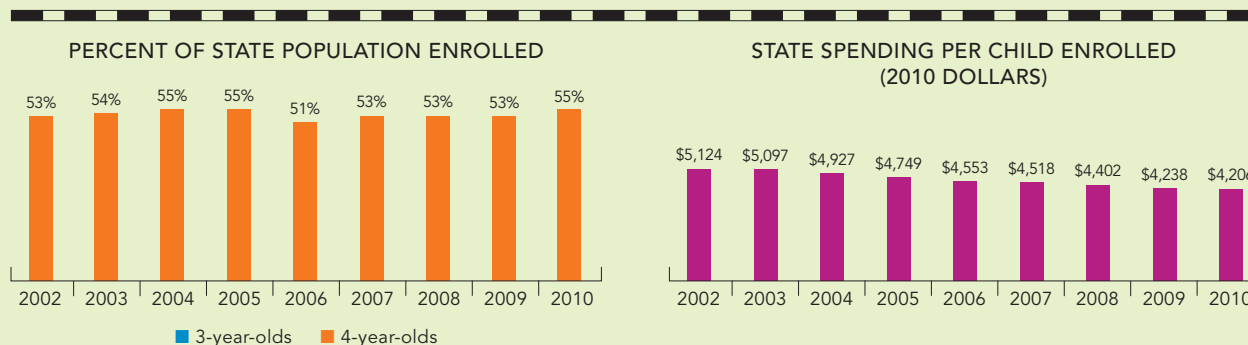


Georgia



Established in 1993, Georgia’s Pre-K program became the nation’s first universal preschool program for 4-year-olds in 1995. State lottery revenues provide funding for the program. Georgia’s Pre-K Program is available in a number of settings including public schools, private child care centers, Head Start agencies, faith-based organizations, military facilities, and state colleges and universities.

In all settings, programs follow the Bright from the Start Pre-K Operating Guidelines and must base instruction on Georgia’s Pre-K Content Standards. These pre-K standards are aligned with the Georgia Early Learning standards for birth through age 3 as well as the Georgia Performance Standards for kindergarten. The state uses on-site monitoring to ensure these quality standards are followed. The program will also begin using the Classroom Assessment Scoring System (CLASS) in the 2010-2011 school year to further monitor program quality.

During the 2006-2007 school year, the state implemented the Georgia Pre-K Child Assessment Program, which is based on the Work Sampling System. Teachers were trained to use this assessment to individualize instruction as well as document children’s progress. This assessment program also allows teachers to provide two progress reports to parents during the year. An online version of the Child Assessment program was piloted in the 2008-2009 program year and the Georgia Testing ID was assigned to pre-K students for the second year in 2009-2010. Both of these actions are part of a plan to facilitate coordination between pre-K and the K–16 system.

In 2008-2009, Georgia changed the program to require a minimum of a CDA for assistant teachers, and starting in the 2010-2011 school year all lead teachers will be required to have a bachelor’s degree. There will be a waiver process to help current teachers transition to the new BA requirement. The program is also revising professional development requirements for pre-K teachers in response to a recent evaluation conducted by the FPG Child Development Institute at UNC Chapel Hill.

In the 2009-2010 program year, Georgia celebrated its millionth child participating in the Pre-K Program. In addition, several programs operated in both English and Spanish in the 2009-2010 program year as well as several being operated in English, Mandarin, and/or Spanish in a pilot program. These programs will be expanded for the 2010-2011 year.

| ACCESS RANKINGS | |
|-----------------|-------------|
| 4-YEAR-OLDS | 3-YEAR-OLDS |
| 4 | None Served |

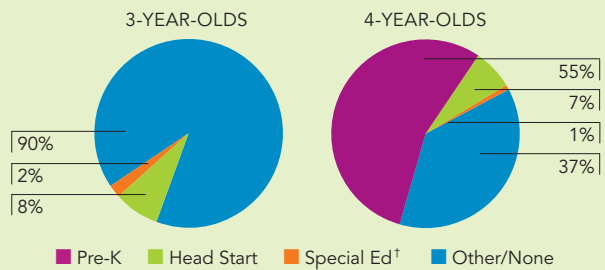
| RESOURCES RANKINGS | |
|--------------------|-----------------------|
| STATE SPENDING | ALL REPORTED SPENDING |
| 20 | 23 |

GEORGIA'S PRE-K PROGRAM

ACCESS

| | |
|---|----------------------------|
| Total state program enrollment | 81,177 |
| School districts that offer state program | 100% (counties) |
| Income requirement | None |
| Hours of operation | 6.5 hours/day, 5 days/week |
| Operating schedule | Academic year |
| Special education enrollment | 8,831 |
| Federally funded Head Start enrollment | 22,336 |
| State-funded Head Start enrollment | 0 |

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

| POLICY | STATE PRE-K REQUIREMENT | BENCHMARK | DOES REQUIREMENT MEET BENCHMARK? |
|---|--|---|-------------------------------------|
| Early learning standards | Comprehensive | Comprehensive | <input checked="" type="checkbox"/> |
| Teacher degree | AA or Montessori diploma ¹ | BA | <input type="checkbox"/> |
| Teacher specialized training | Degree and certification in ECE or meet Montessori requirements ¹ | Specializing in pre-K | <input checked="" type="checkbox"/> |
| Assistant teacher degree | CDA | CDA or equivalent | <input checked="" type="checkbox"/> |
| Teacher in-service | 15 clock hours | At least 15 hours/year | <input checked="" type="checkbox"/> |
| Maximum class size | | 20 or lower | <input checked="" type="checkbox"/> |
| 3-year-olds | NA | | |
| 4-year-olds | 20 | | |
| Staff-child ratio | | 1:10 or better | <input checked="" type="checkbox"/> |
| 3-year-olds | NA | | |
| 4-year-olds | 1:10 | | |
| Screening/referral and support services | Vision, hearing, health, dental; and support services ² | Vision, hearing, health; and at least 1 support service | <input checked="" type="checkbox"/> |
| Meals | Lunch | At least 1/day | <input checked="" type="checkbox"/> |
| Monitoring | Site visits and other monitoring | Site visits | <input checked="" type="checkbox"/> |

TOTAL BENCHMARKS MET

9

RESOURCES

| | |
|---|---------------|
| Total state pre-K spending | \$341,470,922 |
| Local match required? | No |
| State spending per child enrolled | \$4,206 |
| All reported spending per child enrolled* | \$4,212 |

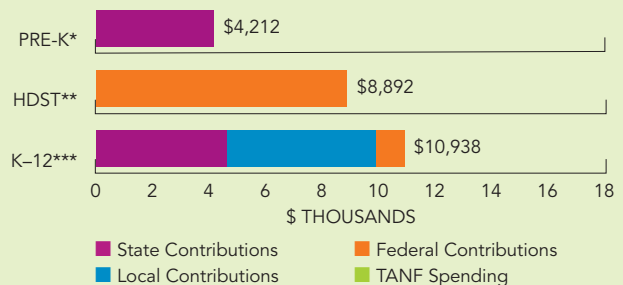
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2009-2010 year includes funding from the American Recovery and Reinvestment Act (ARRA).

*** K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '09-'10 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Beginning in the 2010-2011 school year, lead teachers will be required to have a minimum of a BA in ECE in public and nonpublic settings.

² Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if their child has received his/her developmental health screening and

provide a referral and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare, Georgia's State Children's Health Insurance Program (SCHIP), are required to have a 4-year-old developmental screening. Support services include two annual parent conferences or home visits, parent involvement activities, nutrition information, transition to kindergarten activities, and other locally determined support services.