
SENATE COMMITTEE ON EDUCATION

Senator Connie Leyva, Chair
2021 - 2022 Regular

Bill No: AB 22 **Hearing Date:** June 30, 2021
Author: McCarty
Version: May 24, 2021
Urgency: No **Fiscal:** Yes
Consultant: Lynn Lorber

Subject: Childcare: preschool programs and transitional kindergarten: enrollment: funding

NOTE: This bill has been referred to the Committees on Education and Human Services. A “do pass” motion should include referral to the Committee on Human Services.

SUMMARY

This bill expands eligibility for enrollment in transitional kindergarten to younger four-year olds, adding one month of eligibility each year over a nine year period to eventually make all four-year olds eligible, beginning in the 2024-25 school year.

BACKGROUND

Existing law:

- 1) Requires a school district or charter school, *as a condition of receipt of apportionment* for students in a transitional kindergarten program, to ensure the following:
 - a) In the 2012-13 school year, children who will have their fifth birthday between November 2 and December 2 to be admitted to a transitional kindergarten program maintained by the district or charter school.
 - b) In the 2013-14 school year, children who will have their fifth birthday between October 2 and December 2 to be admitted to a transitional kindergarten program maintained by the district or charter school.
 - c) In the 2014-15 school year and each school year thereafter, children who will have their fifth birthday between September 2 and December 2 to be admitted to a transitional kindergarten program maintained by the district or charter school. (Education Code § 48000)
- 2) Authorizes a school district or charter school to admit, at any time during a school year, children to a transitional kindergarten program who will have their fifth birthday after December 2 but during that same school year with the approval of the parent, subject to specified conditions. (EC § 48000)

- 3) Prohibits a student admitted pursuant to #2 from generating average daily attendance funding. (EC § 48000)
- 4) Defines “transitional kindergarten” as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. (EC § 48000)
- 5) States legislative intent that transitional kindergarten curriculum be aligned to the California Preschool Learning Foundations. (EC § 48000)
- 6) Requires state preschools to give first priority to specified children, and then to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten program (before enrolling eligible three-year-old children). (EC § 8236)
- 7) Requires the Superintendent of Public Instruction (SPI) to encourage state preschools to offer full-day services through a combination of part-day preschool slots and general child care and development programs. Existing law defines wraparound child care as services provided for the remaining portion of the day or remainder of the year following the completion of part-day preschool services that are necessary to meet the child care needs of parents. (EC § 8239)
- 8) Defines “four-year-old children” as children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a California state preschool program. (EC § 8208)
- 9) Requires the SPI to compute a grade span adjusted base grant, relative to the local control funding formula (LCFF), including for average daily attendance in kindergarten and grades 1-3. (EC § 42238.02)

ANALYSIS

This bill expands eligibility for enrollment in transitional kindergarten to younger four-year olds, adding one month of eligibility each year over a nine year period to eventually make all four-year olds eligible, beginning in the 2024-25 school year. Specifically, this bill:

Expansion to younger four-year-olds

- 1) Requires a school district or charter school to admit children to a transitional kindergarten program as follows:
 - a) In the 2024–25 school year, a child who will have their fifth birthday between September 2 and January 2.
 - b) In the 2025–26 school year, a child who will have their fifth birthday between September 2 and February 2.

- c) In the 2026–27 school year, a child who will have their fifth birthday between September 2 and March 2.
- d) In the 2027–28 school year, a child who will have their fifth birthday between September 2 and April 2.
- e) In the 2028–29 school year, a child who will have their fifth birthday between September 2 and May 2.
- f) In the 2029–30 school year, a child who will have their fifth birthday between September 2 and June 2.
- g) In the 2030–31 school year, a child who will have their fifth birthday between September 2 and July 2.
- h) In the 2031–32 school year, a child who will have their fifth birthday between September 2 and August 2.
- i) In the 2032–33 school year, and in each school year thereafter, a child who will have their fifth birthday between September 2 of the calendar year in which the school year begins and September 1 of the following calendar year.

Schools

- 2) Requires a school district or charter school, as a condition of receiving the additional funding pursuant to # 9, to do all of the following:
 - a) Offer a minimum schoolday transitional kindergarten program that is at least equivalent to the minimum schoolday provided for grades 1 to 3.
 - b) Maintain an average transitional kindergarten class enrollment of not more than 24 students for each schoolsite, unless a collectively bargained alternative annual average class enrollment for each schoolsite is agreed to by the school district or charter school.
 - c) Maintain in transitional kindergarten classrooms an average of at least one adult for every 8 students for a class size of 24 students, or an average of at least one adult for every 10 students for a class size of less than 24 students.
 - d) Have at least one credentialed teacher who satisfies specified requirements in each transitional kindergarten classroom.

Curriculum

- 3) Defines “modified kindergarten curriculum” as a developmental and academic curriculum that bridges the California Preschool Learning Foundations developed by the California Department of Education (CDE) and the kindergarten academic content standards adopted by the State Board of Education.

- 4) States legislative intent that transitional kindergarten enhance the school readiness of every child in the state by bridging the gap between preschool and school entry so that every child is socially-emotionally and academically prepared for the rigor of school.
- 5) Requires CDE, by May 1, 2024, to post and maintain on its website recommendations on research and evidence-based curricula and assessments for instructional and diagnostic use in all California state preschool programs and transitional kindergarten classrooms that meet all the following criteria:
 - a) Is age and developmentally appropriate for all children eligible for preschool and transitional kindergarten enrollment.
 - b) Includes a focus on content that is aligned with the California Preschool Learning Foundations developed by CDE and kindergarten academic content standards adopted by the State Board of Education, including language, literacy, and mathematics.
 - c) Is articulated as the preparatory curriculum for the year before kindergarten, is not a repetition of kindergarten standards or foundations, and builds upon children's skills at preschool or transitional kindergarten entry.
 - d) Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn.
 - e) Supports and encourages inclusive learning environments.
 - f) Supports the instruction of dual language learners.
 - g) Uses child observation and other diagnostic tools to support child development and academic goals.
 - h) Supports and encourages family engagement, physical activity, and learning through play.

Wraparound

- 6) Requires the SPI to authorize state preschool program contracting agencies to offer wraparound child care services for eligible children enrolled in a K-12 education program if their families are eligible for subsidized child care.

Funding

- 7) Makes eligible for average daily attendance funding a child who is admitted to transitional kindergarten, at any time during a school year, who will have their fifth birthday after the date specified for the applicable year.
- 8) Requires an appropriations to be made, for each fiscal year in which transitional kindergarten student enrollment is required to increase for offering transitional

kindergarten to all eligible students, in addition to funding appropriated pursuant to Section 8 of Article XVI of the California Constitution (Proposition 98). This bill requires the amount of the appropriation to be equal to the cost of supporting the previous years of increased transitional kindergarten enrollment plus the cost of the estimated current fiscal year enrollment increase multiplied by the average kindergarten LCFF amount calculated, including grant add-ons, as adjusted for inflation.

LCFF grade span base grant

- 9) Requires the SPI to compute an additional adjustment to the kindergarten and grades 1 to 3 base grant that is equal to 14.2 percent for each transitional kindergarten student who is enrolled in the school district or charter school.

Miscellaneous

- 10) Clarifies that the priority for enrollment in state preschool programs of eligible four-year-old children who are not enrolled in transitional kindergarten includes four-year-old children whose parent elects to retain them in the state preschool program.
- 11) Expands the existing definition of “four-year-old children” to also include any child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a California state preschool and whose parent or guardian has opted to retain them in a California state preschool program.
- 12) States it is the intent of the Legislature:
 - a) To enact legislation to provide access to quality early learning opportunities for every four-year-old child in California through the expansion of transitional kindergarten and the institution of quality program improvements to meet the social-emotional and early academic needs of young learners, in alignment with the vision of the Master Plan for Early Learning and Care and as part of a strengthened, comprehensive early learning and care system for children from birth to six years of age, inclusive.
 - b) To enact legislation to gradually expand transitional kindergarten until all four-year-old children are served as part of the state’s comprehensive early learning and care system.
 - c) That quality program improvements include, but not be limited to, classroom staffing ratios that are developmentally appropriate for four-year-old children, fair compensation for teachers and staff reflective of compensation for other teachers and staff with similar professional qualifications, full-schoolday programs, and a curriculum that aligns early developmental and learning standards with early academic standards.
 - d) To increase and create new opportunities for the early learning workforce through universal transitional kindergarten and a strengthened and integrated mixed delivery early learning and care system that provides multiple

pathways for California’s early learning professionals, who are supported by compensation that recognizes their expertise, ongoing professional development to support their career advancement, and teaching models that leverage their invaluable knowledge and skills for the benefit of young learners.

STAFF COMMENTS

- 1) *Need for this bill.* According to the author, “Research shows that access to high quality early learning opportunities improves children’s social-emotional development, school readiness, and long-term academic achievement. However, many families lack access to high quality pre-K programs, and too many California children enter kindergarten unprepared for school and never catch up. A study by the American Institute of Research found that TK significantly improves kindergarten readiness, putting children ahead of their non-TK peers by up to six months in some academic skills. TK gives students an advantage in literacy, language, math, and problem solving skills compared to non-TK students – even those with other preschool experiences.

“The benefits of TK are most significant for disadvantaged students: low-income children and English learners show the greatest learning improvements at the end of TK. These findings demonstrate that high-quality TK can be a powerful tool for narrowing opportunity and achievement gaps, and setting *all* of California’s students on a path to success. With historic investments in ECE from the Legislature, the Governor, and even the President, California has a unique opportunity in 2021 to lay the groundwork for a more robust ECE system. AB 22 builds upon and strengthens California’s existing TK infrastructure by phasing in full-day, universal TK for *all* four-year-olds while also implementing quality improvements including lower child-to-adult ratios and developmentally appropriate learning expectations. This bill gives families an additional option to ensure their children enter kindergarten with the confidence and skills they need to excel.”

- 2) *What is transitional kindergarten?* Transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Transitional kindergarten is designed to serve “older” four-year-olds and “young” five-year-olds who have their fifth birthday after the cut-off date for kindergarten (between September 2 and December 2). Eligibility for transitional kindergarten is focused on this cohort of students because they would have been eligible for kindergarten under the previous age requirements for entry into kindergarten.

Transitional kindergarten programs are currently *authorized* to admit children whose 5th birthday is after December 2 but before July 1; however, these students do not generate ADA funding until they reach their 5th birthday (regardless of when the student was admitted *during the school year*).

- 3) *Are schools required to offer transitional kindergarten?* No. According to a written opinion of the Legislative Counsel, the Legislature imposes different admission requirements for kindergarten and transitional kindergarten. In

particular, pursuant to specified age requirements, a child “shall be admitted to a kindergarten maintained by the school district.” In contrast, a child shall be admitted to a transitional kindergarten program maintained by a school district “as a condition of receipt of apportionment.” Existing law requires a school district to admit specified groups of children into a transitional kindergarten program in order to receive their apportionment. According to the Legislative Counsel, “it does not impose a requirement that a school district establish or maintain a transitional kindergarten program.”

- 4) *Amendments.* The author wishes to amend this bill as follows; **staff recommends these amendments be adopted by the committee:**
- a) Prohibit the eligibility of a child for transitional kindergarten from impacting the eligibility of the child’s family to subsidized child care or State Preschool.
 - b) Requires CDE, in consultation with Department of Social Services (DSS) and First 5 California, subject to funding, to conduct a statewide evaluation on the impact of transitional kindergarten in California. The amendments require the evaluation to include, at a minimum, all of the following:
 - i) A statewide evaluation of the impact of transitional kindergarten on the short- and long-term academic outcomes and social-emotional development of the original cohort age of transitional kindergarten students who had their fourth birthday between September 2 and December 2.
 - ii) A statewide evaluation of the impact of transitional kindergarten of each subsequent cohort of younger students who become eligible for transitional kindergarten pursuant to this bill.
 - iii) A comparison of outcomes for children who participated in transitional kindergarten, children who did not have a preschool or child care experience, and children who had a preschool or child care experience other than transitional kindergarten.
 - iv) A statewide evaluation of the impact of transitional kindergarten expansion on state preschool and child care providers and programs, including at a minimum, family child care providers, community-based child care center programs, license-exempt providers (family, friend, neighbor) and other license-exempt child care programs, regardless of whether these providers receive public child care funding (serve children on subsidy).
 - c) Requires a report of the findings of the evaluation to be submitted to the Governor and to the budget and policy committees of both houses of the Legislature by an unspecified date in 2030.
 - d) State legislative intent that administrators assigned to schoolsites serving preschool-aged children or students enrolled in transitional kindergarten/child care programs have the expertise to support preschool,

transitional kindergarten, and kindergarten teachers in their instruction and delivery of developmental support for children, student and their families.

- e) Require the Department of Finance to annually submit to the Joint Legislative Budget Committee, by January 10 of each year, a calculation of the estimated cost of each annual increase in enrollment in transitional kindergarten.
- f) Reinstate the existing definition of “four-year-old children” to account for the addition of a) above.
- g) Reinstate the existing priorities for enrollment in State preschool to account for the addition of a) above.
- h) Expands the definition of “wraparound childcare services” and “wraparound general childcare and development programs” to also define “wraparound early learning services.”
- i) Modifies the requirement for the SPI to authorize State Preschools to offer wraparound childcare services for eligible children enrolled in a K-12 school to clarify the childcare services are “early learning services,” and clarify the eligible children are four- and five-year-old children.
- j) Remove Assembly Member Dahle as a co-author.

Staff further recommends the following amendments:

- k) Strike the provision in the bill that requires CDE to post and maintain on its website recommendations on research and evidence-based curricula and assessments for instructional and diagnostic use in all California state preschool programs and transitional kindergarten classrooms.
- l) Modify the author’s amendment related to an evaluation of transitional kindergarten to:
 - i) Remove the condition on funding.
 - ii) Expand the evaluation of the impact on child care programs to also include the impact on State Preschool.
 - iii) Include additional elements to be considered for the evaluation of the impact on preschool and child care programs, such as the impact on their enrollment, funding, and demographics of children in those programs; and the impact on the level of federal Child Care and Development Fund moneys the state receives.

The author wishes to further amend this bill; **committee staff recommends the committee reject** the proposed requirement for the Commission on Teacher Credentialing to require applicants for accreditation for an administrative services credentialing program to demonstrate the capacity to develop the expertise of administrative services professionals, who are first assigned to schools serving

transitional kindergarten/kindergarten students after July 1, 2023, in early childhood education or child development standards.

- 5) *Things to consider relative to four-year-olds.* Children who are too young to be admitted to, or whose parents choose not to enroll their child in, transitional kindergarten may currently be served by other types of early education or care programs, such as State Preschool or general child care programs. Those programs differ from transitional kindergarten in which curriculum is offered, staffing ratios, length of program, and other important elements that parents may consider when choosing early education and care for their children.

Attendance in transitional kindergarten is not mandatory; even if all four-year-olds are eligible to enroll, parents will continue to have the choice of whether to keep their children in a preschool or child care setting, or enroll them in transitional kindergarten. However, the enrollment of additional four-year-olds into transitional kindergarten could affect other programs. *Will programs currently serving these children lose funding by serving fewer four-year olds? How will loss of funding affect those programs?*

This bill does not require transitional kindergarten to provide a full-day program, nor does this bill ensure that students who attend transitional kindergarten will have access to full-day programs. *Will low-income four-year-olds continue to be eligible for State Preschool or Head Start, even if only for wraparound services provided through State Preschool or Head Start? Will students who are not eligible for subsidized programs have access to early learning or care programs for the portion of the day those students are not attending transitional kindergarten? Will families find it difficult to piece together part-day transitional kindergarten and part-day wraparound services, particularly since transitional kindergarten is not required to be offered on every schoolsite? Will transportation be an additional obstacle for families to access transitional kindergarten?*

Schools are currently *allowed* to admit a student to transitional kindergarten who have their 5th birthday after December 2 (but before July 1), but the school must first determine that the admittance is in the best interests of the child, and provide information to parents regarding the advantages and disadvantages, and any other explanatory information about the effect of this early admittance. These factors could prevent an inappropriate and/or uninformed placement of a younger 4-year-old (has 5th birthday in July or August) into transitional kindergarten. *This bill expands eligibility for transitional kindergarten to younger four-year-olds without such consideration.*

- 6) *Mixed delivery?* A “mixed delivery” system is one that includes school-based as well as center- and home-based early learning and care. Transitional kindergarten is offered exclusively on public elementary schoolsites; transitional kindergarten is not offered by private or public child care or State Preschool programs in any type of setting. The author wishes to amend this bill to prohibit the eligibility of a child for transitional kindergarten from impacting the eligibility of the child’s family to subsidized child care or State Preschool. *The committee may wish to consider whether this is sufficient to protect family choice of early*

learning setting. Specifically, transitional kindergarten is free, as it is the first year of a kindergarten program, while State Preschool and other early learning and child care settings may not be free for many families. *Will families feel forced to choose to enroll their four-year-olds in transitional kindergarten (a part-day program), and what will happen to the programs currently serving those students who may lose attendance and associated funding?* Committee staff notes that the need for infant care is great, and is a major reason why many women remain out of the workforce.

- 7) *Report on the impact of transitional kindergarten.* The American Institute of Research (AIR) released “The Impact of Transitional Kindergarten on California Students: Final Report from the Study of California’s Transitional Kindergarten Program” in June 2017. Key findings from the report show that “students who attend California’s transitional kindergarten program enter kindergarten with stronger mathematics and literacy skills and are more engaged in their learning than students who did not attend transitional kindergarten. The program shows an advantage for all students, with particular benefits for English learners and low-income students, and its benefits hold up regardless of variations in instructional practices or classroom structure.”
<https://www.air.org/system/files/downloads/report/Transitional-Kindergarten-Final-Report-June-2017.pdf>
- 8) *Related budget activity.* One of the proposed budget trailer bills includes similar provisions for the phase-in of the expanded eligibility to younger four-year-olds for transitional kindergarten, but differs in timing and cohort birth date ranges for the phase-in. The budget trailer bill also includes provisions that are related to those in this bill regarding wraparound care, family choice, staffing ratios, and minimum schoolday. If these provisions remain in trailer bill language, they should be removed from this bill.
- 9) *Master Plan for Early Learning and Care.* The “Master Plan for Early Learning and Care” (December 2020) recommends, among other things, the “expansion of access to preschool for all four-year-olds over time, building on the transitional kindergarten program, using a targeted geographic universalism approach. To the extent possible, prioritize expansion first for four-year-olds in the attendance area of high-poverty elementary schools in school districts and charter schools that receive Local Control Funding Formula Concentration Grant funds. In addition, encourage and support community-based preschool programs that meet state requirements to offer state-funded preschool options and create incentives and support for local education agencies to transition self-contained preschool classrooms to inclusive, universal programs. Programs should also offer mixed-delivery extended-day services for income-eligible families and sliding-scale fee options to other families.” The Master Plan also recommends the phase-in of universal preschool and the provision of mixed-delivery extended-day services for families.
- 10) *Fiscal impact.* According to the Assembly Appropriations Committee, this bill would impose the following costs (does not include author’s amendments):

- a) Ongoing General Fund (GF) and Proposition 98 GF costs to fund per-student enrollment in TK, at full implementation, could be in the billions of dollars annually. As TK eligibility increases annually, per-student costs would grow. Each month of added age eligibility would require approximately \$325 million annually, adjusted for cost of living based on historical trends. At full implementation, assuming 80% of eligible children enroll (or 30,000 more children annually), costs would be about \$3.4 billion.
 - b) Ongoing GF and Proposition 98 GF add-on costs to incentivize TK programs to provide full-day programming and adhere to other quality standards, at full implementation, could be about \$50 million.
 - c) As TK eligibility increases annually, add-on costs would grow. This bill sets 14.5% as the set percentage of the per-student funding rate. As such, each month of added age eligibility would require approximately \$40 million annually, adjusted for cost of living adjustments based on historical trends. At full implementation, assuming 80% of eligible children enroll (or 30,000 more children annually), and each TK program earns the incentive, additional costs would be about \$50 million. Significant one-time GF costs to CDE until full implementation of this bill, potentially in the low millions of dollars annually, to hire several staff to administer the program expansion of CSPP and TK.
 - d) According to CDE, costs would include a) updating information and guidance related to CSPP contractors newly offering wraparound services to additional children; b) providing recommendations on research and evidence-based curricula and assessments for instructional and diagnostic use in all CSPP and TK classrooms that meets certain criteria; c) responding to questions from the field about the new programs and providing related technical assistance and; d) monitoring individual TK programs to determine whether programs adhere to certain quality standards and therefore receive the add-on described in 2), above. Although not all of these activities are explicitly required in this bill, CDE indicates these activities would fall to them should this bill become law.
- 11) *Related legislation.* SB 50 (Limón) expands the range of types of child care and early learning services that a State Preschool contracting agency may provide. SB 50 is scheduled to be heard by the Assembly Human Services Committee on June 30.
- 12) *Prior legislation.* SB 1075 (Gonzalez, 2020) would have expanded eligibility for transitional kindergarten to students who will have their 5th birthday in July or August, after the current school year ends. SB 1075 was not heard due to the shortened legislative timelines.

SB 837 (Dodd, 2018) would have expanded eligibility for transitional kindergarten to all four-year olds, phased in over a two-year period beginning in the 2020-21 school year. SB 837 was held in the Senate Appropriations Committee.

SB 837 (Steinberg, 2014) would have expanded eligibility for transitional kindergarten to all four-year olds, phased in over a four year period beginning in

the 2015-16 school year. SB 837 was subsequently amended into a different topic.

SUPPORT

California School Employees Association (co-sponsor)
Kidango (co-sponsor)
San Diego Unified School District (co-sponsor)
American Association of University Women - California
California Association of Student Councils
California School Boards Association
Central City Association of Los Angeles
Corona Norco Unified School District
Hollywood Chamber of Commerce
Los Angeles County Economic Development Corporation
Office of The Riverside County Superintendent of Schools
Riverside County Public K-12 School District Superintendents
Sacramento City Unified School District
Sacramento County Office of Education
Santa Clara County Office of Education
State Superintendent of Public Instruction Tony Thurmond
Unite-la, INC.

OPPOSITION

Adventures in Learning, LLC
Albany Preschool
All Five
Alphabet Soup Children's Learning Center
Au Beau Sejour French Preschool
Bakersfield Parent Nursery
Bakersfield Play Center
BANANAS, Inc.
Bay Area Discovery Museum – The Discovery School
Bay Area Hispano Institute for Advancement, Inc.
Bear Country Preschool
Belmont Shore Children's Center
Broadway Children's School of Oakland, Inc.
California Child Care Resource & Referral Network
Californians for Quality Early Learning
Calvary Chapel Yorba Linda
Carden Kids Preschool
Carden School of Fresno
Care Campus
Child Care Law Center
Chinatown Community Children's Center
City of Oakland, Human Services Department
Colleen's Cuddle Bugs, Inc.
Community Child Care Council (C4) of Alameda County
Crazy Quilt Solutions

Cypress Learning Tree, Inc.
Destiny Christian Preschool
Diablo Valley Montessori School
Dongshin Christian Preschool
Duck's Nest Preschool
Early Care and Education Consortium
Early Learning Preschool
ECESF
Emagine U At Play Preschool
Emeryville Child Development Center
Enchanted Castle Schools
Felton Institute
Foothills Preschool
Girls Club of Los Angeles
Griffin Nursery School
Growing Brilliant Preschool
Growing Tree Montessori Preschool
Harvest Christian School
Hively
Imagination Station Preschool & Childcare Center
Immanuel Lutheran Preschool
Islamic Academy of Riverside
Jan Peterson Child Development Center
Kellie's Academy for Kids Child Development Center
Kids Konnect
Kids 'n things, Inc.
KidsPark
Kinderland Preschool, Inc.
King of Glory Preschool
Knowledge Tree Children's Academy
Kountry Kids Preschool
Krayola Korner School Readiness
Little Me Preschool and Enrichment Center
Little Sprouts Preschool
Little Treasures Preschool
LPC Child Development Center
Marin Enrichment
Mission Child Care Consortium Incorporated
Mission Neighborhood Centers, Inc.
Montessori West
Monte Vista Presbyterian Preschool
My Own Montessori
Nature's Gift Preschool
Old Firehouse School
Orkidz Preschool
Parent Voices California
Parent Voices Oakland
Patti's Preschool, Inc.
Plumfield School
Primrose School of Livermore

Raggedy Ann & Andy Preschool
Redwood Garden Preschool
Renu Hope Foundation
Rockridge Little School
Rossmoor Children's Center, Inc.
Safari Kid, Inc.
Saint Vincent's Day Home
Spectrum Montessori
Step One School
St. Andrew's Preschool
St. Mark's Nursery School
St. Mary's School
St. Paul's Enrichment Program
Storyland School
Sunflowers Daycare, Inc.
Sunny Acres Preschool
The Country Preschool
The Growing Place Child Development Center, Inc.
The Imaginarium Learning Center
The Lake School
Thermalito Union School District
The Unity Council, Children & Family Services
Town & Country Preschool
True Sunshine Preschool Center
United Methodist Child Development Center
Wu Yee Children's Services
Wynn Memorial Learning Center
YMCA East Bay

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