

Early Learning and Care

Factors that Support School Readiness

Positive birth outcomes: Young children born after 37 weeks and who weigh more than 5.5 pounds at birth are less at risk of learning and developmental challenges than their preterm and low-birthweight peers.

Developmental monitoring and screening: Parental monitoring of developmental milestones and formal screening by education and health professionals promote early detection and intervention of developmental conditions.

Parental engagement: Early and frequent interactions with caring adults help young children acquire social, emotional, and cognitive skills that prepare them for school.

Quality early learning: Children who complete two or more years of high-quality early childhood education are more likely to graduate from college than their peers who did not attend preschool or Pre-K.³

Leading Indicators: What Data Does Georgia Collect? *

Health and Environment

- Percent of infants born before 37 weeks: **14.0%**
- Percent of infants who weigh under 5.5 pounds at birth: **10.2%**
- Percent of children living in poverty: **18.8%**

Learning

- Number of children enrolled in Georgia Pre-K: **73,465**
- Percentage of four-year-olds enrolled in Georgia Pre-K: **56.2% (All children); 47.1% (Children from low-income backgrounds)**

*The figures provided above are summary data from 2023. The Partnership will publish detailed subgroup and trend data on the [EdQuest Georgia website](https://www.edquest.org/georgia).

3 Bustamante, A. S. et al. 2021, November 4. High-quality early child care and education: The gift that last a lifetime. Brookings. Retrieved from <https://www.brookings.edu/articles/high-quality-early-child-care-and-education-the-gift-that-lasts-a-lifetime/>

Looking Ahead to 2033: What Data Do We Need?

The KIDS COUNT Data Center presents child and family statistics related to economic well-being, educational opportunity, and healthcare access. Georgia's child-serving agencies report enrollment and participation data via the Cross Agency Child Data System.

State and community leaders should use these existing databases to develop new leading indicators. These indicators can help determine how stakeholders evaluate current investments. State agency and nonprofit leaders will need to develop surveys and other measurement tools to collect data on proposed indicators.

Key Outcomes		Proposed Indicators
<i>Quality</i>	Current services meet the needs and expectations of children and families.	<ul style="list-style-type: none"> Georgia parents report they can access quality early care that meets their needs. Georgians have access to pediatricians, dentists, mental health clinicians, maternity care professionals, and home visiting practitioners.
<i>Effectiveness</i>	Early health and learning interventions prepare children for school.	<ul style="list-style-type: none"> Percentage of young children considered school ready as measured by an evidence-based tool Percentage of children aged zero to five who receive follow up testing or services after undergoing initial developmental screenings
<i>Impact</i>	A higher percentage of Georgia's young children read on grade level.	<p>2033 Impact Indicator</p> <p>At least 50% of Georgia's third graders are proficient readers by 2033.</p>

Two Recommendations to Accelerate Progress Toward the North Star

- Child-serving state agencies create a public report about student needs and evidence-based solutions. The report pinpoints service gaps for children who would benefit from early intervention and support.
- Researchers evaluate the quality and effectiveness of home visiting, early intervention, and parent education strategies. Community leaders use the findings to coach other communities on how to design and execute similar strategies.