

## Index of Reporting Requirements

Requirement	Source	Where to find in this report
<p><b>CAPACITY REPORT (as required by an outside section of Legislative Session Law):</b> {Added July 2008}</p> <p>The Board, in consult with the Advisory Council, shall report on the current and potential capacity of the existing early education and care system to:</p> <p>(1) enhance the quality of early education and care programs;</p> <p>(2) provide multiple points of entry and outreach for families including those in hard to reach populations;</p> <p>(3) deliver comprehensive services including mental health consultation and intervention services to decrease expulsion rates;</p> <p>(4) foster collaboration and coordinate resources among providers of early education programs and linkages with human services agencies, the department of elementary and secondary education and local school districts;</p> <p>(5) undertake school readiness assessments and program evaluations;</p> <p>(6) maximize resources for workforce and professional development for early education and care professionals; and</p> <p>(7) reestablish trial court child care programs.</p> <p>The report shall include: (8) a review of the local and regional organizational structures required by section 4 of chapter 15D of the General Laws, along with recommendations for how to achieve the most effective regional and local coordination to enhance the quality of services delivered through the early education and care system ; and (9) recommendations relative to any legislation necessary to support or authorize such plans.</p>	<p><i>Chapter 215, Section 85 of the Acts of 2008</i></p>	<p>Not included as part of this report. After approval by the Board, EEC will submit the Capacity report on June 15, 2009.</p>
<p><b>ANNUAL LEGISLATIVE REPORT (as required by Budget Line Item language):</b></p> <p>The Department shall report on status of the department's programming, which shall contain: (1) the proposed core competencies to be issued by the department, (2) the status and findings of the department's quality rating system, (3) a multi-year plan for the alignment of rates and quality standards and for programs to move toward meeting the quality standards enumerated in item 3000-5075, (4) details on the implementation of universal pre-kindergarten grants, along with any legislative recommendations for the improvement of the program, (5) a multi-year plan for the alignment of all classroom based quality enhancement grants funded by the department in order to ensure fairness and consistency across all preschool grant programs, (6) the department's recommendations on the consistent implementation of accreditation assistance across the commonwealth, (7) the number of early childhood educators and providers who have received such training, the estimated number who have requested such additional training, and a review and analysis of the most effective types of professional development, and (8) the estimated number of preschool suspensions and expulsions that occur each year in the commonwealth, the relative frequency of each type of mental illness or behavioral issues among children receiving programs and services from the department, and an analysis of the most effective intervention strategies.</p>	<p><i>G.L.c. 15D, Sec. 3(g), as amended by Section 3 of Chapter 321 of the Acts of 2008 and G.L.c. 15D, Sec. 10</i></p>	<p>Progress Updates by Initiative: p. 10-22</p> <p>1) Proposed core competencies: attached Workforce Report;</p> <p>2) Quality Rating and Improvement System (QRIS): p. 12;</p> <p>3) Alignment of Rates and Quality Standards: p. 14;</p> <p>4) Universal Pre-Kindergarten: p. 10;</p> <p>5) Alignment of classroom based quality grants: Will be included as part of Capacity Study to be submitted in June 2009;</p> <p>6) Accreditation: p. 19;</p> <p>7) Training and professional development: attached Workforce Report;</p> <p>8) Suspension and expulsion: Partially addressed on p.20; also addressed on p. 23 (<i>areas on which we are not reporting</i>)</p>

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<p><b>ANNUAL LEGISLATIVE REPORT (as required by EEC's Enabling Act):</b> {Added July 2005}</p> <p>The Board shall submit an annual report describing its progress in achieving the goals and implementing the programs authorized in this chapter, which shall evaluate the progress made toward universal early education and care for preschool-aged children and toward reducing expulsion rates through developmentally appropriate prevention and intervention services. G.L.c. 15, Sec. 3(g).</p> <p>{Added July 2008}: The Board shall included in its annual report rules and regulations promulgated by the board relative to the use of civil fines and sanctions, the types of sanctions, and the amount of those fines. G.L.c. 15, Sec. 10.</p> <p>{Added November 2008}: The Department shall include an annual report on behavioral health indicators that includes estimates of the annual rates of preschool suspensions and expulsions, the types and prevalence of behavioral health needs of children served by the department, the racial and ethnic background of the children with identified behavioral health needs, the existing capacity to provide behavioral health services, and an analysis of the best intervention and prevention practices, including strategies to improve the delivery of comprehensive services and to improve collaboration between and among early education and care and human services providers. G.L.c. 15, Sec. 3(g)</p>	<p><i>G.L.c. 15D, Sec. 3(g), as amended by Section 3 of Chapter 321 of the Acts of 2008 and G.L.c. 15D, Sec. 10</i></p>	<ol style="list-style-type: none"> <li>1) Progress in achieving goals and implementing programs: Board/EEC Actions, Policy Decision, and Accomplishments: p.4-9</li> <li>2) Universal Pre-Kindergarten: p. 10 (UPK progress update)</li> <li>3) Reducing expulsion rates: p.20 (Mental Health progress update)</li> </ol> <p>Not included as part of this report.</p> <p>Progress Updates by Initiative: p.20 (Mental Health progress update)</p>
<p><b>UPK Statute as it relates to the ANNUAL LEGISLATIVE REPORT (as required by EEC's Enabling Act):</b></p> <p>The department, with the approval of the board and in consultation with the state advisory committee on early education and care established in Section 3A, shall study and present any additional recommendations on the programmatic, financing, and phase-in options for the development and universal implementation of the Massachusetts universal pre-kindergarten program. This study shall include an estimate of the need for full-day, full-year care that meets the needs of parents who work full-time and shall include the number of pre-school aged children in the commonwealth who may be at risk due to family poverty, TAFDC status, special needs, or other risk factors. <i>The department shall include its findings and recommendations, and any updates of its findings, in the annual report required under Section 3.</i></p>	<p><i>G.L.c. 15D, Sec. 13(d)</i></p>	<p>Universal Pre-kindergarten Progress Update: p.10 (<i>study relative to the need for full-day, full-year care not included in this report; has not been conducted</i>)</p>
<p><b>WORKFORCE DEVELOPMENT PLAN (as required by EEC's Enabling Act):</b> {Added July 2005} The Board shall develop and annually update, an implementation plan for a workforce development system designed to support the education, training and compensation of the early education and care workforce, including all center, family child care, infant, toddler, preschool and school-age providers. The board shall solicit input from organizations and agencies that represent a diverse spectrum of expertise, knowledge and understanding of broader workforce development issues and of the professional development needs of the early childhood and care workforce.</p>	<p><i>G.L.c. 15D, Sec. 5</i></p>	<p>Attached FY09 Workforce Report</p>

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<p><b>5 YEAR MASTER PLAN (as required by EEC's Enabling Act):</b> { Added July 2005}</p> <p>The commissioner shall analyze the present and future goals, needs and requirements of early childhood education and care in the commonwealth and recommend to the board comprehensive means to achieve a well-coordinated system that promotes positive social and emotional development, high educational achievement, and quality care in the commonwealth. Following consultation with the board, the commissioner shall prepare and submit to the secretary, for the secretary's review and approval, a 5-year master plan for achieving such a coordinated system. The master plan along with an annual progress report shall reflect the goals and standards established by the board and the secretary.</p> <p>{ Added July 2008} The master plan shall include, but not be limited to: enrollment projections; identification of measures for age-appropriate child development and school readiness; expulsion rate projections; utilization of existing facilities; promotion of research; programmatic excellence; recommendations for construction or acquisition of new facilities; program distribution; the addition of new programs; the elimination of existing programs; and the need for program revisions. The commissioner shall receive reports, undertake research, and facilitate coordination among and between all entities delivering programs or services under this chapter. The commissioner shall promote the partnership of providers of early education and care programs and services with elementary and secondary schools, institutions of higher education and business and civic organizations.</p>	<p><i>G.L.c. 15D, Sec. 4</i></p>	<p>EEC Board Strategic Plan Attached.</p> <p>Accompanying EEC Work Plan, including annual updates, is in development and will be submitted as a separate document upon completion. This will address specific requirements required herein.</p>
<p><b>As required by Budget Line Item language</b> { Added July 2008}</p> <p>The Department shall issue a report detailing:</p> <p>a) As required by Budget Line Item language { Added July 2008}, the Department shall issue a report detailing: the number of families receiving child care who are transitioning from cash assistance in each of the past 3 fiscal years,</p> <p>b) of these families, the number of years each family has been receiving child care since their cash assistance benefits have been terminated,</p> <p>c) the correlative fiscal and policy impact on item 3000-4060 should former TAFDC recipients be added as a priority population,</p> <p>d) the correlative fiscal and policy impact on this item should former TAFDC recipients' child care remain within this entitlement account,</p> <p>e) the breakdown of the entire caseload of this item by TAFDC status and employment and training status, which shall be provided by the department of transitional assistance, and</p> <p>f) the number of former TAFDC recipients who transition off child care benefits due to exceeding income-eligibility requirements.</p>	<p><i>3000-4050</i></p>	<p>Not included as part of this report. Will be submitted separately in March 2009.</p>