funding Per Child
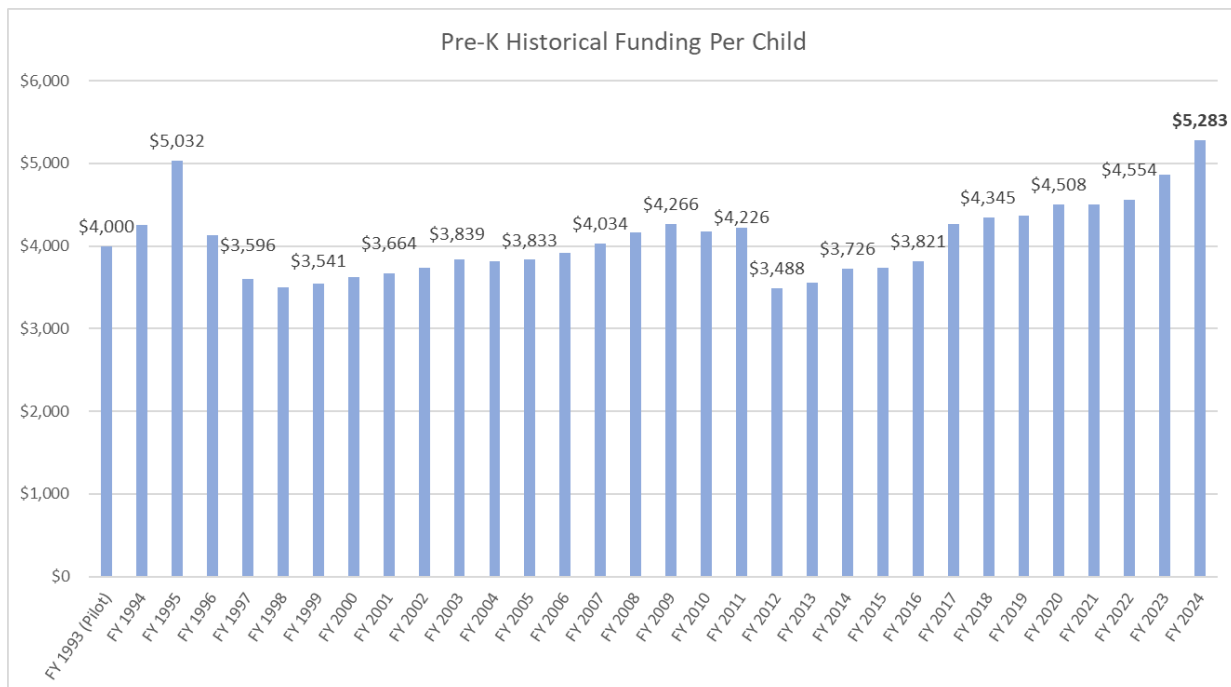
As rising costs for both the Pre-K and scholarship programs threatened to exceed lottery revenues, coupled with the Great Recession, changes were made to both programs to curtail expenses. Beginning in FY 2012, Pre-K class size was increased from 20 to 22 and the number of instructional days was reduced to 160, which impacted lead and assistant teacher salaries. By FY 2016, the number of instructional days had been fully restored, but the class size has remained unchanged at 22 students.

Recommendations (listed in order of priority)

The issues outlined below were heavily discussed during working group meetings by various stakeholders, including DECAL, private Pre-K providers, local school systems that offer Georgia Pre-K, and other childcare organizations.

1. Restore Pre-Kindergarten Class Size to 20 Students

I. **Issue** - At its inception, Georgia's Pre-K formula funded 20 students per class, at a student teacher ratio of 10:1. Class size remained at 20 students until FY 2012, when class size was increased to 22 to meet projected lottery revenues.

A 10:1 student teacher ratio is the benchmark used by National Institute for Early Education Research (NIEER), which produces *The State of Preschool Yearbook*, providing access rankings, resource rankings, and benchmarks met for all state-funded programs nationwide. NIEER cites that a smaller student teacher ratio allows more individualized instruction targeted at each child's needs and abilities. Class size and student teacher ratio are the only NIEER benchmarks that Georgia does not meet.[1]

Testimony from public and private childcare providers expressed the burdens of having 22 students in each classroom, noting reduced class size would have a positive impact on educational instruction.

II. **Recommendation** - Restore class size to 20 students, increasing the number of Pre-K classrooms in the state by 382, from 3,818 to 4,200. If phased-in, this is equivalent to 96 new classrooms each year for four years.

Under a phased-in approach, this recommendation costs $10,970,825 each year for four years, for a final formula cost of $42,974,087. Due to the increased number of Pre-K classrooms, additional state level classroom support is needed. This includes four Pre-K Specialists, one Pre-K Manager, and one Inclusion Specialist at the department. Salaries and benefits for those positions are included in the above number.

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[1]Benchmarks that Georgia does meet include requirements in early learning development standards, curriculum supports, teacher degrees, and specialized training.

2. Increase Salaries for Assistant Teachers

I. **Issue** - The Pre-K formula funds a lead teacher and assistant teacher for each Pre-K classroom. All Pre-K assistant teachers must be credentialed or have an eligible degree, as determined by DECAL. In the current Pre-K formula, providers earn $20,190 for each assistant teacher salary. Testimony from private and public pre-k providers included the hurdles of recruiting assistant teachers with the current salary provided.

Assistant Teacher - Historical Salary
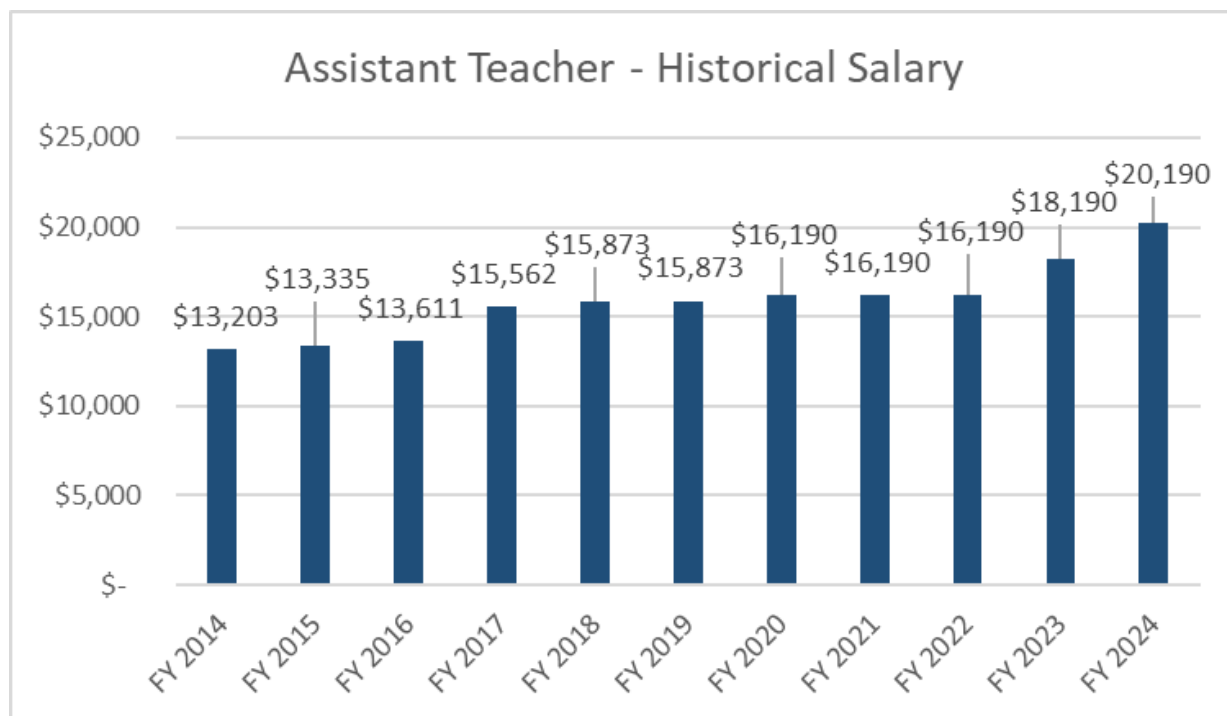
It is not uncommon to compare K-12 paraprofessionals and Pre-K assistant teachers; since both provide assistance to the lead classroom teacher in the execution of educational responsibilities. Paraprofessionals are earned in the Quality Basic Education (QBE) funding formula, in the kindergarten and kindergarten early intervention program, at 1/3 the base teacher salary. For FY 2024, the base teacher salary, with retirement and FICA benefits, is $49,643; therefore, the amount earned for paraprofessionals is $16,547. The base cost for paraprofessionals with no benefits is $13,697. However, the average K-12 paraprofessional salary in Georgia is $25,741, greater than what is earned in the formula, but reflects the state/local funding partnership in K-12 education. Pre-K is entirely lottery funded and the salary provided through the formula is what the teacher is paid.[2]

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[2]Lead and assistant teachers can be paid more than the salary earned in the formula, but not less. In FY 2024, the state eliminated the "90% Rule," which allowed childcare providers to pay their teachers at a floor 90% of what is earned in the formula.

II.   **Recommendation** - Increase the salary of assistant teachers from $20,190 to $25,741, for an annual formula cost of $26,228,941. Adjustments to assistant teacher pay would be benchmarked to the average K-12 paraprofessional salary.

3. Provide Pay Parity Between Pre-K and K-12 Teachers

I.   **Issue -** At the inception of the Georgia's Pre-K Program, the base salary for lead teachers at public Pre-K providers aligned to the state salary schedule; and those teachers received step increases (training and experience) just like K-12 teachers. When the number of instructional days was reduced in FY 2012 to meet declining lottery revenue, this had a negative impact on the Pre-K lead teacher salary (as seen in 2012 on the chart below).

Lead Teacher Base Salary - Historical Pre-K vs. K-12
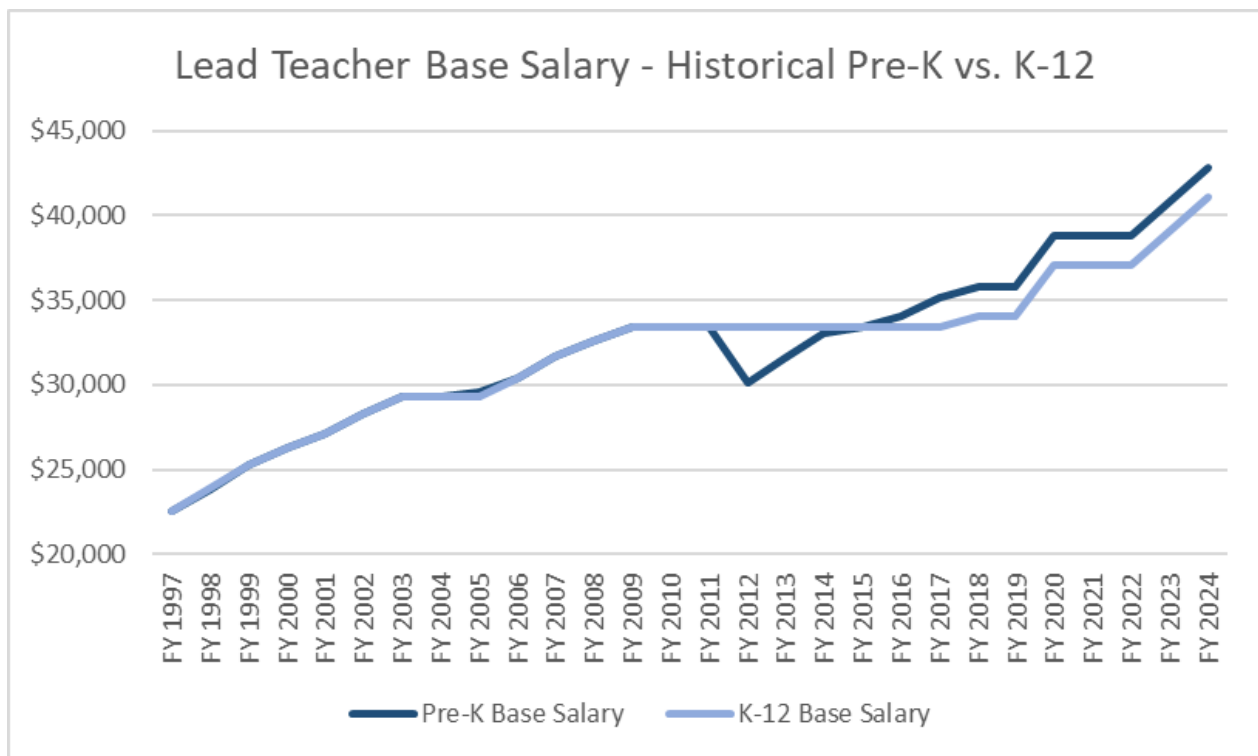
In FY 2016, as a recommendation of the Education Reform Commission created by Governor Deal, the state funded and DECAL implemented a new salary schedule for Pre-K lead teachers. On this current schedule, teachers are provided a 2% step increase every other year until they reach 21 years of experience. For context, K-12 teachers are provided a 2% to 3% step increase each year until year nine, then every other year until year 21.

The below chart shows that for the first five years, the salary schedule for Pre-K is greater than K-12, but the salary schedule for K-12 is greater for the rest of the teacher's career. Testimony from private Pre-K providers highlighted the salary gap that exists between Pre-K lead teachers and K-12 teachers, and how the gap is exacerbated when a local school system offers a salary supplement to their teachers.

K-12 and Pre-K Teacher Salaries
Bachelor's Degree with a Teaching Certificate By Step (Years of Experience)

K-12 Salary Greater than Pre-K

Pre-K Salary Greater Than K-12

Legend: Pre-K, K-12

Step Level (0–20), salaries ranging $30,000.00 to $70,000.00
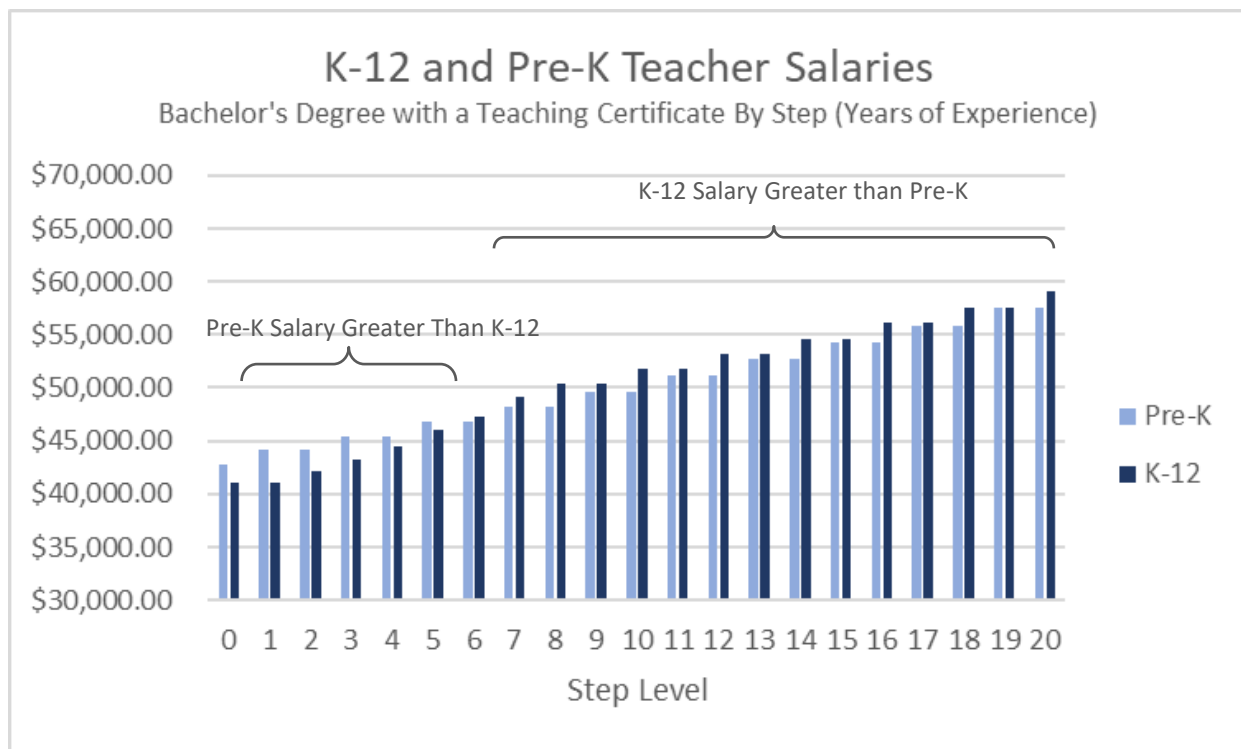
II.   Recommendation - Revise Georgia's Pre-K base salary and supplement schedule for lead teachers to align with the state's K-12 salary schedule for an annual formula cost of $4,682,380. The recommendation provides a hold harmless for Pre-K teachers that would be negatively impacted by this change until they reach the years of experience or certificate level that is greater, and those teachers would then be paid on the K-12 state salary schedule.

4. Increase Operating Funds for Pre-K Programs

I.   Issue – The Pre-K formula provides $8,000 per classroom for new classroom start-up grants. Start-up grants are provided to new or expansion Pre-K programs for purchasing classroom equipment, materials, and supplies. The formula projects 90 new Pre-K classrooms each year for a total of $720,000 in annual funding for start-up grants. This amount per classroom has not been updated since at least FY 2004. Also, there are no material refresh funds built into the current formula. In years past, when there has been a surplus of lottery funds, those funds were authorized for a small material refresh grant for each Pre-K classroom.[3]

The current Pre-K formula funds transportation at $16.50 for each low-income student. Public and private providers spoke of transportation as a barrier for students in attending Pre-K programs and the increased costs of providing transportation.

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[3]In FY 2017, the appropriations bill authorized DECAL to provide a $300 one-time materials grant for each Pre-K classroom.

II.   Recommendation – Increase start-up grants for Pre-K classroom from $8,000 per classroom to $30,000 per classroom for an annual formula cost of $2 million. Provide $15,000 for each Pre-K classroom on a rotating five-year cycle for material refresh for an annual formula cost of $11,454,000. Provide $80.78 per student, for all students, to fund pupil transportation for an annual formula cost of $4,052,718.[4]

5. Capital Construction (Public Providers)

I.   Issue – Georgia's capital outlay program that provides public schools with entitlement earnings to construct and renovate K-12 classrooms, does not provide earnings for Pre-K classrooms. School systems that offer Pre-K in their school buildings use existing K-12 classroom space to provide those programs.

The Department of Education has indicated State Board of Education rule prohibits capital outlay funds from being used for any classrooms outside grades K-12.[5] Also, entitlement earnings for K-12 capital outlay are based on FTE counts that are projected in a system's five-year facility's plan, which currently do not include Pre-K students.   Once Pre-K students are included in the system's facility plan, Pre-K enrollment will only grow if DECAL approves new Pre-K classrooms and/or new Pre-K slots are funded in the budget.

II.   Recommendation – Consider issues outlined by the Department of Education for counting Pre-K enrollment in entitlement earnings, including additional out-year K-12 construction costs funded through the state's bond package.

6. Equivalent Lease Payments (Private Providers)

I.   **Issue –** Similar to public Pre-K providers, the state does not provide funding for the construction of private Pre-K classrooms.

II.   **Recommendation -** Provide funding to pay for lease/mortgage costs in lieu of capital construction costs for private programs only. Differentiate between metro and non-metro programs, as the formula does now for operating costs. Equivalent lease payment of $14,473 for metro and $10,879 for non-metro, for a projected ongoing annual cost $22,854,999. The calculation is based on the average cost per square foot of operating childcare centers in Georgia including lease/mortgage, utilities, insurance, and maintenance costs per square foot, with differentiated rates between metro and non-metro providers.

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[4]The K-12 Pupil Transportation formula and State Charter School Supplement funds $80.78 per FTE for pupil transportation, which is the state-wide per student cost of pupil transportation. This number changes annually as the state funds for pupil transportation and K-12 enrollment vary each year.
[5]State Board Rule 160-5-4-.08

APPENDIX A

TOTAL CLASSES, STUDENT SLOTS, AND WAITING LIST BY COUNTY/CITY			
County/City	Total Classes	Total Student Slots	Waiting List
Appling County	9	198	-
Atkinson County	4	88	-
Bacon County	4	88	12
Baker County	1	22	-
Baldwin County	19	418	-
Banks County	4	88	-
Barrow County	33	726	96
Bartow County	42	924	39
Ben Hill County	8	176	-
Berrien County	8	176	-
Bibb County	59	1,298	84
Bleckley County	7	154	-
Brantley County	10	220	-
Brooks County	5	110	-
Bryan County	22	484	29
Bulloch County	32	704	32
Burke County	13	286	-
Butts County	8	176	12
Calhoun County	3	66	-
Camden County	22	484	93
Candler County	5	110	-
Carroll County	49	1,078	100
Catoosa County	25	550	45
Charlton County	4	88	-
Chatham County	93	2,046	92
Chattahoochee County	3	66	-
Chattooga County	11	242	2
Cherokee County	70	1,540	69
Clarke County	39	858	-
Clay County	1	22	-
Clayton County	120	2,640	99
Clinch County	4	88	-
Cobb County	181	3,982	52
Coffee County	22	484	15
Colquitt County	24	528	-
Columbia County	51	1,122	80
Cook County	8	176	-
Coweta County	58	1,276	63

APPENDIX A

TOTAL CLASSES, STUDENT SLOTS, AND WAITING LIST BY COUNTY/CITY			
County/City	Total Classes	Total Student Slots	Waiting List
Crawford County	3	66	4
Crisp County	11	242	-
Dade County	5	110	3
Dawson County	13	286	25
Decatur County	13	286	-
DeKalb County	245	5,390	90
Dodge County	9	198	-
Dooly County	4	88	-
Dougherty County	31	682	25
Douglas County	41	902	1
Early County	3	66	-
Echols County	2	44	1
Effingham County	32	704	25
Elbert County	8	176	-
Emanuel County	10	220	-
Evans County	5	110	-
Fannin County	6	132	7
Fayette County	28	616	113
Floyd County	38	836	37
Forsyth County	66	1,452	5
Franklin County	6	132	-
Fulton County	331	7,282	339
Gilmer County	7	154	-
Glascock County	2	44	-
Glynn County	31	682	-
Gordon County	28	616	5
Grady County	9	198	2
Greene County	8	176	-
Gwinnett County	302	6,644	147
Habersham County	17	374	9
Hall County	70	1,540	24
Hancock County	3	66	-
Haralson County	14	308	-
Harris County	14	308	-
Hart County	7	154	4
Heard County	6	132	-
Henry County	73	1,606	173
Houston County	68	1,496	87

APPENDIX A

TOTAL CLASSES, STUDENT SLOTS, AND WAITING LIST BY COUNTY/CITY			
County/City	Total Classes	Total Student Slots	Waiting List
Irwin County	4	88	-
Jackson County	36	792	19
Jasper County	6	132	-
Jeff Davis County	9	198	-
Jefferson County	6	132	-
Jenkins County	3	66	-
Johnson County	3	66	-
Jones County	12	264	-
Lamar County	6	132	2
Lanier County	4	88	-
Laurens County	21	462	1
Lee County	13	286	14
Liberty County	36	792	15
Lincoln County	3	66	-
Long County	10	220	-
Lowndes County	44	968	35
Lumpkin County	9	198	-
Macon County	3	66	-
Madison County	8	176	25
Marion County	3	66	1
McDuffie County	9	198	1
McIntosh County	3	66	4
Meriwether County	7	154	-
Miller County	2	44	-
Mitchell County	8	176	-
Monroe County	9	198	9
Montgomery County	3	66	-
Morgan County	8	176	24
Murray County	15	330	2
Muscogee County	80	1,760	40
Newton County	37	814	6
Oconee County	18	396	-
Oglethorpe County	5	110	3
Paulding County	53	1,166	2
Peach County	9	198	-
Pickens County	8	176	2
Pierce County	8	176	24
Pike County	5	110	12

TOTAL CLASSES, STUDENT SLOTS, AND WAITING LIST BY COUNTY/CITY			
County/City	Total Classes	Total Student Slots	Waiting List
Polk County	18	396	19
Pulaski County	4	88	-
Putnam County	8	176	-
Quitman County	1	22	-
Rabun County	5	110	7
Randolph County	2	44	-
Richmond County	86	1,892	15
Rockdale County	35	770	5
Schley County	3	66	2
Screven County	7	154	-
Seminole County	4	88	-
Spalding County	25	550	10
Stephens County	8	176	-
Stewart County	2	44	-
Sumter County	12	264	-
Talbot County	1	22	-
Taliaferro County	1	22	-
Tattnall County	10	220	-
Taylor County	3	66	-
Telfair County	5	110	3
Terrell County	2	44	-
Thomas County	23	506	-
Tift County	22	484	5
Toombs County	15	330	9
Towns County	1	22	-
Treutlen County	3	66	-
Troup County	32	704	74
Turner County	3	66	-
Twiggs County	2	44	-
Union County	8	176	-
Upson County	10	220	21
Walker County	21	462	1
Walton County	39	858	3
Ware County	17	374	1
Warren County	1	22	-
Washington County	9	198	-
Wayne County	13	286	11
Webster County	1	22	-

TOTAL CLASSES, STUDENT SLOTS, AND WAITING LIST BY COUNTY/CITY			
County/City	Total Classes	Total Student Slots	Waiting List
Wheeler County	3	66	-
White County	8	176	6
Whitfield County	43	946	37
Wilcox County	3	66	-
Wilkes County	3	66	-
Wilkinson County	3	66	-
Worth County	7	154	1
Bremen City	3	66	-
Calhoun City	10	220	3
Carrollton City	7	154	37
Cartersville City	6	132	2
Commerce City	3	66	-
Decatur City	8	176	-
Dublin City	6	132	-
Gainesville City	12	264	24
Jefferson City	9	198	-
Marietta City	5	110	-
Pelham City	3	66	-
Rome City	9	198	25
Social Circle City	4	88	3
Thomasville City	8	176	-
Trion City	4	88	-
Valdosta City	11	242	7
Vidalia City	7	154	2
TOTAL	3,823	84,106	2,714

Pre-K Saturation Rates FY2023
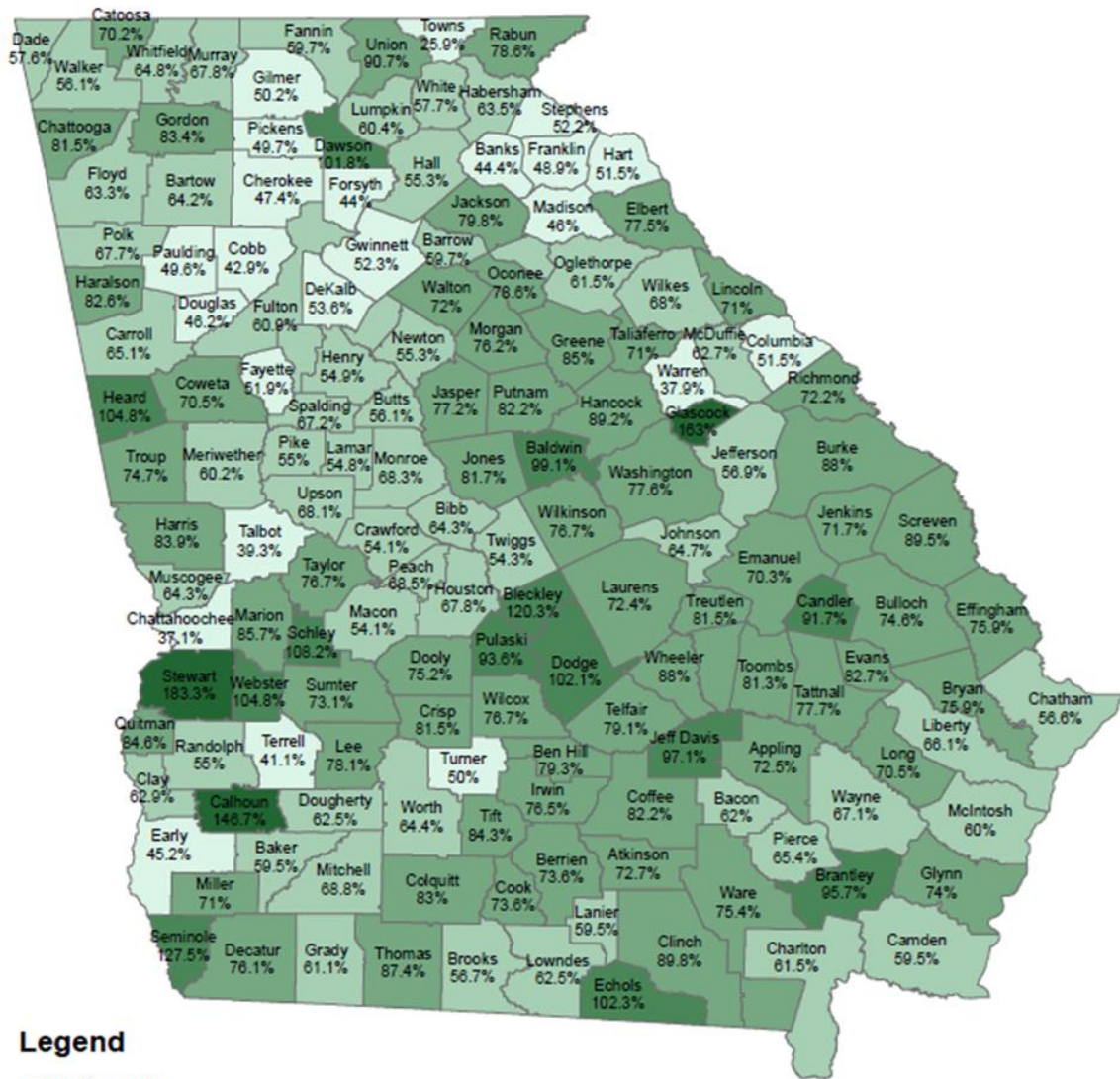
Legend

saturation_rate

- 25.9% - 53.6% (23)
- 53.7% - 68.8% (57)
- 68.8% - 90.7% (63)
- 90.8% - 127.5% (13)
- 127.6% - 183.3% (3)

Statewide Saturation Rate: 53%

APPENDIX C

HISTORICAL PRE-K ENROLLMENT

Fiscal Year	Enrollment	Pre-K Slots Funded
FY 2004	68,155	68,200
FY 2005	71,473	72,000
FY 2006	72,902	74,000
FY 2007	75,299	76,600
FY 2008	76,491	78,000
FY 2009	78,129	79,000
FY 2010	81,068	82,000
FY 2011	82,608	84,000
FY 2012	82,868	84,000
FY 2013	81,683	84,000
FY 2014	81,453	84,000
FY 2015	80,430	84,000
FY 2016	80,825	84,000
FY 2017	80,874	84,000
FY 2018	80,536	84,000
FY 2019	80,493	84,000
FY 2020	80,328	84,000
FY 2021	66,554	84,000
FY 2022	73,177	84,000
FY 2023	73,462	84,000