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STATE OF RHODE ISLAND

IN GENERAL ASSEMBLY

JANUARY SESSION, A.D. 2021

A N A C T

RELATING TO EDUCATION - RHODE ISLAND EARLY EDUCATOR INVESTMENT ACT

Introduced By: Senators Cano, Quezada, Pearson, Lawson, and Gallo

Date Introduced: January 19, 2021

Referred To: Senate Labor

It is enacted by the General Assembly as follows:

1 SECTION 1. Title 16 of the General Laws entitled "EDUCATION" is hereby amended by  
2 adding thereto the following chapter:

3 CHAPTER 110

4 RHODE ISLAND EARLY EDUCATOR INVESTMENT ACT

5 **16-110-1. Short title.**

6 This chapter shall be known and may be cited as the "Rhode Island Early Educator  
7 Investment Act."

8 **16-110-2. Legislative findings and purpose.**

9 The general assembly hereby finds that:

10 (1) Young children's healthy brain development and learning depends on consistent,  
11 nurturing care and enriching learning opportunities at home and in early care and education settings.  
12 Starting at birth, day-to-day interactions with family members and early educators shape children's  
13 brain architecture upon which all future learning and development is built.

14 (2) Many of the early educators and early childhood professionals in Rhode Island earn  
15 very low wages even when they achieve credentials equivalent to kindergarten through grade  
16 twelve (K-12) teachers and demonstrate effective practices. Childcare, family home visiting, and  
17 early intervention programs across the state report difficulty attracting, developing, and retaining  
18 effective early childhood professionals.

19 (3) A 2019 statewide survey of early childhood professionals in Rhode Island found that

1 over forty percent (40%) of infant/toddler educators worry about having enough food to feed their  
2 family and fifty percent (50%) worry about having enough money to pay for housing.

3 (4) Almost one-third (1/3) of early educators have a second job to help make ends meet  
4 and almost two-thirds (2/3) report that they plan to leave their early education job if the  
5 compensation does not improve. And yet, most report that they enjoy working with children and  
6 families and many have earned college credits and degrees in child development and early  
7 education.

8 (5) A landmark report issued by the National Academy of Science in 2015 found that  
9 educators of young children, including infants and toddlers, need the same high level of knowledge  
10 and competencies as teachers of older children and that educational qualifications and  
11 compensation of early educators should be equivalent to those of kindergarten through grade twelve  
12 (K-12) teachers.

13 (6) According to data from the U.S. Bureau of Labor Statistics, the median wage for a  
14 childcare teacher in Rhode Island in 2018 was twelve dollars and fifteen cents (\$12.15) per hour,  
15 well below the state median wage of twenty dollars and twenty-one cents (\$20.21) per hour and  
16 significantly below the level of kindergarten teachers who had an average annual salary of sixty-  
17 five thousand five hundred thirty dollars (\$65,530). Rhode Island state agency data show that  
18 median wages for early intervention providers and family home visitors range from thirteen dollars  
19 and fifty cents (\$13.50) per hour to twenty dollars (\$20.00) per hour.

20 (7) By enacting this chapter, the general assembly acknowledges the need to develop and  
21 implement strategies to improve the compensation of early educators so programs can attract,  
22 develop, and retain effective staff to care for and educate young children and provide family-  
23 focused services.

24 **16-110-3. Establishment of a target wage scale.**

25 (a) The children's cabinet established in §42-72.5-1 shall work in collaboration with the  
26 Rhode Island department of education to establish goals to improve compensation, including a  
27 common target wage scale for early educators linked to education levels above high school and  
28 demonstrated competence working with children and families.

29 (b) The target wage scale shall be developed to apply to educators working in childcare  
30 centers, family childcare homes, family home visiting programs, and early intervention programs.  
31 The target wage scale shall promote parity with kindergarten through grade twelve (K-12) public  
32 school teachers for individuals with similar credentials.

33 (c) In developing this target wage scale, the children's cabinet and the department of  
34 education may consider the findings and recommendations provided in the 2019 Moving the Needle

1 [on Compensation Task Force's report "Improving the Compensation and Retention of Effective](#)  
2 [Infant/Toddler Educators in Rhode Island."](#)

3 **16-110-4. Developing strategies to increase compensation of early educators.**

4 [\(a\) Once the target wage scale has been established, the children's cabinet and the](#)  
5 [department of education shall design strategies and estimate the cost to close the gap between](#)  
6 [current wages and the target wage scale, including parity with public school teaching staff or](#)  
7 [individuals with similar credentials. In developing the plan, the following components shall be](#)  
8 [considered:](#)

9 [\(1\) Continuation and expansion of the existing statewide, comprehensive, research-based](#)  
10 [early childhood workforce development scholarship program established under § 16-87-4 to](#)  
11 [include stronger and ongoing support for compensation, such as implementation of wage](#)  
12 [supplements or regular stipends for early educators to lift annual income to meet or exceed the](#)  
13 [levels in the target wage scale. Consideration shall be given to the Infant/Toddler Educator](#)  
14 [Education and Retention Awards demonstration program recommended by the Moving the Needle](#)  
15 [on Compensation's Task Force.](#)

16 [\(2\) Proposals to increase rates paid to early childhood programs that are adequate to enable](#)  
17 [programs to pay early educators wages that meet or exceed the levels in the target wage scale.](#)

18 [\(3\) Contracts to early childhood programs to expand the availability of high-quality](#)  
19 [services for young children and families with educators in the program paid wages that meet or](#)  
20 [exceed the levels in the target wage scale.](#)

21 [\(4\) Registered apprenticeships for early educators that support completion of college](#)  
22 [coursework and attainment of college credentials while providing opportunities to develop high-](#)  
23 [quality practices through regular on-the-job coaching by master early educators. Apprenticeships](#)  
24 [shall be designed and funded to enable successful participants to earn wages that meet or exceed](#)  
25 [the levels in the target wage scale.](#)

26 **16-110-5. Reporting.**

27 [The children's cabinet and the department of education shall report back to the governor](#)  
28 [and general assembly on or before December 1, 2021 with a target wage scale and initial cost](#)  
29 [estimates for public funding to close the wage gaps for early educators.](#)

30 SECTION 2. Section 42-72.5-2 of the General Laws in Chapter 42-72.5 entitled  
31 "Children's Cabinet" is hereby amended to read as follows:

32 **42-72.5-2. Policy and goals.**

33 The children's cabinet shall:

34 (1) Meet at least monthly to address all issues, especially those that cross departmental

1 lines, and relate to children's needs and services;

2 (2) Review, amend, and propose all interagency agreements necessary to provide  
3 coordinated services to children;

4 (3) Produce an annual comprehensive children's budget, to be submitted with other budget  
5 documents to the general assembly;

6 (4) Produce, by December 1, 2015, a comprehensive, five (5) year statewide plan and  
7 proposed budget for an integrated state child service system. This plan shall be submitted to the  
8 governor; the speaker of the house of representatives and the president of the senate, and updated  
9 annually thereafter;

10 (5) [Deleted by P.L. 2015, ch. 141, art. 5, § 21].

11 (6) Develop a strategic plan to coordinate and share data to foster interagency  
12 communication, increase efficiency of service delivery, and simultaneously protect children's  
13 legitimate expectations of privacy and rights to confidentiality. This shall include data-sharing with  
14 research partners, pursuant to data-sharing agreements, that maintains data integrity and protects  
15 the security and confidentiality of these records. Any such data-sharing agreements shall comply  
16 with all privacy and security requirements of federal and state law and regulation governing the use  
17 of such data. Any universal student identifier now in use by the state or developed in the future  
18 shall not involve a student's social security number- ; and

19 (7) Establish a target wage scale and design a strategic plan to close the gap between current  
20 wages and the target wage scale, including parity with public school teaching staff or individuals  
21 with similar credentials pursuant to the provisions of chapter 110 of title 16.

22  
23 SECTION 3. This act shall take effect upon passage.

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EXPLANATION  
BY THE LEGISLATIVE COUNCIL  
OF  
A N A C T  
RELATING TO EDUCATION - RHODE ISLAND EARLY EDUCATOR INVESTMENT ACT

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1           This act would require the children's cabinet, in conjunction with the department of  
2 education, to develop and implement strategies to improve the compensation of early educators.

3           This act would take effect upon passage.

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