

MAINE STATE LEGISLATURE

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130th MAINE LEGISLATURE

FIRST SPECIAL SESSION-2021

Legislative Document

No. 1652

H.P. 1223

House of Representatives, May 5, 2021

**An Act To Build a Child Care System by Recruiting and Retaining
Maine's Early Childhood Educators Workforce**

Received by the Clerk of the House on May 3, 2021. Referred to the Committee on Innovation, Development, Economic Advancement and Business pursuant to Joint Rule 308.2 and ordered printed pursuant to Joint Rule 401.

A handwritten signature in cursive script that reads "R B. Hunt".

ROBERT B. HUNT
Clerk

Presented by Speaker FECTEAU of Biddeford.
Cosponsored by President JACKSON of Aroostook and
Representatives: HASENFUS of Readfield, McDONALD of Stonington, MILLETT of
Waterford, MILLETT of Cape Elizabeth, ROBERTS of South Berwick, Senators:
DAUGHTRY of Cumberland, STEWART of Aroostook.

1 **Be it enacted by the People of the State of Maine as follows:**

2 **Sec. 1. 22 MRSA §3740-A** is enacted to read:

3 **§3740-A. Early childhood educators workforce support program**

4 The commissioner, the Commissioner of Education and the Commissioner of Labor
5 jointly shall develop and implement an early childhood educators workforce support
6 program, referred to in this section as "the program," to recruit and retain early childhood
7 educators working with children up to 5 years of age. Components of the program must
8 include the following:

9 **1. Career and technical education.** Increasing opportunities for course work in early
10 childhood education by:

11 A. Expanding the number of career and technical education centers at which early
12 childhood education programs are available; and

13 B. Supporting early childhood education courses through funding for training and the
14 purchase of updated textbooks, equipment and other course materials;

15 **2. Comprehensive scholarships.** Providing comprehensive scholarships that allow
16 individuals, such as those providing family child care, directors of child care centers and
17 early childhood educators, to attain early childhood education credentials and take courses
18 at accredited institutions leading to associate, bachelor's or master's degrees. The
19 scholarships must be structured with the goal of allowing an individual who agrees to work
20 for at least one year following graduation with an approved employer to graduate without
21 student debt;

22 **3. Apprenticeships.** Expanding the number of apprenticeships available in early
23 childhood child care. The apprenticeships must be registered with the Department of Labor
24 and offered in partnership with a professional development network that promotes and
25 supports professionalism in the early childhood child care and education field and that is
26 operated by an institution for higher education as defined in section 2053, subsection 4-B
27 and that must meet any additional criteria established by rules adopted pursuant to this
28 section;

29 **4. Salary supplements.** Establishing a system of salary supplements for providers of
30 child care and early childhood educators working with children up to 5 years of age. The
31 system of salary supplements must:

32 A. Be on a graded scale that awards salary supplements to an individual based on the
33 course credits or credentials earned and the level of education and experience of the
34 individual;

35 B. Award salary supplements to an individual whose employer is a program or school
36 that is ranked by the office based on the quality of the program or school; and

37 C. Award salary supplements to an individual who has registered on a statewide
38 registry that uses a registry member's work, education and training histories, along with
39 any professional credentials, to assign a level on a scale appropriate to that career;

40 **5. Articulation agreements.** Collaborating with local adult education providers of
41 school administrative units, apprenticeship sponsors, career and technical education
42 programs, the Maine Community College System and the University of Maine System to

1	DEPARTMENT TOTAL - ALL FUNDS	\$100,000	\$100,000
2	HEALTH AND HUMAN SERVICES, DEPARTMENT OF		
3	Child Care Services 0563		
4	Initiative: Provides ongoing funding for education-based and experience-based salary		
5	supplements for early childhood educators working with young children from birth to 5		
6	years of age.		
7	GENERAL FUND	2021-22	2022-23
8	All Other	\$4,500,000	\$4,500,000
9			
10	GENERAL FUND TOTAL	<u>\$4,500,000</u>	<u>\$4,500,000</u>
11	Child Care Services 0563		
12	Initiative: Provides ongoing allocations for comprehensive scholarships to early childhood		
13	educators working with children from birth to 5 years of age.		
14	FEDERAL BLOCK GRANT FUND	2021-22	2022-23
15	All Other	\$200,000	\$200,000
16			
17	FEDERAL BLOCK GRANT FUND TOTAL	<u>\$200,000</u>	<u>\$200,000</u>
18			
19	HEALTH AND HUMAN SERVICES,		
20	DEPARTMENT OF		
21	DEPARTMENT TOTALS	2021-22	2022-23
22			
23	GENERAL FUND	\$4,500,000	\$4,500,000
24	FEDERAL BLOCK GRANT FUND	\$200,000	\$200,000
25			
26	DEPARTMENT TOTAL - ALL FUNDS	<u>\$4,700,000</u>	<u>\$4,700,000</u>
27	LABOR, DEPARTMENT OF		
28	Employment Services Activity 0852		
29	Initiative: Provides ongoing funds to expand the apprenticeship program for those working		
30	in the field of early childhood child care and education offered by the Maine Roads to		
31	Quality Professional Development Network in partnership with the State's higher education		
32	system and for the staffing and indirect costs to support the program.		
33	GENERAL FUND	2021-22	2022-23
34	All Other	\$200,000	\$200,000
35			
36	GENERAL FUND TOTAL	<u>\$200,000</u>	<u>\$200,000</u>

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LABOR, DEPARTMENT OF		
DEPARTMENT TOTALS	2021-22	2022-23
GENERAL FUND	\$200,000	\$200,000
DEPARTMENT TOTAL - ALL FUNDS	\$200,000	\$200,000
SECTION TOTALS	2021-22	2022-23
GENERAL FUND	\$4,800,000	\$4,800,000
FEDERAL BLOCK GRANT FUND	\$200,000	\$200,000
SECTION TOTAL - ALL FUNDS	\$5,000,000	\$5,000,000

SUMMARY

This bill requires the Commissioner of Health and Human Services, the Commissioner of Education and the Commissioner of Labor jointly to develop and implement an early childhood educators workforce support program to recruit and retain early childhood educators working with children up to 5 years of age. Components of the program include:

1. Expansion of educational programs at career and technical education centers and financial support of those programs;
2. Comprehensive scholarships for persons taking classes toward the attainment of an early childhood education credential or an associate, bachelor's or master's degree that allow the persons to graduate without student debt as long as the persons agree to work for a year with an approved employer;
3. An increased number of apprenticeships;
4. Salary supplements awarded to individuals who provide child care or who are early childhood educators. The amount of the supplement is based on the level of education and experience of the individual and other factors;
5. Articulation agreements between local adult education providers of school administrative units, apprenticeship sponsors, career and technical education programs, the Maine Community College System and the University of Maine System for the transfer of credits for course work related to early childhood education and to facilitate enrollment in courses that lead to the issuance of a postsecondary degree by a degree-granting institution; and
6. Collaboration between local adult education providers of school administrative units, apprenticeship sponsors, career and technical education programs, the Maine Community College System and the University of Maine System to provide support for individuals, including immigrants and other populations lacking experience in Maine's workforce, who require foundational skills development to enter and succeed in early

1 childhood education courses, including but not limited to English as a second language,
2 literacy, numeracy and employability skills.

3 The bill also requires a biennial report to be made by the commissioners to the
4 Legislature including a review of the adequacy of the pathways to early childhood
5 education careers and an evaluation of how the improved collection of workforce and child
6 care data and coordinated, dedicated funding are supporting the ongoing development of
7 an early child care and education system.