
HOUSE BILL 1550

State of Washington

68th Legislature

2023 Regular Session

By Representatives Santos, Senn, Ortiz-Self, Berry, Goodman, Ramel, Simmons, Stonier, Bergquist, Pollet, Fosse, and Doglio

Read first time 01/24/23. Referred to Committee on Education.

1 AN ACT Relating to assisting eligible children in need of
2 additional preparation to be successful in kindergarten by replacing
3 transitional kindergarten with a legislatively established and
4 authorized transition to kindergarten program; amending RCW
5 28A.225.160, 43.216.085, and 43.216.655; adding new sections to
6 chapter 28A.300 RCW; adding a new section to chapter 43.216 RCW;
7 creating new sections; and providing an expiration date.

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

9 NEW SECTION. **Sec. 1.** (1) The legislature finds that high
10 quality early learning is the best way to ensure children have the
11 social-emotional skills and other skills they need to enter
12 kindergarten ready to learn. Unfortunately, too many children across
13 the state do not have access to high quality early learning.

14 (2) The legislature recognizes that the early childhood education
15 and assistance program, the state's preschool program, is expanding
16 and will become an entitlement for eligible children in the year
17 2026. The fair start for kids act, enacted in 2021 by Washington
18 state, is helping to expand access to more affordable, high quality
19 child care and early learning and federal early learning programs
20 serve thousands of families across the state.

1 (3) However, the legislature finds that these early learning
2 programs do not yet reach all families in need. As a result, there
3 are children about to enter kindergarten who need an opportunity for
4 high quality preschool in order to be successful kindergarten
5 students in the following school year. Some school districts have
6 attempted to address this gap by creating transitional kindergarten
7 programs funded with state basic education allocations. However, not
8 all transitional kindergarten programs meet the high quality age-
9 appropriate early learning standards that other state-funded early
10 learning programs are required to meet.

11 (4) Therefore, the legislature intends to establish a transition
12 to kindergarten program that meets early learning standards in lieu
13 of transitional kindergarten programs and to help fill in gaps in
14 access to high quality early learning for eligible children. The
15 legislature intends to provide state funding, which is separate from
16 the state basic education allocation, for the transition to
17 kindergarten program so that it can be offered at no charge to
18 eligible students, and to prohibit the use of state basic education
19 allocations for this program. The legislature also intends to:
20 Require that the early learning ecosystem work together; promote
21 coordinated systems of comprehensive early learning services;
22 maximize efficient use of state, federal, and local resources; and
23 ensure that children and families get the early learning services
24 they need in the most appropriate setting.

25 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.300
26 RCW to read as follows:

27 (1)(a) The superintendent and the secretary shall administer, in
28 partnership, the transition to kindergarten program to assist
29 eligible children in need of additional preparation to be successful
30 kindergarten students in the following school year.

31 (b) The program that is authorized, administered, and funded in
32 accordance with this section and section 3 of this act is not part of
33 the state's instructional program of basic education under RCW
34 28A.150.220.

35 (2) The administrative responsibilities of the superintendent for
36 the program are specified in this section. The administrative
37 responsibilities of the secretary for the program are specified in
38 section 3 of this act.

1 (3) The superintendent shall adopt rules under chapter 34.05 RCW
2 for the authorization of, the administration of, and allocation of
3 state funding for the transition to kindergarten program. At a
4 minimum, these rules must:

5 (a) Limit program authorization to school districts and limit
6 program sites to common schools;

7 (b) Prohibit authorized school districts from charging tuition or
8 other fees for enrollment in a program;

9 (c) Require, through an application process, a school district
10 to:

11 (i) Specify the number and location of program sites the school
12 district is applying for and the intended number of eligible children
13 to be served at each site;

14 (ii) Describe the screening process or other instruments that the
15 school district will use to individually determine whether an
16 eligible child has a developmental delay or otherwise needs
17 additional preparation to be successful in kindergarten in the
18 following school year. Eligible children who are on the waitlist for
19 early childhood education and assistance program sites are not
20 required to be screened; and

21 (iii) Outline its plan for coordinated recruitment and enrollment
22 with other early learning program providers;

23 (d) Require a period of one year between application submission
24 and operation of a program site, during which the authorized school
25 district must prepare for compliance with rules adopted by the
26 secretary under section 3 of this act;

27 (e) Describe the process, established in partnership with the
28 department of children, youth, and families, for approving an
29 applicant's prospective program and program sites in coordination
30 with the planned expansion of the early childhood education and
31 assistance program, as well as the process for approving the intended
32 number of eligible children served by state funds at each prospective
33 program site. The goal of these processes is to distribute
34 prospective sites and slots across communities in an equitable and
35 effective manner;

36 (f) Prohibit authorized school districts from establishing a
37 policy of excluding an eligible child due only to the presence of a
38 disability;

39 (g) Require authorized school districts to avoid adversely
40 impacting enrollment in other high quality early learning programs by

1 using the coordinated recruitment and enrollment plan to prioritize
2 eligible children for enrollment in the following order:

3 (i) Eligible children on the waitlist for, but not scheduled for
4 enrollment in, an early childhood education and assistance program
5 site; then

6 (ii) Eligible children who:

7 (A) Have been individually determined through a screening process
8 or other instruments to have a developmental delay or otherwise need
9 additional preparation to be successful in kindergarten in the
10 following school year;

11 (B) Have not participated in a formal early learning program; and

12 (C) Who are in a household with an income of up to 100 percent of
13 the state median income, adjusted for household size;

14 (h) Limit allocations to authorized school districts to an amount
15 per enrolled eligible child, specified in the omnibus operating
16 appropriations act, that is no more than the amount per child
17 provided to early childhood education and assistance program
18 providers providing the equivalent number of instructional hours;

19 (i) Require authorized school districts to apply for reapproval
20 at least every five years; and

21 (j) Provide at least one year of notice if an authorized school
22 district or approved program site will be discontinued or otherwise
23 not provided with state funding.

24 (4) The office of the superintendent of public instruction has
25 administrative responsibility for:

26 (a) Submitting to the legislature by each December 1st a report
27 on the number of eligible children served by authorized school
28 districts in the current school year and, based on information in the
29 current year's applications, the estimated number of eligible
30 children that authorized school districts intend to serve in the
31 following school year;

32 (b) Subject to the availability of amounts appropriated for this
33 specific purpose, authorizing and allocating state funding to school
34 districts to provide a program at approved program sites, in
35 compliance with the rules established under subsection (3) of this
36 section. For the 2024-25 school year, allocations must be prioritized
37 to authorized school districts that offered a transitional
38 kindergarten program, as defined in section 5 of this act, as of the
39 effective date of this section;

1 (c) Collaborating with the secretary to provide technical
2 assistance to support program improvements and to monitor the quality
3 of program sites, including verification that teachers staffing
4 program classrooms hold a valid Washington teacher certificate with
5 either an early childhood education endorsement or an early childhood
6 special education endorsement; and

7 (d) Directing authorized school districts to work in
8 collaboration with early learning partners to promote coordinated
9 systems of comprehensive early childhood services.

10 (5) The definitions in this subsection apply throughout this
11 section unless the context clearly requires otherwise.

12 (a) "Common school" has the same meaning as in RCW 28A.150.020.

13 (b) "Eligible child" means a child who turns five years old
14 between September 1st of the year of admission to the program and the
15 following June 30th, who does not have access to participate in a
16 federal or state program providing high quality early learning
17 services, and who either:

18 (i) Is on the waitlist for, but not scheduled for enrollment in,
19 an early childhood education and assistance program; or

20 (ii) (A) Has been individually determined through a screening
21 process or other instruments to have a developmental delay or
22 otherwise needs additional preparation to be successful in
23 kindergarten in the following school year; (B) has not participated
24 in a formal early learning program; and (C) is in a household with an
25 income of up to 100 percent of the state median income, adjusted for
26 household size.

27 (c) "Program" means the transition to kindergarten program
28 established in this section.

29 (d) "Secretary" means the secretary of the department of
30 children, youth, and families.

31 (e) "Superintendent" means the superintendent of public
32 instruction.

33 NEW SECTION. **Sec. 3.** A new section is added to chapter 43.216
34 RCW to read as follows:

35 (1) The secretary shall adopt rules under chapter 34.05 RCW for
36 the administration of, the quality of, and standards for the
37 transition to kindergarten program established under section 2 of
38 this act. At a minimum, these rules must:

1 (a) Require that school districts authorized to provide a
2 transition to kindergarten program participate in the early achievers
3 program established under RCW 43.216.085;

4 (b) Subject school districts authorized to provide a transition
5 to kindergarten program to the licensing standards established under
6 RCW 43.216.255;

7 (c) Require transition to kindergarten program sites to use
8 developmentally appropriate curricula; and

9 (d) Require that each classroom in a transition to kindergarten
10 program be staffed with a teacher who holds a valid Washington
11 teacher certificate with either an early childhood education
12 endorsement or an early childhood special education endorsement.

13 (2) The department has administrative responsibility for:

14 (a) Monitoring the quality of transition to kindergarten program
15 sites and providing technical assistance to support program
16 improvements;

17 (b) Partnering with the superintendent of public instruction to
18 establish a process for transition to kindergarten program
19 applicant's prospective program sites in coordination with the
20 planned expansion of the early childhood education and assistance
21 program, as well as a process for approving the intended number of
22 eligible children served by state funds at each future transition to
23 kindergarten program site. The goal of these processes is to
24 distribute future sites and slots across communities in an equitable
25 and effective manner; and

26 (c) Directing early learning providers to work in collaboration
27 with school districts authorized to provide a transition to
28 kindergarten program to promote coordinated systems of comprehensive
29 early childhood services.

30 NEW SECTION. **Sec. 4.** (1) The superintendent of public
31 instruction and the secretary of the department of children, youth,
32 and families shall jointly develop and implement a conversion plan to
33 assist school districts that offer a transitional kindergarten
34 program, as of the effective date of this section, to be authorized
35 to provide a transition to kindergarten program under section 2 of
36 this act. The plan must include a process for coordinating approval
37 of future sites and slots for the transition to kindergarten program
38 and the early childhood education and assistance program. The goal of

1 the process is to distribute future sites and slots across
2 communities in an equitable and effective manner.

3 (2) Rules may not be adopted under section 2 or 3 of this act
4 until the superintendent and the secretary have developed and
5 commenced implementation of the conversion plan required by this
6 section.

7 (3) This section expires June 30, 2026.

8 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.300
9 RCW to read as follows:

10 (1) By October 1, 2023, school districts and charter schools
11 offering a transitional kindergarten program on the effective date of
12 this section must submit a report to the office of the superintendent
13 of public instruction that describes the screening process or other
14 instruments used to determine whether an individual child needs
15 additional preparation to be successful in kindergarten the following
16 school year.

17 (2) By August 31, 2024, school districts and charter schools must
18 cease operation of transitional kindergarten programs and may no
19 longer report transitional kindergarten students as kindergarten
20 students for purposes of receiving basic education allocations under
21 RCW 28A.150.250.

22 (3) As used in this section, "transitional kindergarten program"
23 means an instructional program, based on kindergarten standards
24 rather than developmentally appropriate early learning standards, for
25 children below the age of five who do not have access to high quality
26 early learning experiences prior to kindergarten, and who have been
27 deemed by a school district or charter school, through a screening
28 process or other instrument, to be in need of additional preparation
29 to be successful in kindergarten the following year.

30 **Sec. 6.** RCW 28A.225.160 and 2009 c 380 s 3 are each amended to
31 read as follows:

32 (1) Except as provided in subsection (2) of this section and
33 otherwise provided by law, it is the general policy of the state that
34 the common schools shall be open to the admission of all persons who
35 are five years of age and less than (~~twenty-one~~) 21 years residing
36 in that school district. Except as otherwise provided by law or rules
37 adopted by the superintendent of public instruction, districts may
38 establish uniform entry qualifications, including but not limited to

1 birthdate requirements, for admission to kindergarten and first grade
2 programs of the common schools. Such rules may provide for exceptions
3 based upon the ability, or the need, or both, of an individual
4 student. For the purpose of complying with any rule adopted by the
5 superintendent of public instruction that authorizes a preadmission
6 screening process as a prerequisite to granting exceptions to the
7 uniform entry qualifications, a school district may collect fees to
8 cover expenses incurred in the administration of any preadmission
9 screening process: PROVIDED, That in so establishing such fee or
10 fees, the district shall adopt rules for waiving and reducing such
11 fees in the cases of those persons whose families, by reason of their
12 low income, would have difficulty in paying the entire amount of such
13 fees. Beginning with the 2024-25 school year, rules providing for
14 exceptions to the uniform entry qualifications for kindergarten must
15 limit early kindergarten admission to children who are likely to be
16 successful in kindergarten as demonstrated through the whole-child
17 assessment of the Washington kindergarten inventory of developing
18 skills.

19 (2) A student who meets the definition of a child of a military
20 family in transition under Article II of RCW 28A.705.010 shall be
21 permitted to continue enrollment at the grade level in the common
22 schools commensurate with the grade level of the student when
23 attending school in the sending state as defined in Article II of RCW
24 28A.705.010, regardless of age or birthdate requirements.

25 **Sec. 7.** RCW 43.216.085 and 2021 c 304 s 6 are each amended to
26 read as follows:

27 (1) The department, in collaboration with tribal governments and
28 community and statewide partners, shall implement a quality rating
29 and improvement system, called the early achievers program. The early
30 achievers program provides a foundation of quality for the early care
31 and education system. The early achievers program is applicable to
32 licensed or certified child care centers, family home child care,
33 outdoor nature-based child care, and early learning programs such as
34 working connections child care (~~and~~), early childhood education and
35 assistance programs, and transition to kindergarten programs.

36 (2) The objectives of the early achievers program are to:

37 (a) Improve short-term and long-term educational outcomes for
38 children as measured by assessments including, but not limited to,

1 the Washington kindergarten inventory of developing skills in RCW
2 28A.655.080;

3 (b) Give parents clear and easily accessible information about
4 the quality of child care and early education programs;

5 (c) Support improvement in early learning and child care programs
6 throughout the state;

7 (d) Increase the readiness of children for school;

8 (e) Close the disparities in access to quality care;

9 (f) Provide professional development and coaching opportunities
10 to early child care and education providers; and

11 (g) Establish a common set of expectations and standards that
12 define, measure, and improve the quality of early learning and child
13 care settings.

14 (3)(a) Licensed or certified child care centers, family home
15 child care, and outdoor nature-based child care, serving nonschool-
16 age children and receiving state subsidy payments, must participate
17 in the early achievers program by the required deadlines established
18 in RCW 43.216.135.

19 (b) Approved early childhood education and assistance program
20 providers receiving state-funded support must participate in the
21 early achievers program by the required deadlines established in RCW
22 43.216.515.

23 (c) School districts authorized to provide a transition to
24 kindergarten program under section 2 of this act must participate in
25 the early achievers program by the required deadlines established for
26 child care providers serving nonschool-age children and receiving
27 state subsidy payments in RCW 43.216.135.

28 (d) Participation in the early achievers program is voluntary
29 for:

30 (i) Licensed or certified child care centers, family home child
31 care, and outdoor nature-based child care, not receiving state
32 subsidy payments; and

33 (ii) Early learning programs not receiving state funds.

34 (~~(d)~~) (e) School-age child care providers are exempt from
35 participating in the early achievers program. By July 1, 2017, the
36 department and the office of the superintendent of public instruction
37 shall jointly design a plan to incorporate school-age child care
38 providers into the early achievers program or other appropriate
39 quality improvement system. To test implementation of the early
40 achievers system for school-age child care providers the department

1 and the office of the superintendent of public instruction shall
2 implement a pilot program.

3 (4) (a) There are five primary levels in the early achievers
4 program.

5 (b) In addition to the primary levels, the department must
6 establish an intermediate level that is between level 3 and level 4
7 and serves to assist participants in transitioning to level 4.

8 (c) Participants are expected to actively engage and continually
9 advance within the program.

10 (5) The department has the authority to determine the rating
11 cycle for the early achievers program. The department shall
12 streamline and eliminate duplication between early achievers
13 standards and state child care rules in order to reduce costs
14 associated with the early achievers rating cycle and child care
15 licensing.

16 (a) Early achievers program participants may request to be rated
17 at any time after the completion of all level 2 activities.

18 (b) The department shall provide an early achievers program
19 participant an update on the participant's progress toward completing
20 level 2 activities after the participant has been enrolled in the
21 early achievers program for fifteen months.

22 (c) The first rating is free for early achievers program
23 participants.

24 (d) Each subsequent rating within the established rating cycle is
25 free for early achievers program participants.

26 (6) (a) Early achievers program participants may request to be
27 rerated outside the established rating cycle. A rerating shall reset
28 the rating cycle timeline for participants.

29 (b) The department may charge a fee for optional rerating
30 requests made by program participants that are outside the
31 established rating cycle.

32 (c) Fees charged are based on, but may not exceed, the cost to
33 the department for activities associated with the early achievers
34 program.

35 (7) (a) The department must create a single source of information
36 for parents and caregivers to access details on a provider's early
37 achievers program rating level, licensing history, and other
38 indicators of quality and safety that will help parents and
39 caregivers make informed choices. The licensing history that the
40 department must provide for parents and caregivers pursuant to this

1 subsection shall only include license suspension, surrender,
2 revocation, denial, stayed suspension, or reinstatement. No unfounded
3 child abuse or neglect reports may be provided to parents and
4 caregivers pursuant to this subsection.

5 (b) The department shall publish to the department's website, or
6 offer a link on its website to, the following information:

7 (i) Early achievers program rating levels 1 through 5 for all
8 child care programs that receive state subsidy, early childhood
9 education and assistance programs, transition to kindergarten
10 programs, and federal head start programs in Washington; and

11 (ii) New early achievers program ratings within thirty days after
12 a program becomes licensed or certified, or receives a rating.

13 (c) The early achievers program rating levels shall be published
14 in a manner that is easily accessible to parents and caregivers and
15 takes into account the linguistic needs of parents and caregivers.

16 (d) The department must publish early achievers program rating
17 levels for child care programs that do not receive state subsidy but
18 have voluntarily joined the early achievers program.

19 (e) Early achievers program participants who have published
20 rating levels on the department's website or on a link on the
21 department's website may include a brief description of their
22 program, contingent upon the review and approval by the department,
23 as determined by established marketing standards.

24 (8)(a) The department shall create a professional development
25 pathway for early achievers program participants to obtain a high
26 school diploma or equivalency or higher education credential in early
27 childhood education, early childhood studies, child development, or
28 an academic field related to early care and education.

29 (b) The professional development pathway must include
30 opportunities for scholarships and grants to assist early achievers
31 program participants with the costs associated with obtaining an
32 educational degree.

33 (c) The department shall address cultural and linguistic
34 diversity when developing the professional development pathway.

35 (9) The early achievers quality improvement awards shall be
36 reserved for participants offering programs to an enrollment
37 population consisting of at least five percent of children receiving
38 a state subsidy.

39 (10) In collaboration with tribal governments, community and
40 statewide partners, and the early achievers review subcommittee

1 created in RCW 43.216.075, the department shall develop a protocol
2 for granting early achievers program participants an extension in
3 meeting rating level requirement timelines outlined for the working
4 connections child care program and the early childhood education and
5 assistance program.

6 (a) The department may grant extensions only under exceptional
7 circumstances, such as when early achievers program participants
8 experience an unexpected life circumstance.

9 (b) Extensions shall not exceed six months, and early achievers
10 program participants are only eligible for one extension in meeting
11 rating level requirement timelines.

12 (c) Extensions may only be granted to early achievers program
13 participants who have demonstrated engagement in the early achievers
14 program.

15 (11)(a) The department shall accept national accreditation that
16 meets the requirements of this subsection (11) as a qualification for
17 the early achievers program ratings.

18 (b) Each national accreditation agency will be allowed to submit
19 its most current standards of accreditation to establish potential
20 credit earned in the early achievers program. The department shall
21 grant credit to accreditation bodies that can demonstrate that their
22 standards meet or exceed the current early achievers program
23 standards. By December 1, 2019, and subject to the availability of
24 amounts appropriated for this specific purpose, the department must
25 submit a detailed plan to the governor and the legislature to
26 implement a robust cross-accreditation process with multiple pathways
27 that allows a provider to earn equivalent early achievers credit
28 resulting from accreditation by high quality national organizations.

29 (c) Licensed child care centers, child care home providers, and
30 outdoor nature-based child care must meet national accreditation
31 standards approved by the department for the early achievers program
32 in order to be granted credit for the early achievers program
33 standards. Eligibility for the early achievers program is not subject
34 to bargaining, mediation, or interest arbitration under RCW
35 41.56.028, consistent with the legislative reservation of rights
36 under RCW 41.56.028(4)(d).

37 (12) The department shall explore the use of alternative quality
38 assessment tools that meet the culturally specific needs of the
39 federally recognized tribes in the state of Washington.

1 (13) A child care or early learning program that is operated by a
2 federally recognized tribe and receives state funds shall participate
3 in the early achievers program. The tribe may choose to participate
4 through an interlocal agreement between the tribe and the department.
5 The interlocal agreement must reflect the government-to-government
6 relationship between the state and the tribe, including recognition
7 of tribal sovereignty. The interlocal agreement must provide that:

8 (a) Tribal child care facilities and early learning programs may
9 volunteer, but are not required, to be licensed by the department;

10 (b) Tribal child care facilities and early learning programs are
11 not required to have their early achievers program rating level
12 published to the department's website or through a link on the
13 department's website; and

14 (c) Tribal child care facilities and early learning programs must
15 provide notification to parents or guardians who apply for or have
16 been admitted into their program that early achievers program rating
17 level information is available and provide the parents or guardians
18 with the program's early achievers program rating level upon request.

19 (14) The department shall consult with the early achievers review
20 subcommittee on all substantial policy changes to the early achievers
21 program.

22 (15) Nothing in this section changes the department's
23 responsibility to collectively bargain over mandatory subjects or
24 limits the legislature's authority to make programmatic modifications
25 to licensed child care and early learning programs under RCW
26 41.56.028(4)(d).

27 **Sec. 8.** RCW 43.216.655 and 2019 c 369 s 7 are each amended to
28 read as follows:

29 (1) The education data center established in RCW 43.41.400 must
30 collect longitudinal, student-level data on all children attending an
31 early childhood education and assistance program. Upon completion of
32 an electronic time and attendance record system, the education data
33 center must collect longitudinal, student-level data on all children
34 attending a working connections child care program. Beginning
35 September 1, 2024, the education data center must collect
36 longitudinal, student-level data on all children attending a
37 transition to kindergarten program authorized under section 2 of this
38 act. Data collected should capture at a minimum the following
39 characteristics:

- 1 (a) Daily program attendance;
- 2 (b) Identification of classroom and teacher;
- 3 (c) Early achievers program quality level rating;
- 4 (d) Program hours;
- 5 (e) Program duration;
- 6 (f) Developmental results from the Washington kindergarten
- 7 inventory of developing skills in RCW 28A.655.080; and
- 8 (g) To the extent data is available, the distinct ethnic
- 9 categories within racial subgroups of children and providers that
- 10 align with categories recognized by the education data center.

11 (2) The department shall provide early learning providers

12 student-level data collected pursuant to this section that are

13 specific to the early learning provider's program. Upon completion of

14 an electronic time and attendance record system identified in

15 subsection (1) of this section, the department shall provide child

16 care providers student-level data that are specific to the child care

17 provider's program.

18 (3) The department shall review available research and best

19 practices literature on cultural competency in early learning

20 settings. The department shall review the K-12 components for

21 cultural competency developed by the professional educator standards

22 board and identify components appropriate for early learning

23 professional development.

24 (4)(a) The Washington state institute for public policy shall

25 conduct a longitudinal analysis examining relationships between the

26 early achievers program quality ratings levels and outcomes for

27 children participating in subsidized early care and education

28 programs.

29 (b) The institute shall submit the first report to the

30 appropriate committees of the legislature and the early learning

31 advisory council by December 31, 2019. The institute shall submit

32 subsequent reports annually to the appropriate committees of the

33 legislature and the early learning advisory council by December 31st,

34 with the final report due December 31, 2022. The final report shall

35 include a cost-benefit analysis.

36 (5) By December 31, 2021, and subject to the availability of

37 amounts appropriated for this specific purpose, the Washington state

38 institute for public policy shall update the outcome evaluation of

39 the early childhood education and assistance program required by

40 chapter 16, Laws of 2013 and report to the governor and the

1 legislature on the outcomes of program participants. The evaluation
2 must include the demographics of program participants including race,
3 ethnicity, and socioeconomic status. The evaluation must examine
4 short and long-term impacts on program participants, including high
5 school graduation rates for up to two cohorts. When conducting the
6 evaluation, the institute must consider, to the extent that data is
7 available, the education levels and demographics, including race,
8 ethnicity, and socioeconomic status, of early childhood education and
9 assistance program staff and the effects of full-day programming and
10 half-day programming on outcomes.

--- **END** ---