Literacy and Georgia

Executive Summary

Only [one-third of GA's 4th graders](#) can read proficiently. That means two-thirds of them do not have the skills that enable them to **read to learn**, a method to independently gain knowledge. Thus, they do not have the skills to meet Georgia's workforce needs.

Increasing literacy across a learner's lifetime does not require rocket-science interventions. **Every person,** except those with severe cognitive difficulties**, [can become a fluent reader](#)**. We have the tools to enable all Georgians to be literate.

Right now, in Georgia, there are many programs and people working at all parts of the literacy lifecycle. They have been working tirelessly on literacy for years and are vital parts of an ecosystem where literacy is a life-long, multi-generational, effort. Alas, while united in a common desire to create a literate workforce, their individual goals are not aligned. At best this creates redundancy and gaps, at worse, it causes agencies to work at cross purposes.

Challenge Questions
How can we create an infrastructure in Georgia where all programs are aligned and utilizing resources toward a common goal?
How do we ensure that the programs Georgia invests in are flexible enough to learn from feedback and continually improve?

HR 650 created the House Study on Literacy Instruction to, one, address these program cross-purposes and two, unite all Georgia around evidence-based methods to ensure all Georgians are literate. By working together, using aligned, proven methods, all parts of the Georgia pipeline can create literate citizens who contribute to Georgia's economy and continue a cycle of literacy for generations to come.

There is a caveat - a 2017 study, the Governor's 2019 transition team, and a 2021 study all were formed with similar goals. **How can this study committee create "sticky" change?**

Figure 1. This video "Georgia's Campaign to End Low Literacy" from Literacy for All outlines the literacy situation in Georgia. (https://youtu.be/SG_-9H6b4VE)
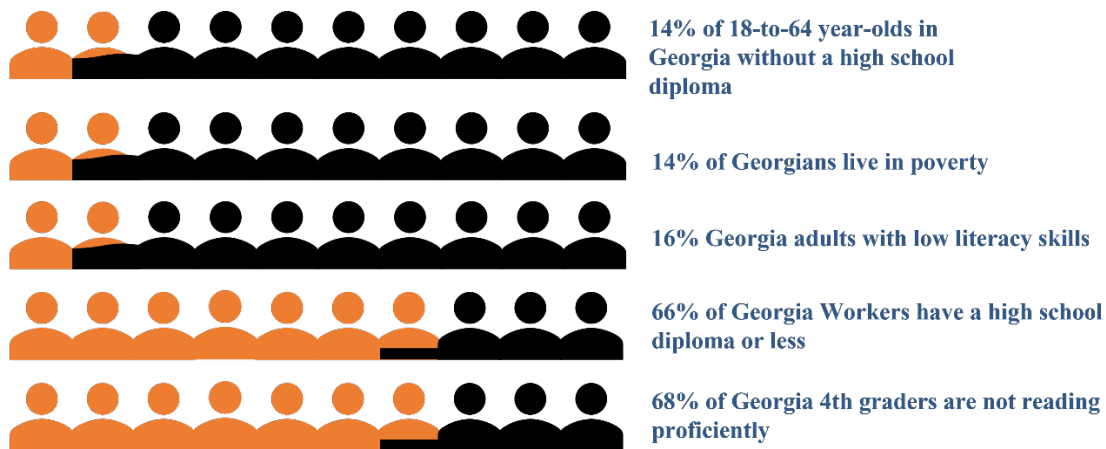
SCIENCE FOR GEORGIA

Herein we outline the workforce needs of Georgia, review the current state of the workforce in Georgia, illustrate the current Georgia learning lifecycle, provide a brief introduction to evidence-based best-practices, and provide a method to empower change.

Background Information

Georgia Workforce Needs Statistics

According to the Southern Regional Education Board 30% of work activities could be automated by 2025. As workforce needs rapidly change, people do not need 4-year degrees, but they need to be able to up-skill or re-skill to remain employed.

66% of Georgia workers have a high school diploma or less, with 14% not having a diploma. 16% of Georgian adults have low literacy skills. This **costs Georgia $1.3 billion annually** in social services, incarceration costs, and low revenue.

14% of 18-to-64 year-olds in Georgia without a high school diploma

14% of Georgians live in poverty

16% Georgia adults with low literacy skills

66% of Georgia Workers have a high school diploma or less

68% of Georgia 4th graders are not reading proficiently

An overview of Georgia NAEP Scores from 1998 to 2019 shows that 4th graders reading at or above proficient has not changed much since 2011. The latest NAEP scores available are for 2019, but the 2022 Georgia Milestones reflect a similar number. The number hovers around 30%. Georgians must be fully literate, i.e. able to read material and understand it's meaning, to have the life-skills necessary to maintain skilled jobs.

37% Illiterate: Inability to read and write at grade level

31% Low Literate: Reading at grade level. Understand words, answer basic questions. Low levels of comprehension.

32% Literate / Proficient: Ability to read, write, and comprehend (make reasonable inference from the material.
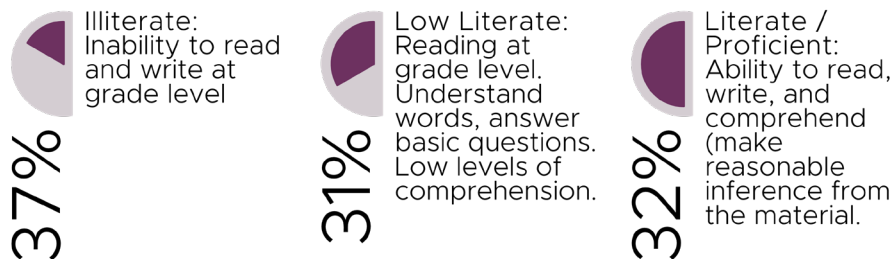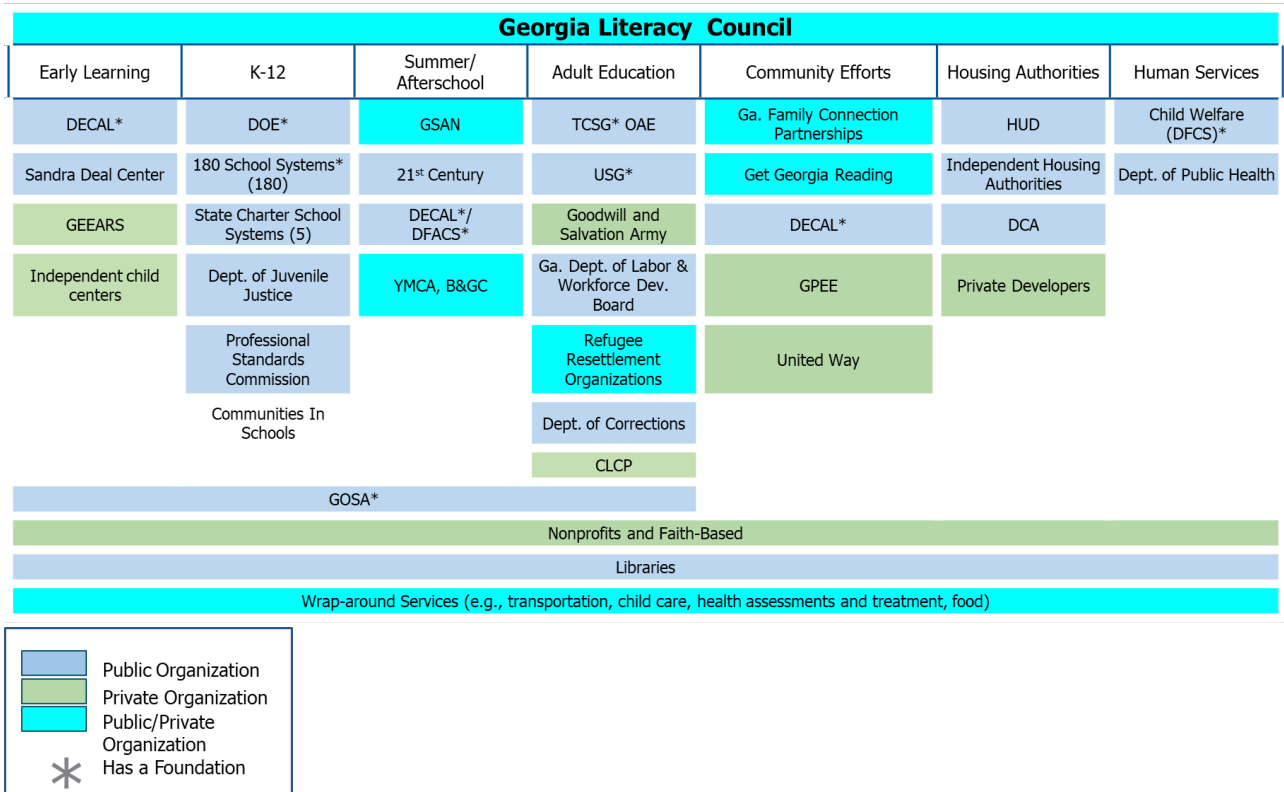
Figure 2. Percentage of Georgia 4th graders at below grade level, grade level, and proficient.

Only 14% of Georgians live in poverty, while 68% of children are not reading proficiently. While the overlap between poverty and low literacy is high, it is not the only cause. Georgia must look at the entire learning ecosystem.

Georgia's Literacy and Learning Ecosystem

Georgia Literacy Council						
Early Learning	K-12	Summer/ Afterschool	Adult Education	Community Efforts	Housing Authorities	Human Services
DECAL*	DOE*	GSAN	TCSG* OAE	Ga. Family Connection Partnerships	HUD	Child Welfare (DFCS)*
Sandra Deal Center	180 School Systems* (180)	21st Century	USG*	Get Georgia Reading	Independent Housing Authorities	Dept. of Public Health
GEEARS	State Charter School Systems (5)	DECAL*/ DFACS*	Goodwill and Salvation Army	DECAL*	DCA	
Independent child centers	Dept. of Juvenile Justice	YMCA, B&GC	Ga. Dept. of Labor & Workforce Dev. Board	GPEE	Private Developers	
	Professional Standards Commission		Refugee Resettlement Organizations	United Way		
	Communities In Schools		Dept. of Corrections			
			CLCP			
GOSA*						
Nonprofits and Faith-Based						
Libraries						
Wrap-around Services (e.g., transportation, child care, health assessments and treatment, food)						

Legend:
- Public Organization
- Private Organization
- Public/Private Organization
- * Has a Foundation

The above chart outlines the major components of the literacy ecosystem in Georgia. It is by no means exhaustive. It illustrates that Georgia is not lacking programs, but it is lacking an overall guiding principle, organizing body, and single message to the people of Georgia. As a local control state, it is impossible to dictate at the school-system level prescribed methods, but Georgia has the power to create an organizing body, and a set of infrastructure guard-rails, to enable and encourage corporation, and to ensure that state and federal spending are aligned across the ecosystem of organizations.

Below we outline some of the major components of the ecosystem.

The Georgia Department of Early Care and Learning (DECAL)
DECAL administers the nationally recognized Georgia's Pre-K Program, licenses childcare centers and home-based childcare, administers Georgia's Childcare and Parent Services (CAPS) program, federal nutrition programs, and manages Quality Rated, Georgia's community-powered childcare rating system.

Sandra Dunagan Deal Center for Early Language and Literacy (Deal Center)

The Deal Center aims to improve reading outcomes for children from birth to 3rd grade. The Deal Center collects and shares evidence-based research and best practices in early language and literacy development, process improvement, and professional development. It provides research-based professional development for organizations working with children from birth to age eight. It also promotes community engagement through research and professional development grants for the advancement of early language and literacy.

Georgia Department of Education (GADOE)

GADOE oversees K-12 public education throughout the state. It designs the school curriculum, assesses students' learning performance, and engages with families and communities to provide needed resources.

GADOE has the power to oversee if education laws and regulations are followed, and that state and federal money appropriated for education is properly allocated to local school systems.

Regional Education Service Agencies (RESA)

Under GADOE, there are 16 regional educational service agencies. Each RESA has early learning and literacy specialists on staff who work closely with early grades educators to help them deliver instruction rooted in the knowledge and foundations of teaching reading. As part of the Growing Readers Program, in partnership with the Governor's Office on Student Achievement, each RESA has a literacy coach who delivers coaching to K – 3 teachers to build their capacity to help struggling readers. In partnership with the Sandra Duncan Deal Center for Early Language and Literacy, reading specialists based in the RESAs work with teachers, instructional leaders, and coaches to strengthen literacy instruction in schools.

The Governor's Office of Student Achievement (GOSA)

As the state's P-20 education agency, the Governor's Office of Student Achievement works to increase academic achievement and school completion across the state. The agency maintains an education scoreboard that tracks the effectiveness of the state's Pre-K through college programs, audits these programs to ensure that state funds are well used, and analyzes and shares with the public data about trends in education.

GOSA's mission is to support accountability and transparency through strategic data use and collaboration with education stakeholders to advance student success.

> GOSA runs the Georgia Literacy Council satisfies the Georgia Children's Cabinet's reading literacy goal and reports to the Cabinet on a regular basis. The Council's strategic goals for improvement include birth-adult years and a two-gen approaches. The Council's work is intended to coordinate and align existing programs and initiatives for maximum impact. The co-chairs are Matt Jones, GaDOE, and Joy Hawkins, GOSA. Council includes education agency representatives from DPH, USG, TCSG, DECAL, GaDOE, GOSA and representatives from other organizations including Get Georgia Reading, Voices for Georgia's Children, GEEARS, and Georgia Municipal Association.

[Georgia Department of Labor (GADOL)](#)
GADOL provides a wide range of services to job seekers and employers. These include the administration of Georgia's unemployment insurance, employment service, provision of workforce information to the public and private sectors, and oversight of child labor issues.

[Technical College System of Georgia (TCSG)](#)
TCSG oversees the state's technical colleges, adult literacy programs, and economic and workforce development programs. It gives students access to job training, skills, and resources. With a 99% placement rate into a job or 4-year college, it is one of the most successful education programs in the state.

> TCSG Certified Literate Community Partnerships (CLCP)
> Under the administration of the Office of Adult Education at the TCSG, [Certified Literate Community Program](#) (CLCP) promotes literacy in Georgia by involving the whole community. The CLCP is a partnership between the public sector (education and government) and the private sector (business and enterprise). This dynamic partnership results in improved literacy levels for children, families, and workers in the entire community. By making literacy a community-wide commitment, a diversity of key resources can then be realized to promote and support literacy training.

[University System of Georgia (USG)](#)
The USG includes 26 public institutions of higher learning.

[Get Georgia Reading](#)
The Get Georgia Reading Campaign is a statewide effort of public and private partners committed to a shared framework for action. This shared framework sits across four evidence-based pillars (defined below), with a unifying goal of putting all children in Georgia, starting at birth, on a path to reading proficiently by the end of third grade.

The Get Georgia Reading Campaign is a part of the [Georgia Family Connection Partnership (GaFCP)](#). [From their website](#): "GaFCP is the only statewide network in the country dedicated to the health and well-being of families and communities. GaFCP brings together more than 3,000 local- and state-level partners in all 159 counties in Georgia. At the local level, it connects partners to the resources they need, helps coordinate and manage efforts, and empowers communities to craft local solutions based on local decisions. At the state level, GaFCP provides state agencies and policymakers with current, reliable data they need to inform decisions about improving outcomes for the children, families, and communities they serve." Additionally, they have an [Evaluation and Results Accountability Team](#) to support planning and implementation of various strategies.

GaFCP has County Collaborative Coordinators that work with Collaborative across a broad spectrum of community needs.

There are no incentives for these agencies to work together. There are limited resources to foster cooperation. Public-facing program promotion, alignment of program goals, and accessibility to these programs need to be addressed.

Most importantly, a small county that is busy trying to make payroll, find school bus drivers, and feed its citizens does not have the bandwidth to get started in a coordinated larger community effort. The barrier to entry into a community led effort needs to be as minimal as possible.

Infrastructure and support connections are being missed: Get Georgia Reading Campaigns can exist in all 181 school districts; however only about 110 are participating. At the same time there are only about 28 CLCPs. The Growing Readers Program has "literacy coaches" but is underfunded for the number of coaches needed. Libraries exist in every county and made great strides to increase access during the pandemic, but they are often overlooked.

There should be a way to complement recourses so that GaFCP's County Collaborative Coordinators, TCSG Career Coaches, Growing Reader Literacy Coaches, and Librarians can work together.

Third Grade Literacy is the Linchpin

Reading **proficiently** by the end of 3rd grade has been linked to a host of outcomes. Students who cannot read proficiently at 3rd grade are four times more likely than their proficient counterparts to drop out of high school and are more likely to experience long-term behavioral and mental health issues. This means, those that aren't reading proficiently are more likely to end up in jail or in low wage jobs and propagate a negative cycle into the next generation.

Studies show that reading proficiency by the end of 3rd grade is fundamental to students' future educational success. If a child is reading at level by the 3rd grade, they are 25% more likely to graduate high school than their non-reading peers; they are more likely to take the ACT or SAT, and have higher average ACT and SAT scores compared to students in the other performance levels. Therefore, to improve overall literacy, we need to start with practices that improve 3rd grade reading skills.

There are many ways to improve 3rd grade reading skills – in fact – **if we only focus on K-3, we will not make the strides we need to lift the 68% of below-proficient 3rd graders** to proficient levels.

There are evidence-based best-practices, all along the pipeline from birth to post-retirement, that can have a positive impact on reading skills.

Evidence-Based Interventions & Why Literacy is a Pipeline

There is a significant body of evidence-based best-practices that can improve outcomes, ensure all Georgians are proficiently literate, and enable systems to teach literacy right, the first time, saving money and resources.

Evidence-based Practices (EBP)

Every intervention and curriculum claim to be based on evidence. An evidence-based best-practice is generally agreed upon by researchers to be a practice that is studied via rigorous trials (trials with control groups that have significant numbers of participants from the target population), replicated in multiple settings, and withstands the test of peer-review (i.e. have been published in academic journals). For example, in a 2019 peer-reviewed study, 3534 high school students were divided into two groups: one scored more than 60% on an ecology background knowledge test and the other group scored below 60%. They were then given an ecology article and took a test about the reading. The results showed that better familiarity with the topic improves reading comprehension. This was a religious trial group and published in peer-reviewed journal. As more scientists replicate this evidence, a practice that involves building background knowledge in reading can be recommended.

Four Pillars: Evidence-Based Best-Practices for Improved Reading Outcomes

Evidence-based best-practices to improve reading outcomes all along the pipeline are not just instruction methods, but rather programs that address at least one of Get Georgia Reading Campaign's Four Pillars: language nutrition, access, positive learning climate, and teacher preparation and effectiveness.
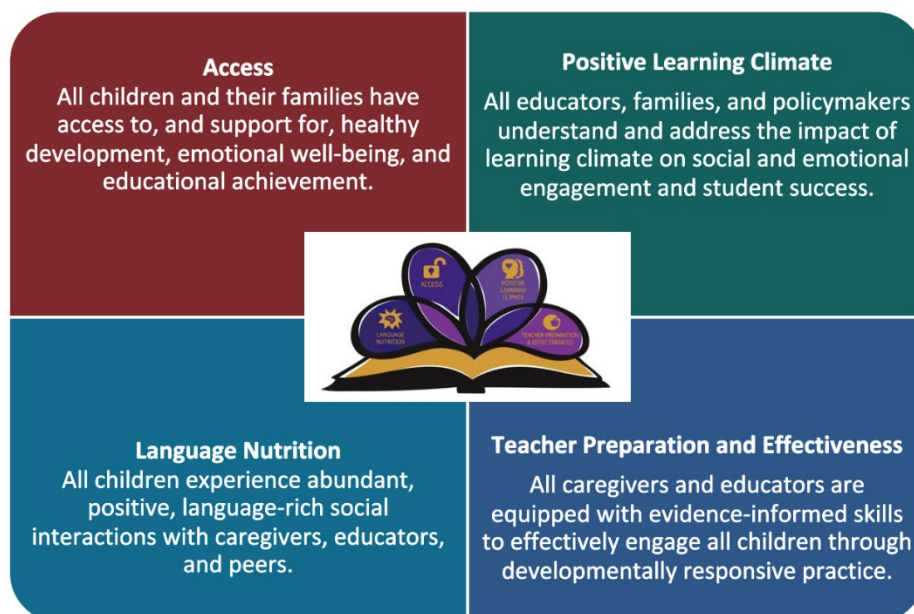

Figure 3. The Get Georgia Reading Campaign's Four Pillars: language nutrition, access, positive learning climate, and teach preparation and effectiveness
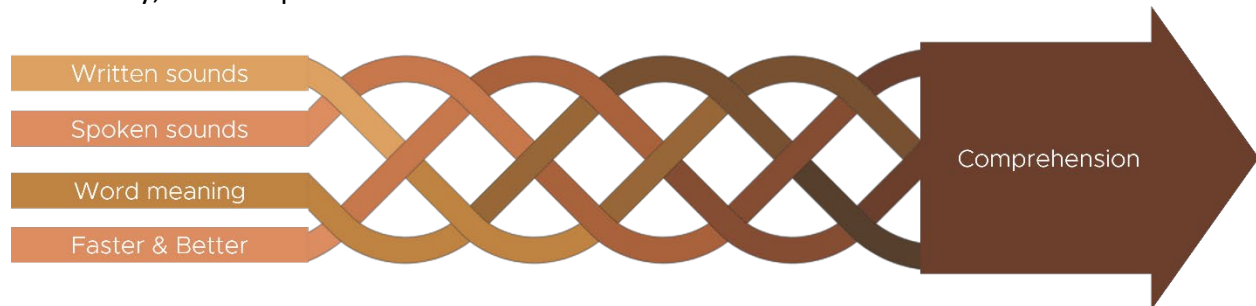
Example evidence based best-practices include:

	Language Nutrition	Access	Positive Learning Climate	Teacher Preparation and Effectiveness
All kids who need them have glasses and hearing aids		X	X	
Post-partum mental health care for mothers	X		X	
Talk with me baby	X			
Reading Resource Coordinators			X	X
Broadband Access	X	X		

Evidence-Based Best-Practices in Literacy Instruction

Just as it takes four pillars to improve literacy outcomes, it takes five instruction components, working together, to create proficient learners: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Pillars	What it is	What is means	Why it matters
Phonemic awareness	The ability to hear, identify, manipulate, and substitute phonemes—the smallest units of sound that can differentiate meaning—in spoken words.	It's all about the sounds that word parts make. Essentially, students begin by learning individual phonemes (e.g. letter sounds, a, b, c, h, t), then joining phonemes (a + t = AT), and finally, building words. C-AT B-AT H-AT	Phonemic awareness is a strong predictor of long-term reading and spelling success.

Phonics	The ability to associate written letters with the sounds of spoken language.	Phonics instruction teaches students how to build relationships between sounds and letters or letter combinations and how to use those relationships to build words.	Phonics teaches students a system for remembering how to read words so that they are able to read, spell, and recognize words instantly.
Fluency	The ability to read text accurately, quickly, and expressively.	Fluency is the ability to read as one speaks and to make sense of what is being read without having to stop or pause to decode words. Fluency is typically gained by being read to and reading out loud. To be fluent, students need to be so proficient with phenomes, phonics, and cadence, that reading out loud is not cumbersome.	Developing fluency is critical to a student's motivation to read. As students begin to acquire words more easily, they should also practice dividing text into meaningful chunks, knowing when to pause and change intonation and tone. With regular guidance and feedback, students begin to recognize cues during reading and develop deeper comprehension.
Vocabulary	The growing, stored compilation of words that students understand and use in their conversation and recognize in print.	Studies show that there are direct links between how many words children hear spoken at home and how well they excel in 3rd grade. Vocabulary is built by students hearing and using a variety of words in many different contexts: being spoken to, read to, learning about other subjects.	In order to comprehend reading, a student must know what the words mean that he or she is reading. Direct instruction of explicitly taught vocabulary, as well as word-learning strategies, can help build a flourishing vocabulary and improve reading fluency and comprehension.

Comprehension	The ability to understand, remember, and make meaning of what has been read.	Students with developed reading comprehension abilities can predict, infer, make connections, and analyze what is being read. To comprehend text, students need phenomes and phonics to make words, fluency to read them with minimal effort, and vocabulary to know the meaning of the words they read.	Students who comprehend what they read are both purposeful and active readers.

Positive Examples

Within Georgia

The provision of an adequate public education for the citizens shall be a primary obligation of the State of Georgia. Public education for the citizens prior to the college or postsecondary level shall be free and shall be provided for by taxation. – Article VIII, Section I, Georgia Constitution

Georgia has a long history of commitment to education and has been addressing literacy directly since 2013.

In 1985, Georgia implemented the Quality Basic Education (QBE) Act, (good overview here), to address funding inequalities in K-12 programs. This almost 40-year-old program signaled a commitment to education, but unfortunately it is often not fully funded and currently, QBE is under review to address new economic realities and needs.

In 2013, Governor Nathan Deal and First Lady Sandra Deal, called together Georgia leaders to address the low reading proficiency of third graders. Out of this grew the Get Georgia Reading Campaign and the Sandra Duncan Deal Center for Early Language and Literacy.

In 2017, Deloitte conduced a pro-bono study for Literacy for All, to understand the state of literacy in Georgia. Out of this grew the Georgia Literacy Commission, and their 2018 recommendations included: expanding out-of-school options, expanding adult education, leverage out-of-the-box services such as housing authorities, libraries, healthcare providers,

community centers (i.e. the whole ecosystem). Policy recommendations included expanded services outside of K-12 (childcare, adult education), formative assessments all along the pipeline, and promoting tax incentives for employees to support continuing education of employees.

The Georgian's First Committee Transition Team that was formed to provide recommendations as Gov Kemp took office in Jan 2019. They recommended four pillars for change based on the Get Georgia Reading Campaign. The below table outlines the programs recommended within each pillar.

Four pillars	Programs
Language Nutrition	Talk With Me Baby
	Build My Brain
Access	Embracing More Early Learners
Climate	Creating Healthy School Ecosystems
Teacher Preparedness and Effectiveness	Building Educator Capacity
	Get Teachers Ready
	Let Teachers Teach
	Let Teachers Measure What Matters

Agencies at the statewide and community level are crafting solutions to transform how systems operate.

Talk With Me Baby is a program that was designed in collaboration with Atlanta Speech School, Get Georgia Reading, and many others, that utilizes workforces that already reach parents and babies, such as nurses, to teach parents the efficacy of talking with babies to increase their vocabulary. This increased "language nutrition" is a critical component of pre-K literacy practices.

DECAL and GADOE promote developmentally responsive practices where educators interact with children and design case-specific learning methods to support children as they transition from the early years through the early grades.

The Sandra Deal Center brings the four pillars to communities in Georgia through community-based collective impact. The four pillars provide the framework for collective action and are a good example of research-based, practical steps for real-world application directly with families.

Individual school systems have embarked on various efforts to implement evidence-based reading programs. Fulton County invested $90M in recovery act money for a full-scale district overhaul, Gwinnett County has started a pilot-program in over half its elementary schools. Seminole County is both a Get Georgia Reading Campaign community and a Certified Literacy Community Program participant.

Success Seen in Other States
In 2013, Mississippi approved a "science of reading" bill and retrained teachers to use evidence-based practices. While only 21% of Mississippi fourth graders were rated proficient on the

National Assessment of Educational Progress exams in 2013, reading proficiency went up to 32% in 2019. That gain made Mississippi that No.1 state with statistically significant gains in fourth-grade reading.

In North Carolina, researchers rigorously compared outcomes for students who received a certain intervention with those who did not and came up with a defined curriculum that uses the best evidence-based interventions. These interventions have been proven to improve students' phonics, fluency, and comprehension outcomes.

In 2019, the Alabama legislature passed the Alabama Literacy Act to improve the reading proficiency of public-school kindergarten through 3rd grade students and ensure that those students are able to read at or above grade level by the end of the 3rd grade. All kindergarten through 3rd grade students are given an Alabama State Department of Education approved reading assessment. Based on the results of the assessment, each kindergarten through 3rd grade student who exhibits a reading deficiency shall be provided an appropriate reading intervention to address his/her specific needs. In addition, parents of any student who exhibits a consistent deficiency will be notified, an Individual Reading Plan shall be developed, and parents shall be given strategies and resources to use at home to help the student succeed in reading.

In 2021, Tennessee enacted the Tennessee Literacy Success Act. it requires LEAs to provide foundational literacy skills instruction (i.e. evidence-based method of teaching students to read that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension), provide reading interventions and supports, and administer universal reading screeners to students in kindergarten through grade three to improve reading proficiency.

Empowering Change via Meaningful Goals

The elephant in the room is assessment and evaluation, which leads to people talking about "teaching to the test" and that tests that are unfair to certain groups of students. All of these are real issues and concerns. But *everyone who holds a job is evaluated on their job performance*. Multiple studies have shown that children who receive instruction mapped to curriculum standards perform better on year-end assessment then those who have been "drilled and killed" to "teach to the test."

Tied directly to assessment and evaluation is change management. Meaningful change is not forced on people, it is achieved when people are empowered to be successful and be part of the change.

We can address teach to the test, local control, and meaningful change by setting high-level metrics that are aligned and that empower communities to meet goals in the manner most suited to their needs.
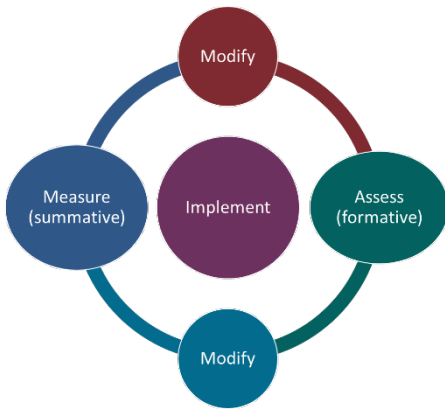
Good companies, organizations, and systems utilize metrics and assessments to empower change as part of a feedback loop. When people know what is expected and when they have the tools and resources to meet those expectations – positive change happens.

Feedback loops that empower change are:
1. Purposeful and goal focused
2. Goals are SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound).
3. Engage those implementing the change from the start. So that those who work on the ground-level with the students are empowered and part of the process.
4. Provide time and resources to enable people to understand and assess what is happening and then make a change.

The key is identifying performance measurements and metrics that enable feedback and improvement.

At a high level, top-down change happens when the following are established:

Preliminary Input from Teachers on Assessments

Teachers generally distrust and dislike standardized testing, primarily because of *how it is used*. In some preliminary research, Georgia teachers have expressed disagreement that Georgia Milestones are an accurate assessment of student literacy, because the design of the test and the specific skills it demonstrates. Georgia Milestones is a static-exam and can only measures if a student is reading on level or not, which does not enable more finite assessment of below-level students, and thus identification of needed skill sets.

Dynamic computer-based exams such as the MAP exam (produced by NWEA) and iReady measure students' lexical and phonological awareness (reading skills) and assess discreet literacy skills. Dynamic testing produces more reliable and usable results because the tests move with the student, providing students with more challenging or less challenging questions as they respond.

Teachers would prefer dynamic assessments, to be use in a formative manner, then static, summative assessments. A formative assessment is one that enables teachers to make targeted teaching plans and adjust based on student knowledge. A summative assessment is one that measures, formally, student achievement.

For example. A student who takes the GA Milestones at the end of 3rd grade may test at the 1st grade level. In 4th grade, that same student may test at a 3rd grade level. In both cases, GA Milestones simply records "student is below grade level" – which helps with gross allocation of resources at a system level but does not help the teacher formulate an intervention and/or assess the utility of an intervention.

The student moved from a 1st grade level to a 3rd grade level in one year, which is a marked improvement. Dynamic tests given throughout the year would show where progress was being made and enable the teacher(s) to continue to implement useful improvements.

Community Input

Over the past year we have been speaking with stakeholders. A few themes, questions, and comments, have spanned from multiple parties.

One, we have a lot of programs in Georgia already. And they are all doing great things. What is this committee going to differently? What commitment to sustained change can it produce?

Two, do not ignore other subjects and make school "all reading all the time." There are five-pillars of evidence-based literacy instruction. All five can be practiced during social studies, math, and science. A growing body of research has demonstrated that meaningful integration between all subjects results in more proficient readers. It provides much needed context and an ability to practice reading skills in all aspects of study.

Three, assessments should be positive and not punitive. Assessments need to be used to drive change though an assessment cycle. Smaller organizations and districts do not have the resources to conduct assessments and then utilize them to implement positive change.

Four, state-led alignment on high-level goals will enable blending of funding, encourage inter-organizational cooperation, and serve the entire community.

Appendix – Recommended State-wide Literacy Milestones

Creation of a workforce-ready literate population cannot happen overnight. Continued upward progress on these five milestones demonstrates that programs are making progress.

1. Kindergarten readiness (In GA, the GaDOE uses the GKIDS Readiness Check)
2. 4th grade reading proficiency (as measured by NAEP)
3. 8th grade math proficiency (as measured by NAEP)
4. High schoolers graduating workforce ready (lots of debate over this – because HS Diploma should signal this – but it doesn't. https://nyctecenter.org/instruction/life-career-abilities is a possibility)
5. Post-secondary completion rate (degree programs completed within 6 years, certificate programs completed within 2 years) (as measured by TCSG and USG).

Appendix – An Organizational Matrix

To ensure full community coverage, a way to understand a program is to look at what the program provides (it should touch at least one of the Get Georgia Reading Four Pillars) and the main audience of the program (learners, teachers, communities).

		What the Program Provides			
		Access to Educational Opportunities	Positive Learning Climate	Language Nutrition	Teacher Preparation and Effectiveness
Main Audience of Program	Birth – Pre K Learners				
	K-12 Learners				
	Adults Learners				
	Teachers				
	Communities				

Appendix – GA Spending

GPEE EPFE Report
Summary of State of Georgia, Source and Use of Funds on Public Education, 2019
Draft. For Discussion Purposes,only.

Funding Source 6

Learning life cycle	Early Learning[1]	K-12[2]	University System of Georgia[3]	Technical College System of Georgia[4,7]	Total
Private 5	$ -	$ -	$ 5,390,000,000	$ 349,000,000	$ 5,739,000,000
Local	$ -	$ 9,328,000,000	$ -	$ -	$ 9,328,000,000
State	$ 429,000,000	$ 10,645,000,000	$ 2,428,000,000	$ 509,000,000	$ 14,011,000,000
Federal	$ 126,000,000	$ 2,098,000,000	$ 1,000,000,000	$ 160,000,000	$ 3,384,000,000
Total	$ 555,000,000	$ 22,071,000,000	$ 8,818,000,000	$ 1,018,000,000	$ 32,462,000,000

[1] Source: Governor's Budget Report, Amended FY 2019
This covers the majority of early learning dollars including childcare services, PreK program, and child nutrition.
This number does not include federal money for Head Start or the Child Care Subsidy program – also federal dollars administered by the state.

[2] Source: GA DOE 2019 Revenue Report. Note K-12 numbers for State and Federal updated to FY2020 budget.

[3] Source: Governor's Budget Report, Amended FY 2019 for state dollars.
The federal dollars include federal appropriations plus federal grants and contracts. Estimated dollars
It does NOT include Pell Grant dollars, which are a large portion of student tuition, which accounts for approximately 24% of total revenue.

[4] Source: Governor's Budget Report, Amended FY 2019.

5 Private dollars include tuition and fees, residence, food and sports, and other

6 Select cells are blank. Sufficent facts on private spending are incompete and not inclued here.

7 Included in TCSG funds: $15,000,000 State and $14,000,000 Federal for Adult Basic Education

Appendix – Statistics

An overview of Georgia NAEP Scores from 1998 to 2022 shows that those reading at or above proficient has not changed much since 2011.

NAEP Percentage Scores for 4th Grade Reading