



Georgia Department of Audits and Accounts

Performance Audit Operations

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Why we did this review

The Resource Coordination (RC) Program is operated by Bright from the Start: Department of Early Care and Learning (DECAL). This review was conducted in response to a request from the House Appropriations Committee. The Committee specifically requested information on: how the funds are used to help at-risk children; what services are provided; and if the Program is effective. As part of this review, we assessed operational aspects of the RC Program such as grant award and monitoring.

Who we are

The Performance Audit Operations Division was established in 1971 to conduct in-depth reviews of state programs. The purpose of these reviews is to determine if programs are meeting their goals and objectives; provide measurements of program results and effectiveness; identify other means of meeting goals; evaluate the efficiency of resource allocation; and assess compliance with laws and regulations.

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The Resource Coordination Program

The Program's impact on kindergarten readiness is unknown

What we found

Administered by Bright from the Start: Department of Early Care and Learning (DECAL), the primary purpose of the Resource Coordination (RC) Program is to better prepare children for kindergarten. Through a competitive grant process, the Program awards funds for support services (focused on areas such as health and wellness, child development, community resources, and kindergarten readiness) to Georgia's lottery-funded Pre-K providers. Currently, however, the Program does not track how well children served through the Program actually perform in kindergarten and, therefore, does not have sufficient information to assess the overall effectiveness of the Program's implementation. In 2005, Georgia State University conducted a study on the effectiveness of the RC Program and found that children served by a resource coordinator were more likely to receive support services; however, the results of the study were inconclusive as to whether RC services affected the children's performance in kindergarten. Since 1997, the Program has awarded over \$216 million in lottery funds to Pre-K providers for the provision of RC services. (The Program was implemented in 1996, but information on the amount of RC grants awarded that year was not available.)

As part of Georgia's Pre-K Program, all Pre-K providers are responsible for the provision of support services that focus on health and wellness, child development, community resources, and kindergarten readiness. Pre-K providers that receive the grants use the funds to employ resource coordinators who are responsible for providing the support services to children and families. It is expected that providers with the grant will generally be able to provide more extensive services than those providers without the RC grant. For example, providers are required to distribute certain materials in preparation for kindergarten; however, providers with resource coordinators would spend time reviewing the materials with the parents and

answering questions. Other types of services include organizing parenting seminars, lending out reading materials, sending home newsletters and making referrals for food and clothing assistance. The Pre-K provider is responsible for determining which services will be provided; DECAL does not dictate the programming. DECAL staff indicates that the RC Program reflects research-driven strategies developed by the Strengthening Families Initiative. This model program was originally intended to prevent child abuse and neglect, but it has been found to achieve a secondary goal of creating a family environment that promotes child development and kindergarten readiness.

The Program is intended to target Category One children because they are more likely to face barriers to school success; however, all children enrolled at a Pre-K site with a resource coordinator are eligible to receive services.¹ Grants are awarded to various types of providers including public, private, Head Start, and for- and not-for-profit organizations that operate state-funded Pre-K programs. In fiscal year 2009, 227 Pre-K providers received a RC grant. These providers employed 484 resource coordinators, who serve a total of 921 Pre-K sites and approximately 47,000 children, of whom approximately 60% (28,000) are Category One children.

In addition to the overall effectiveness issues, our review also identified operational improvements needed to enhance accountability and ensure that resources are utilized effectively. For example, improvements are needed in the grant review process to better ensure that funds are only provided to those applicants that demonstrate a need for the RC funding. The Program's grant award process currently favors continuation applicants and should be revised to ensure that only those applicants who demonstrate that they have achieved the desired impacts are awarded grant funds. Also, the Program does not weight the number of Category One children in its grant scoring methodology and, as a result, is awarding grants to Pre-K providers with a relatively small population of at-risk children. Currently, 44 of the 227 (19%) providers with RC grants are serving fewer than 30 Category One children. Additionally, we found that the Program has historically funded grant recipients inconsistently and has not taken sufficient action to correct funding disparities. While the Program established a funding formula of \$750 per Category One child effective beginning with the 2007-2008 grant year, this rate is only applied to new applicants. Of the 227 grantees awarded in 2008-2009, 21 were new. As a result, the amount funded per Category One child served varied significantly in the 2008-2009 grant year, ranging from \$159 to \$3,500, with an average of \$765 and a median of \$691.

We also found that the annual assessment of the resource coordinators does not reflect the quality of services provided or the outcomes of those receiving services. The Program has not established performance benchmarks for the grant recipients and does not analyze activity data to monitor the progress of the grantees. We also found that the Program can maximize resources by analyzing the information it has collected from the various providers and sharing it with other resource coordinators.

It should be noted that the current leadership in DECAL has been in place approximately two years. In this time, management has implemented changes in several areas. For example, the Program implemented the use of external grant reviewers to assess grant applications; a funding formula of \$750 per child for new grantees; and a revised monitoring and assessment of the resource coordinators.

In its response to the report, DECAL noted areas of agreement and disagreement. They indicated the intention to continue implementing improvements to program oversight. Details regarding DECAL's planned actions are included in the body of the report. DECAL also reports that it is working with the Georgia Department of Education (DOE) to align data systems that will be able to measure the effectiveness of many of the goals of the RC Program. DECAL noted that, because the Program is under the auspice of Georgia's Pre-K, services are delivered to families for a minimal administrative cost to the state. To provide these services to families separately would cost tens of millions of dollars. Additionally, the combination of the two programs facilitates alignment between research-based family practices and appropriate education activities.

¹ Category One children are defined as those enrolled in Supplemental Security Income (SSI), Medicaid, Temporary Assistance for Needy Families (TANF), Child Care and Parent Services Program (CAPS), PeachCare, or the school's free or reduced meal plan program (if income eligibility is verified and kept on file at the school).

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Purpose of the Review

Our review of the Resource Coordination Program, within Bright from the Start: Department of Early Care and Learning (DECAL), was conducted in response to a request from the House Appropriations Committee. The Committee specifically requested information on: how the funds are used to help at-risk children; what services are provided; and if the Program is effective. Details about our objectives, scope, and methodology are included in **Appendix A**.

This report has been discussed with appropriate personnel representing DECAL. A draft copy was provided for their review, and they were invited to provide a written response, including any areas in which they plan to take corrective action. Pertinent responses have been included in this report as appropriate.

Background

Georgia's Pre-Kindergarten Program

In 1993, Georgia established a no-fee Pre-Kindergarten Program (Pre-K) with the purpose of preparing children from low-income families for kindergarten. In 1995, Georgia became the first state to offer universal Pre-K by expanding the program to all four-year-olds. It should be noted that completion of Pre-K is not required in order to enter kindergarten; rather it is made available to parents who want their children enrolled. While all four-year-olds are eligible to participate, funding levels are not sufficient to serve all of the children whose parents have requested enrollment, and providers maintain waiting lists.

The Pre-K Program is funded through the state lottery and is administered by Bright from the Start: Georgia Department of Early Care and Learning (DECAL). DECAL awards grants for Pre-K programs to various types of providers including public school systems, Head Start programs, and for- and not- for profit child care providers. Providers receive a per-child payment from DECAL to offer Pre-K classes on the same term as the local school calendar.

The Resource Coordination Function

When Pre-K was first established, there was an emphasis on the provision of comprehensive social services, and Pre-K providers were required to employ Family Service Coordinators to provide services such as counseling, home visits, and child assessments. When Pre-K expanded its eligibility requirements to include all four-year-olds, support services such as counseling were scaled back and targeted more towards low-income children. At this point, Pre-K providers were no longer required to employ a Family Service Coordinator. Although the social services aspect was scaled back, Pre-K providers were still responsible for providing support services that focused on health, child development, community resources, and kindergarten readiness.

In 1996, the Pre-K Program created the Resource Coordination (RC)² grant, which was designed to make supplemental funding available for providers who cited a need

² In this report, RC is used as a general acronym for the Resource Coordination Program, as well as the grants and services provided through the Program.

for additional funding to provide the required support services. Generally, the resource coordinators provide more extensive services than those Pre-K providers without the grant. For example, providers are required to distribute certain materials in preparation for kindergarten; however, providers with resource coordinators could spend time reviewing the materials with the parents and answering questions. Services provided through the RC Program are intended to target Category One children³; however, all children enrolled in a Pre-K site with a resource coordinator are eligible to receive services. Pre-K programs apply for the grant, and awards are based on a review of the individual applications.

Services Provided

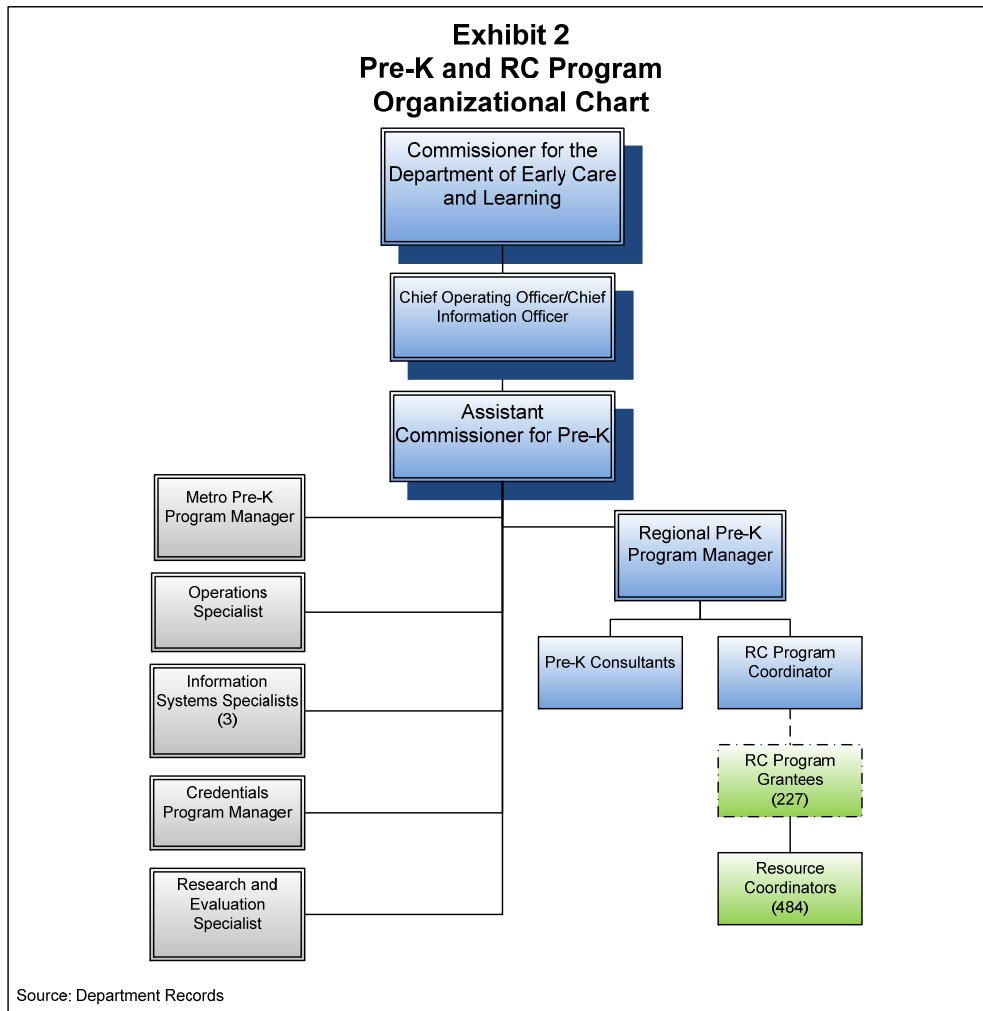
The services provided by resource coordinators focus on four areas: health and wellness; community resources; parent education and involvement; and literacy and kindergarten readiness. As shown in **Exhibit 1**, examples of the types of services include organizing parenting seminars, lending out reading materials, sending home newsletters, distributing kindergarten readiness kits (which include a book, suggested reading list, and activity booklet), and making referrals for food and clothing assistance. DECAL personnel emphasize that the RC Program is not a social service program but a program intended to better prepare children for kindergarten. However, many of the services provided address social needs based on research that shows that removing these barriers will enable children to succeed in school.

Exhibit 1	
Services Provided Through the RC Program	
Program Component	Types of Services Provided
Health and Wellness	<ul style="list-style-type: none"> • Hearing, vision, and dental screenings and referrals for treatment • Referrals for developmental and behavioral delays • Referrals for speech delays • Referrals for immunizations
Family and Community Resources	<ul style="list-style-type: none"> • Referrals for counseling and emergency services • Referrals for education and job skills programs • Referrals for assistance with food and clothing • Referrals for housing services, DFCS, and legal aid
Parent Education and Involvement	<ul style="list-style-type: none"> • Parenting classes and discussion groups • Parent conferences • Events for male involvement • Sending home flyers/newsletters • Social events • Field trips
Kindergarten Readiness and Literacy	<ul style="list-style-type: none"> • Ensuring that kindergarten registration materials are completed • Assisting parents with kindergarten documentation • Helping children meet prospective kindergarten teachers • Delivering "Ready for School" kits • Organizing classroom activities to familiarize children with kindergarten • Kindergarten readiness events for families • Lending libraries • Literacy packs
Source: Program Documents	

³ Category One children are defined as those enrolled in Supplemental Security Income (SSI), Medicaid, Temporary Assistance for Needy Families (TANF), Child Care and Parent Services Program (CAPS), PeachCare, or the school's free or reduced meal plan program (if income eligibility is verified and kept on file at the school). Category Two children are the ones who do not meet these requirements.

Program Oversight, Monitoring, and Information Management

DECAL staffs an RC Coordinator, who is responsible for overseeing the RC function. DECAL’s Pre-K consultants are involved in the RC evaluation process in addition to their other responsibilities in the general Pre-K Program. An organization chart is provided in Exhibit 2.



At mid-year and the end of the year, Pre-K providers submit RC activity reports to DECAL’s RC Coordinator that include the number of different services/activities and the number of children and families who participated in each. Additionally, in conjunction with the annual Pre-K program evaluation, the Department’s Pre-K consultants conduct annual on-site assessments of the resource coordinators to ensure that services are being provided. The assessment is based primarily on the “RC Notebook,” which includes documentation of activities, including sign-in sheets, photographs, printouts of newsletters, and contact logs. The consultants evaluate the resource coordinators on six measures, with ratings ranging from “Not Met” to “Exceeds.” The assessment form includes a list of tasks/activities that must be performed in order to achieve each rating level. The six measures, along with an example of a task that must be completed to attain each rating level, is shown in Exhibit 3 on page 4.

Exhibit 3			
RC Program Quality Assessment Measures			
Assessment Area	Example of Checklist Items		
	Partially Meets	Meets	Exceeds
Facilitate friendships and mutual support	Periodic social events are held	Helps parents set up informal communication	Offers support with transportation, child care, or other barriers
Strengthen and support parents	Take-home materials are distributed regularly	Provides speakers or resources on topics of interest to parents	Parents are provided with mentors/coaches
Respond to early warning signs and linking families to services	Space is available for staff to meet privately with parents	Program maintains resources and referral links on crisis services	Brings services on site to meet with parents
Kindergarten readiness and family literacy	Assists with creating literacy packs and distributing to families	Assists in organizing a workshop to explain and distribute "Ready for School" kits	Field trip allows children to see the elementary school where they will attend Kindergarten
Collaboration	Maintains a list of community organization meetings	Participates in a public/private collaborative	Family Literacy Activity is planned jointly between public and private providers
Program implementation	Assists in identifying and obtaining Category One documentation	Assists in the referral of children that require follow-up for Eye, Ear, and Dental forms	Attends additional training that would enhance the implementation of the Strengthening Families program
Source: 2008-2009 RC Program Assessment			

All Pre-K programs are required to use DECAL's database, Pre-K Application And Database Access (PANDA), to conduct and track Pre-K related activities (rosters, applications, waiting lists, etc). Relevant RC information, including RC grant applications, activity data, and assessments are also submitted through and maintained in PANDA.

Grant Process

According to the guidelines, state-supported Pre-K programs that have been in operation for at least one year and have a minimum of eight Category One children at each site that would receive services can apply for the RC grant.⁴ Many Pre-K programs have multiple sites with Pre-K classes; these programs may apply for a grant to serve all sites or just serve selected sites.

Grants are competitive, and not all applications are funded. Since Pre-K programs must re-apply for the grant each year, there are two types of applicants: new and continuation. As described below, the grant applications include questions requiring narrative responses and a section for assessment scores. Their responses are evaluated and scored by reviewers outside of DECAL; overall scores become the basis of funding decisions.

⁴ Grant eligibility requirements also include: a high quality instructional program; submission of rosters and total program summaries by deadlines; and compliance with all applicable divisions of DECAL.

- New Applicants – New applicants can obtain a maximum possible score of 100 points on the grant application. The applicants must describe how they intend to address the following: implementation of Strengthening Families⁵; assessing family needs; collaborating with other organizations; helping families overcome barriers; supporting families with special needs; and providing kindergarten readiness and family literacy activities. The answers to these questions account for 80% of the grant application score. The remaining 20% is scored from relevant sections of the Program Quality Assessment (the annual Pre-K assessment). New applicants must have at least 30 Category One children enrolled in the program as a whole to be eligible for the RC grant; this requirement does not apply to continuation applications.
- Continuation Applicants – Continuation applicants also have a maximum possible score of 100. The previous year's RC assessment accounts for 48 possible points, and the Program Quality Assessment accounts for 18 possible points. The remaining 34 points are awarded based on the narrative responses to questions regarding how the resource coordinators implemented the Strengthening Families Initiative, their collaboration efforts, services to be offered in the upcoming year, and new services to be added.

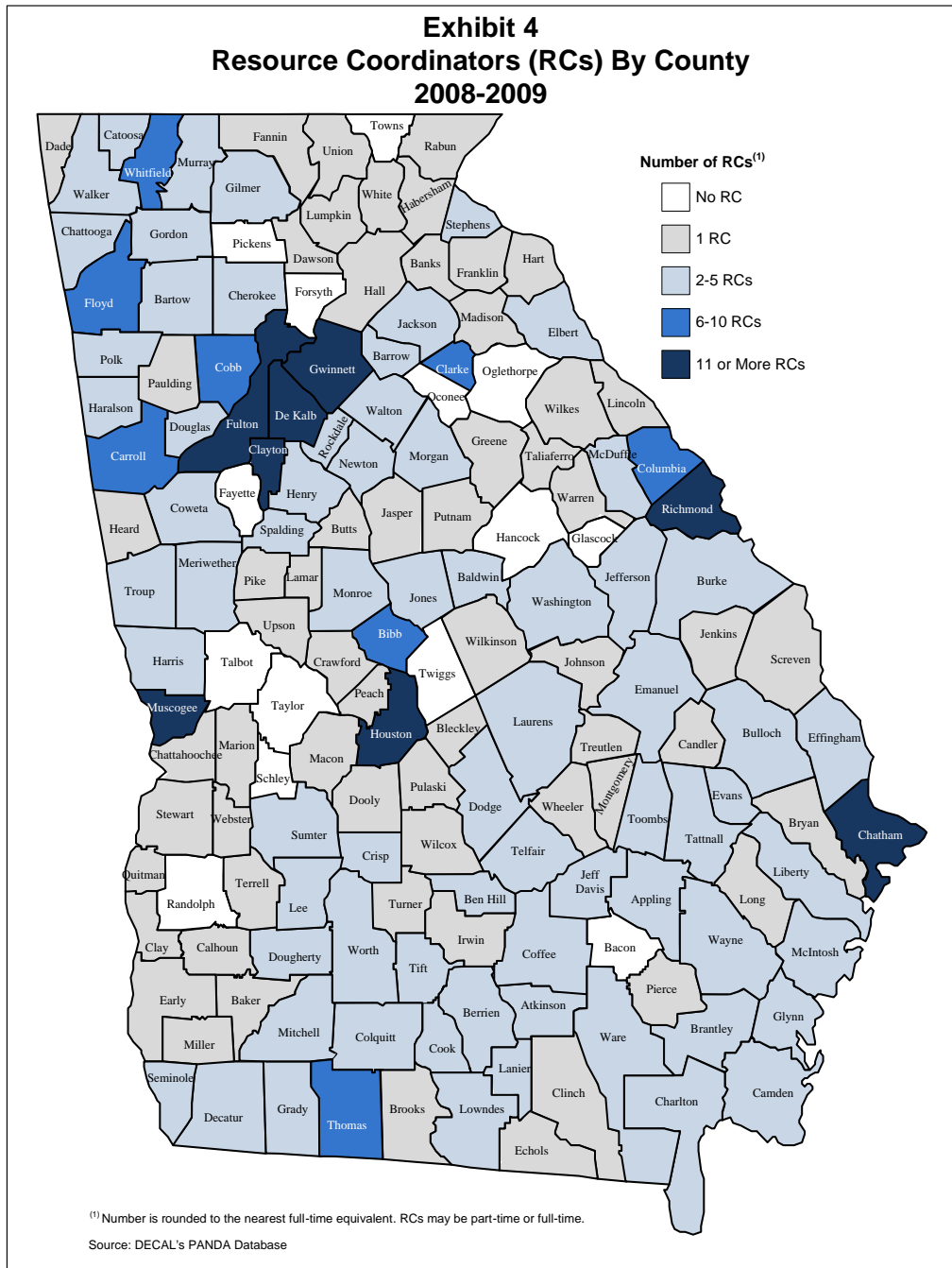
For fiscal year 2009, the Program decided to designate a set amount of RC grant funds for new applicants and a set amount for continuation applicants. Approximately \$820,000 was allocated for new applicants and \$17.7 million for continuation grants. Grants were then awarded within each group based on the application scores, essentially until the available funds ran out. DECAL received 299 applications for RC grants (75 new and 224 continuation) and awarded grants to 227 of the applicants (76%). These programs employ 484 resource coordinators, who serve a total of 921 Pre-K sites. Some resource coordinators are assigned to only one site while others serve multiple sites. Programs employ resource coordinators on a part-time or full-time basis.

RC funds are distributed to the grant recipients in monthly payments. At the end of the year, the grantees are required to submit reconciliation reports and return any unspent funds to DECAL. Under the current guidelines, Pre-K providers can use the RC grant money to fund RC salaries, office supplies, events and seminars, and administrative expenses. Pre-K providers may also choose to use a portion of their Pre-K grant to supplement the RC funding. However, RC grant money cannot be used to supplement regular Pre-K services.

The RC grants are geographically dispersed across the state. As shown in **Exhibit 4** on the following page, resource coordinators currently serve Pre-K programs in 145 of 159 counties. It should be noted that the map represents where RCs are providing services. As mentioned earlier, the Pre-K program may operate and serve multiple sites with the RC grant. As a result, a RC grant recipient may be headquartered in Atlanta but have sites in Clayton County that are being served by a resource coordinator, which would be shown as such on the map.

⁵ Strengthening Families is a national model program that emphasizes parent involvement and facilitating child development. Additional information on this program is provided on page 9.

Counties with a greater number of at-risk children generally have more resource coordinators. See Appendix B for a complete list of all RC grant recipients by county.



Prior to the 2008 grant year, award amounts were based on what the provider had historically received, and new grantee awards were based on available funds. In fiscal year 2008, the Program instituted a funding formula based on the number of Category One children enrolled in the Pre-K program. Grant recipients were to receive \$750 per Category One child. However, program staff indicated that this

funding formula was only applied to new applicants. Continuation grant applicants' funding remained based on historic funding levels.

Enrollment

As shown in Exhibit 5, 78,161 children were enrolled in Georgia's Pre-K Program as of October 15, 2008. Of those children enrolled, 40,997 (52%) were designated as Category One.

Resource coordinators serve a large percentage of children enrolled in Pre-K. As shown below, 46,780 children (60% of all children enrolled in Pre-K) are served by a resource coordinator. Of those children being served by a resource coordinator, 27,723 (59%) are designated as Category One children. Although RC services are intended to target Category One children, over half of Category Two children are served as well. (Category Two refers to all children who do not meet the requirements to be considered Category One.)

Exhibit 5					
Pre-K Enrollment and Children Served by					
Resource Coordinators ⁽¹⁾					
	Children Enrolled in Pre-K		Children Served by Resource Coordinators		Percent Served by Resource Coordinators
Category 1	40,997	52%	27,723	59%	68%
Category 2	<u>37,164</u>	48%	<u>19,057</u>	41%	51%
Total	<u>78,161</u>	100%	<u>46,780</u>	100%	60%
⁽¹⁾ As of October 15, 2008					
Source: DECAL's PANDA Database, Survey of Pre-K Directors					

Financial Information

The RC Program is funded through lottery proceeds. Exhibit 6 on the following page shows the RC expenditures and the total Pre-K Program expenditures for fiscal years 2007 and 2008. RC expenditures decreased slightly between fiscal year 2007 and 2008 as total Pre-K expenditures increased. In fiscal year 2008, the RC Program expended approximately \$18.5 million, which accounted for 5.7% of the Pre-K Program's total expenditures. Grant awards accounted for nearly all of the RC expenditures (\$18.2 million), while an estimated \$269,000 was expended on administrative overhead. (Administrative expenses were estimated based on a survey of personnel and the percentage of time they reported spending on RC activities. These percentages were applied to salaries and benefits to estimate total administrative costs. It should be noted that, subsequently, Program management applied its own computation and estimates the administrative costs to be lower. The difference is not deemed relevant for purposes of this review.) In fiscal year 2009, the Program awarded \$18.5 million in RC grants to Pre-K providers. Since 1997, the Program has awarded over \$216 million in RC grants to Pre-K providers.⁶

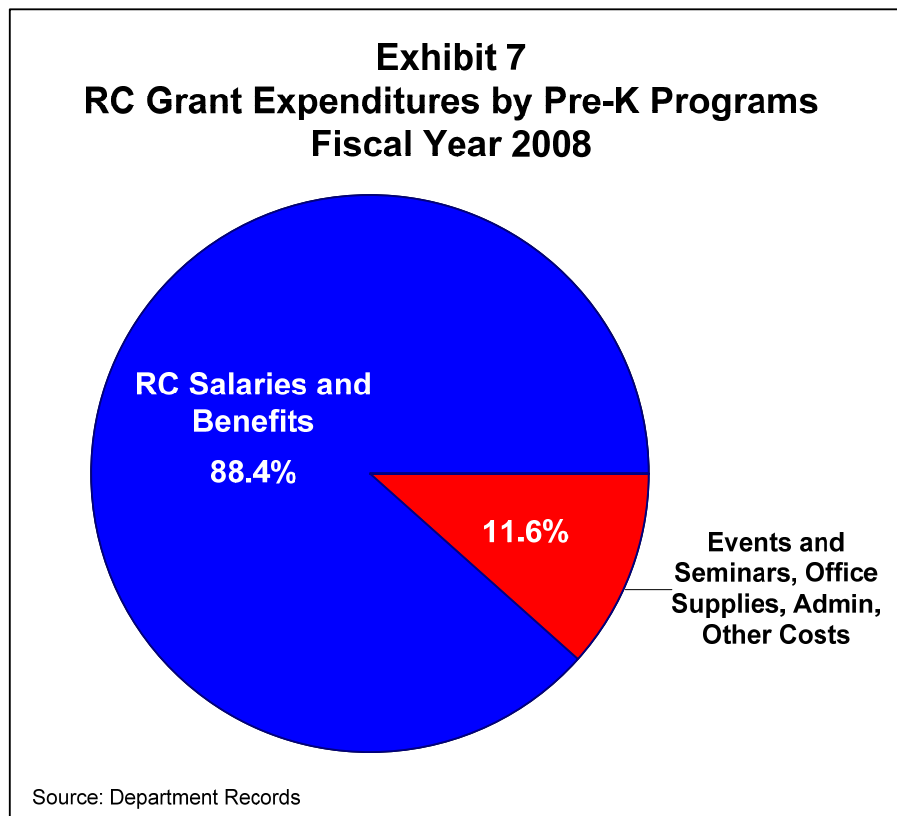
⁶ The RC Program was implemented in 1996; however, the information available did not isolate RC grant funds from other Pre-K funds in the Program's first year of operation.

Exhibit 6		
Pre-K and RC Expenditures		
Fiscal Years 2007-2008		
	FY 2007	FY 2008
Total Pre-K Expenditures	\$309,649,151	\$324,933,199
RC Expenditures		
Grants Awarded	18,936,940	18,219,140
Administrative Overhead (DECAL) ⁽¹⁾	<u>212,401</u>	<u>269,375</u>
RC Total	<u>\$19,149,341</u>	<u>\$18,488,515</u>
RC Expenditures as % of Total Pre-K	6.2%	5.7%

⁽¹⁾ Includes the cost of management and evaluation. These costs were estimated based on the percent of time staff reported spending on the RC function.

Source: PeopleSoft, Department Records, and Staff Interviews

Based on reports submitted by the Pre-K programs, the majority of grant funds are spent on salaries and benefits of the resource coordinators. As shown in Exhibit 7 below, salaries and benefits accounted for 88% of grant expenditures in fiscal year 2008. The remaining 12% was expended on events and seminars, office supplies, administrative expenses, and other costs.



Research on Support Services

Research has shown that low socio-economic status substantially increases the risk of poor elementary school performance. Problems with kindergarten readiness—including difficulty following directions and working in groups, as well as poor academic skills—have been found to be more pronounced for children in poverty. This is due to a higher risk of health-related barriers, toxic stress related to the family or surrounding community, and a lack of access to social services. Thus, it has been concluded that high quality Pre-K and child care programs should include a support services function that supplements instruction in order to mitigate those risk factors.

An often cited longitudinal study⁷ of a Chicago program that provides comprehensive support services to children in preschool and early elementary school found that children who participated gained three months of performance than non-participants upon entering kindergarten. They also significantly outperformed non-participants in reading and math scores up to the age of 15. Additionally, parents whose children participated were more involved in their child's education through the 6th grade. Participation also reduced grade retention through the 6th grade.

DECAL personnel indicate that the RC Program reflects research-driven strategies developed by the Strengthening Families Initiative. This model program was originally intended to prevent child abuse and neglect, but it also has been found to achieve a second goal of creating a family environment that promotes child development and kindergarten readiness. By observing exemplary Pre-K and child care programs across the country, Strengthening Families developed seven areas of focus:

- Facilitating friendships and mutual support;
- Strengthening parenting;
- Responding to family crises;
- Linking families to services and opportunities;
- Facilitating children's social and emotional development;
- Observing and responding to early warning signs of child abuse or neglect; and
- Valuing and supporting parents.

These seven focus areas are incorporated into the Program's grant application form and its annual RC assessment. Resource coordinators are supposed to perform specific activities in each area to satisfy Program guidelines. For example, to facilitate friendships and mutual support, a resource coordinator must organize periodic social events and help parents set up informal communication.

Research on Georgia's RC Program

At the request of DECAL, Georgia State University conducted a study of the state's RC program in 2005. The study was designed to identify services provided by the

⁷Chicago Longitudinal Study, Arthur J Reynolds, Director. The Chicago Longitudinal Study is a federally funded investigation of the effects of the Child-Parent Center (CPC) Program. The study is in its 16th year of operation. The Study website is: <http://www.waisman.wisc.edu/cls/>

resource coordinators and to assess the overall effectiveness. It compared three types of programs: those with a full-time resource coordinator; those with a part-time resource coordinator⁸; and those with no resource coordinator. Data was collected through surveys of parents, resource coordinators, and kindergarten teachers. Only Category One children were included in the survey.

The study found that a greater percentage of children in Pre-K programs with resource coordinators received support services related to health and wellness, parent and family resource referrals, and kindergarten readiness. It should be noted that in some cases, part-time resource coordinators served a greater percentage of children than full-time resource coordinators.

Results regarding kindergarten readiness outcomes and parent involvement were less conclusive, as discussed in the finding on page 25. Children with full-time resource coordinators were rated better than those without resource coordinators; however, on certain measures children without a resource coordinator were rated higher than those with part-time resource coordinators.

The study also included information on the other areas such as the frequency of services provided and the depth of service level.

⁸ Part-time resource coordinators were defined in the study as a resource coordinator that spends less than 40 hours per week serving a particular Pre-K site. Part-time resource coordinators could actually be part-time employees or could be full-time employees who split their time among different sites.

Findings and Recommendations

The Department should assess the degree to which the RC Program is resulting in better prepared kindergarten students and whether the Program is meeting its own goals.

While the primary purpose of the RC Program is to prepare children to succeed in kindergarten, the Department does not track how well the children served actually perform in kindergarten. In addition, the Program has not measured the extent to which it is meeting its established goals. According to staff, the RC Program follows the Strengthening Families model, which has proven to positively impact child development. However, absent outcome information related to Georgia's implementation of the model and data to allow for measurement against its established goals, it is not possible to determine whether the RC Program is having the desired results. These points are discussed in more detail below. It should be noted that the Program has indicated an intention to begin measuring the impact of the RC Program. According to staff, children enrolled in Pre-K in the 2008-2009 school year were assigned a Georgia Testing Identification Number (GTID), which will allow them to be tracked into future grades.

- Currently, the Program does not track children who have had RC services to determine whether the services provided have resulted in children being better prepared for kindergarten. Category One children are the intended beneficiaries of these services; therefore, an assessment of this group's performance as compared to Category One children who did not receive RC services would indicate whether the Program is having the desired impact.

It should be noted that the audit team attempted to conduct such a match; however, individual student Georgia Kindergarten Assessment Program (G-KAP) scores were not available through the Georgia Department of Education (DOE) to allow for a comparison between children. Effective this school year (2008-2009), G-KAP has been replaced by the Georgia Kindergarten Inventory of Developing Skills (GKIDS), and data will be collected at the state level by DOE; GKIDS will measure students' academic performance as well as personal and social development. As noted above, students are now assigned a GTID, which will allow for tracking across years.

- In addition to not measuring overall impact, the RC Program is not measuring the extent to which it is meeting its goals. The Program has established the following five goals:
 - Increase parents' knowledge of all areas of child development;
 - Ensure that children in Georgia's Pre-K Program do not have health-related barriers to school success;
 - Ensure that children and families are prepared to enter kindergarten and be successful in school;
 - Increase family participation in their child's education; and
 - Increase the number of children that meet and maintain attendance requirements for Georgia's Pre-K Program.

While the Program tracks data on the number of different RC activities/services and the number of participants, it does not measure the extent to which it is achieving each of its goals, with the exception of attendance requirements.

The Department should measure the overall impact of the RC Program to determine if the Program is achieving its purpose of preparing children to be successful in kindergarten. Since 1997, the RC Program has distributed over \$216 million in lottery funds to Pre-K providers. As discussed in a subsequent finding, Georgia State University conducted a study on the effectiveness of the RC Program at the request of the Department; however, the outcome results were inconclusive as to whether or not RC services positively affected kindergarten readiness. It should be noted that the current leadership in DECAL has been in place for less than two years. Management indicated that improvements are being implemented to address problems that they inherited.

DECAL Response: DECAL indicated that during the 2009-2010 school year, it will collect additional data that focuses on specific impacts. It noted that this process will begin with a pilot of resource coordinators across the state. By 2010-2011, DECAL expects a new data reporting system to be fully functional that will include: RC online notebooks; mechanisms to link RC services to Georgia's Pre-K Child Assessment and GKIDS; processes to compare Georgia's Pre-K classes receiving services to those not receiving services; and parent surveys. DECAL reports that, as Georgia's Pre-K begins piloting an electronic notebook for RCs to collect data, DECAL will be able to link services to specific classrooms (rather than programs) and children. As children are assigned the GTID during the Pre-K year, DECAL will be able to follow children who attended Georgia's Pre-K throughout their schooling in Georgia. This will allow for GKIDS and later school testing to be linked back to Georgia's Pre-K participation and even to services received under the RC Program. DECAL will be able to measure outcomes for those who received RC services and those who did not and will also be able to control for Pre-K quality.

DECAL also noted that it is currently administering a pilot program of online Pre-K Child Assessments. When funding becomes available, the pilot program will be implemented statewide with assessment data from both the beginning and the end of the school year being available at the state level.

DECAL also noted that there may not be a perfect correlation between GKIDS and every RC Program goal. With that in mind, it is designing specific end-of-year Pre-K measures that will allow it to correlate specific RC Program goals to outcomes at the end of Pre-K.

The Program should strengthen the grant review process to ensure that it targets Category One children and that applicants demonstrate a need for funds.

While the Program has made changes to improve several aspects of the grant review process, our review found that additional action is necessary. Based on a review of a sample of grant applications, we found that the Program is awarding grants to applicants who do not serve a significant percentage of Category One children or demonstrate that grant funding is needed to provide services. Extensive research

Programs and Sites

RC grants are awarded to providers that operate Pre-K programs. The Pre-K programs may have multiple sites. For example, the DeKalb County Board of Education operates a Pre-K Program. Each elementary school with a Pre-K class is considered its own site. Since RC grants are awarded at the program level, each provider has the discretion to determine which specific sites will be served by the resource coordinators.

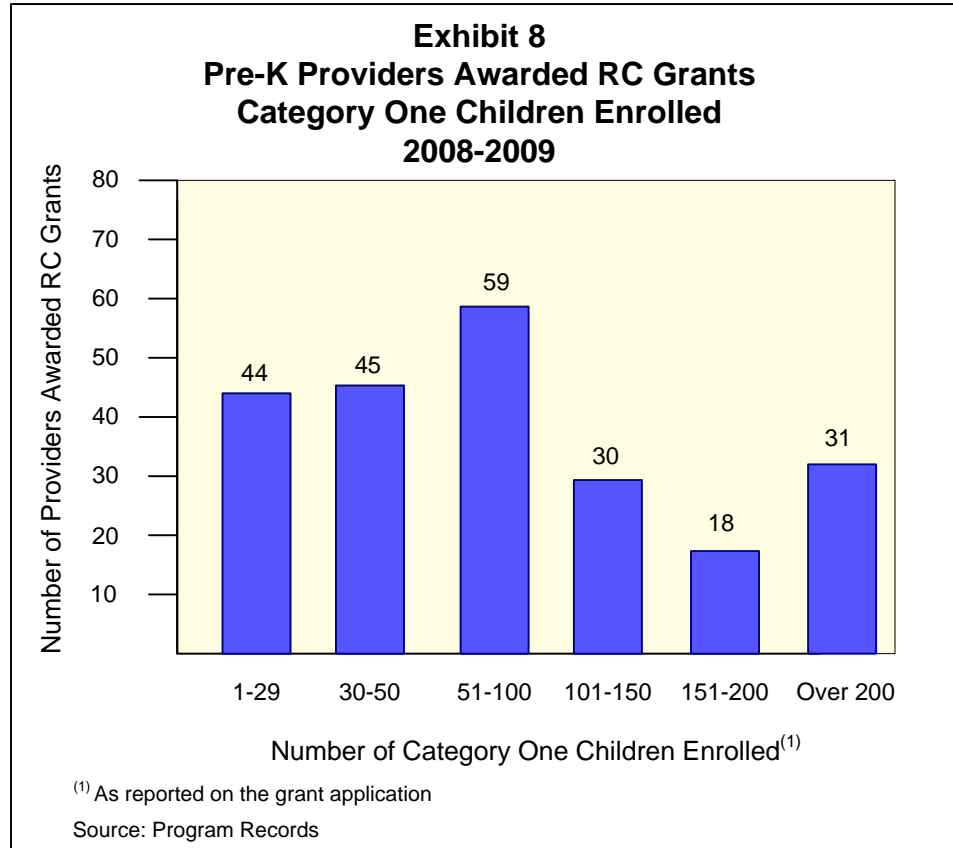
shows that children from lower socio-economic backgrounds are more likely to face barriers to success in school. In order to target this higher risk population, the Program has established guidelines for focusing resources on Pre-K providers with a significant number of Category One children. However, our review found that the Program is not consistently applying these guidelines for all grantees. As a result, grant funds are supporting RC services at Pre-K programs and sites with relatively low Category One enrollment. Additionally, the Department's operating guidelines state that Pre-K project directors are responsible for carrying out the objectives of support services either directly or through the RC Program. Given that Pre-K providers must meet the basic requirements, some programs may be able to provide support services through existing resources, such as counselors, nurses, and administrative staff. These points are discussed in more detail below.

- **Demonstration of Need:** The audit team reviewed a sample of 40 grant applications⁹ for the 2008-2009 school year and found that only nine (23%) of the applications included a description of the need for the grant. Two continuation grants cited increased Category One enrollment, while the remaining seven broadly mentioned parent feedback and changing community demographics.

In addition, a survey of Pre-K directors identified eight providers that were awarded RC grants and, rather than use the funds to employ a resource coordinator, elected to have the Pre-K project director or site director serve as the resource coordinator. Given that all Pre-K project directors are responsible for the provision of support services (either directly or through the RC Program), having the director serve as the resource coordinator raises questions about the need for the RC grant funds.

- **Number of Category One Children:** Currently, neither the number nor the proportion of Category One children enrolled is weighted in the application scoring formula. The Program recently implemented a requirement that a minimum of 30 Category One children be enrolled in order to be eligible for the grant. However, this requirement does not apply to existing grantees, which account for 91% of all providers with RC grants in the current year. Because the Program does not apply this standard to all applicants, grants are awarded to Pre-K providers with a relatively small number of Category One children. As shown in **Exhibit 8** on the following page, 44 (19%) of the 227 providers awarded RC grants for 2008-2009 had less than 30 Category One children enrolled (according to their grant applications).

⁹ This was a non-statistically valid sample of 2008 grant applications. The sample included both new and continuation applicants and a range in application scores from 29 to 100. Of the 40 applications, 28 (70%) were funded.



In order to be eligible for the grant, Pre-K providers must have at least eight Category One children enrolled at each site receiving services. (Some Pre-K providers operate multiple sites, but the resource coordinators do not have to serve all sites.) Providers are required to list on the grant application which sites will receive services; however, the Category One enrollment at each site is not included in the application. As a result, grant reviewers cannot easily ensure that the requirement of eight Category One children per site is being met. Additionally, after the grant has been awarded, providers may change which sites are actually served. The Program does not formally identify which sites ultimately receive RC services and, therefore, does not have sufficient information to ensure that this requirement is being followed. Our review identified 65 sites currently receiving RC services even though there are less than eight Category One children enrolled.¹⁰

Since there is not sufficient funding to award RC grants to all applicants, the Program's grant process should ensure that the funds are targeted to providers that have the greatest need. The Program should consider requiring applicants to justify why additional funds are needed to provide support services. Also, to better account for need, the Program should enforce its minimum number of Category One children requirement for all applicants and consider weighting the number and proportion of Category One children enrolled with the Pre-K provider in the grant scoring process.

¹⁰ Based on enrollment as of October 15, 2008; the number of Category One children may fluctuate throughout the year.

In addition, the Program should better ensure that the minimum of eight Category One children at each site receiving services is followed.

DECAL Response: DECAL noted that new management has implemented changes to the grant review process that include using outside grant reviewers to score the applications and granting continuation funds to only programs that demonstrated that they were able to provide the expected services. Additionally, DECAL noted that grants are awarded to programs not specific sites, which allows the programs flexibility to allocate services based on the needs of specific sites. DECAL also believes that it is appropriate for the project or site director to take responsibility for RC services if the program is too small or too remote to justify the employment of a full-time resource coordinator. According to its response, 84% of the programs funded serve more than 50% Category One children.

DECAL also noted that, to ensure that services are primarily going to Category One children, it will collect additional documentation and immediately institute the following: 1) require all applicants to demonstrate that each site that receives RC services has at least 50% Category One enrollment; and, 2) require each RC program to submit, within 45 days of the beginning of the school year, a detailed plan of the sites that will be served by RC funds and specific services to be provided at each site. DECAL also reported that it will put processes in place to link services to specific children to see how funds are used for Category One children.

The Program's grant award process currently favors continuation applicants and should be revised to ensure that only those applicants who demonstrate that they have achieved the desired impacts are awarded grant funds.

Currently, the Program's grant award process gives preference to continuation applicants. Program staff indicated that the process favors continuation applicants because they have established programs and have proven to deliver the required services. While it may be reasonable to give priority to continuation applicants that have demonstrated effectiveness, the Program currently does not have sufficient information to determine which providers have achieved desired impacts to demonstrate their effectiveness. These issues are discussed in more detail below.

- The Program currently does not have an adequate process for determining whether or not the continuation applicants have been effective. While the resource coordinators submit evidence that activities have been provided, they are not required to provide evidence that their RC activities resulted in positive impacts in the grant application. In addition, while the RC assessment is factored into the scoring process, it does not provide sufficient information on effectiveness (this point is discussed in more detail in the finding on page 19), and the Program's guidelines allow for multiple exceptions to the scoring process.
 - Of the 24 continuation applications we reviewed for 2008-2009, only five (21%) included a description of impact. Most of the five continuation applications describing impact were anecdotal, mentioning an instance or general description of families receiving community resources. Better indicators, or measures of impact, could include

quantifying effects such as a decrease in tardiness or absenteeism, a certain percentage of children receiving immunizations, or a specific number of children who received community resources.

- The resource coordinators' assessment scores account for nearly half of the grant application score for continuation applicants. The Program has established guidelines for factoring in the assessment scores. Program staff indicated that if a Pre-K provider has 2-6 resource coordinators, the lowest of the assessment scores is factored into the application; if a Pre-K provider has more than six resource coordinators then the assessment scores are averaged. This is to ensure that RC funds for a larger program are not eliminated when only one of its resource coordinators was given a poor assessment and others met or exceeded expectations. However, we found that the Program's guidelines allow exceptions to how the assessment score is calculated. For example, one provider with three resource coordinators was allowed to drop the lowest assessment score because the resource coordinator had extensive absences; as a result, the provider met the application cut-off score and was awarded a grant.
- The Program's allocation process favors continuation grants. For fiscal year 2009, the Program had a budget of \$18.5 million for RC grants and decided to allocate approximately \$820,000 for new applicants and \$17.7 million for continuation grants. Program staff then funded each group until the funds ran out. This strategy yielded a 92% acceptance rate of continuation applicants compared to a 28% acceptance rate for new applicants. Because 95% of the grant money is allotted for continuation grants, there is the potential that new applicants deserving of the grant may be not be funded at the expense of continuation applicants that have not proven to be effective. The Program's method for allocating funds and awarding grants resulted in a grant application cutoff score of 60 for continuation applicants and 88 for new applicants.

The Program should take action to ensure that only continuation applicants that have proven to be effective continue to receive funds. It should require grant applicants to provide specific information on the impact of the services that have been provided with grant funds. In addition, it should revise the methodology for factoring in the assessment scores (by eliminating exceptions within the small and large program scoring guidelines) based on the provision of those services. By taking these steps, the Program would have better information upon which to base award decisions.

DECAL Response: DECAL believes that the RC review process ensures that only high quality programs receive continuation funds, but also acknowledges that this is an area that can be strengthened in the application process and throughout all reporting. RC grant applications will continue to be scored by outside evaluators. Additional data to be collected in the 2009-2010 school year will better inform the application process.

The Program should formalize and apply a funding methodology to all grantees to ensure that funds are allocated in an equitable manner.

The Program has historically funded providers inconsistently and has not taken sufficient action to correct funding disparities. During the 2007-2008 grant year, the Program applied a funding rate for new grantees of \$750 per Category One child enrolled; however, this rate was only applicable for six grantees. In the 2008-2009 grant year, there were 21 new providers, 11 of which were funded at this rate.¹¹ Existing grantees were not subject to this funding formula and were awarded funds based on the amount that they received in prior years. As a result, in the 2008-2009 school year, 200 of the 227 grantees (88% of all grantees) were not subject to this new funding formula. Program staff indicated that they did not apply the funding rate to existing providers because providers that have been funded above this amount have come to rely on the higher funding level.

Because the Program does not consistently apply a funding formula, the grant amounts per Category One child served vary significantly. In the current year, the amount funded per Category One child served ranges from \$159 to \$3,500, with an average of \$765 and a median of \$691. As shown in Exhibit 9, 21 providers (9%) were funded at \$400 or less per Category One child served, while 42 providers (19%) were funded over \$1,000 per Category One child served.

Exhibit 9 Funding Per Category One Child Served 2008-2009		
RC Grant Amount Per Category One Child Served	Number of Programs	Percent
\$400 or Less	21	9%
\$401-\$600	67	30%
\$601-\$800	50	22%
\$801-\$1,000	47	21%
\$1,001-\$1,250	27	12%
\$1,251-\$1,500	8	4%
Over \$1,500	7	3%
Total	227	100%
Source: DECAL's PANDA Database and Survey of Pre-K Project Directors		

¹¹ Program staff indicated that four Pre-K programs were funded above the established rate because they are part of a collaborative. Six Pre-K programs were funded below the rate because sufficient funds were not available to fully fund all programs.

It should be noted that the Program does not track which Pre-K sites ultimately receive RC services and, therefore, does not know the number of Category One children who are served by the resource coordinators.¹² In order to identify the number of Category One children served, the audit team had to survey the Pre-K project directors to determine which sites are served by the resource coordinators; the enrollment at those sites was then retrieved from the database.

As a result of these funding disparities, some providers may not have sufficient funds to hire the number of resource coordinators necessary to deliver services effectively, while other providers may be overstaffed. Currently, for example, a Pre-K provider has one full-time resource coordinator serving 138 Category One children, while another Pre-K provider has one full-time resource coordinator serving only eight Category One children. According to Department operating guidelines, full-time resource coordinators should serve a caseload of 50-70 Category One children. As shown in the **Exhibit 10**, the ratio of Category One children to full-time resource coordinators falls within the 50-70 range for only 67 providers (30%). There are 85 providers (37%) that serve less than 50 Category One children per resource coordinator and 75 providers (33%) that serve more than 70 Category One children per resource coordinator.

Exhibit 10 Category One Children Served Per Resource Coordinator 2008-2009		
Category One Children Per Resource Coordinator (FTE)	Number of Programs	Percent
1-19	5	2%
20-49	80	35%
50-70	67	30%
71-100	57	25%
Over 100	18	8%
Total	227	100%
Source: DECAL's PANDA Database and Survey of Pre-K Project Directors		

The Program should formalize and consistently apply a per child funding rate to all grant recipients. This is consistent with how the Department awards funds to providers for the Pre-K core program. In addition, the Program should track the number of children that are actually served by the resource coordinators to ensure the funding rate is applied appropriately.

DECAL Response: DECAL noted that the costs per child are not the same across the state, as many communities have children and families with greater needs, and these needs are oftentimes fluid, even throughout the school year. DECAL indicated that it began taking steps to reduce the

¹² The Program maintains in its database the sites that the providers indicated they would serve on the grant application; however, providers have the discretion to change which sites receive services after the RC grants are awarded. Our survey of Pre-K directors identified 34 programs (15%) that were serving different sites than indicated on their applications.

funding inequities during the 2007-2008 school year by implementing a \$750 per child rate for new programs and adopting a 3-5 year plan for continuation programs. It noted that, in 2008-2009, 23% of the grantees were funded within 10% of the \$750 per Category One child rate. Due to the economic downturn, DECAL indicated that the 3-5 year plan is being accelerated and several options are being examined to expedite the process.

The Program should improve the RC assessment tool to focus on the quality of services provided and overall effectiveness.

The Program's current assessment tool does not adequately assess the quality or outcomes of services provided through the RC grant. Rather, it assesses compliance with established guidelines based on whether or not specified tasks were completed. As discussed in the background on page 3, the assessment evaluates each resource coordinator through a checklist format detailing the types of tasks completed and services provided. However, the assessment lacks information on areas such as quality of the services, the number of Category One participants, and effects on the children and parents. Given that the RC assessment scores account for nearly 50% of the continuation grant application, it is critical that the tool accurately reflects the effectiveness of the resource coordinator. By doing so, the Program can have reasonable assurance that grant funds are only awarded to successful providers. As discussed below, we identified several weaknesses in the assessment that limit its usefulness in evaluating the resource coordinators' effectiveness and making funding decisions.

According to the Program's assessment scoring guidelines, ratings are based on documentation of activities included in the RC notebook. The documentation includes copies of sign-in sheets, pictures of meeting spaces and activities held, contact logs, and printouts of newsletters. The audit team reviewed the RC notebooks at seven Pre-K sites and found that in general the notebooks included a substantial amount of documentation. However, the notebooks did not provide insight into the quality or extensiveness of the services or the impact on the children and families served.

In addition, the assessment form used to document the resource coordinators' performance is a checklist-based document and does not address quality or outcomes. **Exhibit II** on page 20 shows an example of one of the six RC Assessment areas and the different tasks a resource coordinator is expected to complete in order to receive the related rating. Based on the number of items checked under each column, the resource coordinator receives a score ranging from "Not Met" to "Exceeds." All items in the lower tiers must be checked before a score can move up the range. For example, for a resource coordinator to receive a "Meets" all items in the "Partially Meets" and "Meets" columns must be checked.

Exhibit 11 RC Assessment Kindergarten Readiness and Family Literacy		
Partially Meets	Meets	Exceeds
Assists with establishing a lending library and distributing materials.	Process for distribution and use of literacy packs is evident.	Field trip allows children to see the elementary school where they will attend kindergarten.
Assists with creating literacy packs and distribution to families.	Assists in organizing a workshop to explain and distribute "Ready for School" kits.	Children who are not in a Pre-K program are invited to attend a kindergarten readiness activity.
Parents are provided with information about the school where their child will attend kindergarten.	Assists in organizing and facilitating activities to help familiarize children and families with the expectations of kindergarten.	Kindergarten readiness timeline is planned and implemented. Kindergarten transition team meets regularly.
Source: 2008-2009 RC Program Assessment		

In executing the checklist, reviews may underrate a resource coordinator's performance. We reviewed 38 assessments indicating poor RC performance¹³; of these 15 resource coordinators (39%) were potentially underrated.¹⁴ For example, one resource coordinator had numerous items in the "Meets" and "Exceeds" columns completed, indicating she had provided an increased depth of services; however, she received a "Not Met" rating because one item in the "Partially Meets" column was not checked.

While a checklist format provides some information on the type of services provided, absent information on the quality of services or outcomes achieved, the assessments are not reflecting the effectiveness of the resource coordinator. The Strengthening Families Initiative suggests a multi-faceted approach that includes a parent questionnaire, family outcomes survey, and an implementation tracking form in addition to the program self assessment upon which the RC assessment is based. The Strengthening Families assessment form uses a performance scale ranging from "Excellent" to "Poor" for each item listed and includes space for examples and areas for improvement.

The Program should consider revising the assessment format to include more of the Strengthening Families' assessment components. Specifically, the Program should include an evaluation of relevant outcome measures that are tied to the Program's goals. For example, outcome measures could include parent participation rates or changes in tardiness and absenteeism rates. The Program should also consider incorporating parent surveys to identify positive outcomes resulting from services

¹³ Resource coordinators are rated on six assessment measures. The audit team identified a poor assessment as one that had at least two "Not Met" ratings, three "Partially Met" ratings, or one "Not Met" and two "Partially Meets" ratings.

¹⁴ The audit team considered a resource coordinator to be potentially underrated if he or she received a lower rating because one criterion in the lower tier was not met even though three or more criteria in the higher tiers were met.

provided. By linking resource coordinators' performance with outcomes, the Program can better assess overall grantee performance.

DECAL Response: DECAL believes that the assessment tool reflects quality since the tool is based on the Strengthening Families framework, and compliance with these items is an indicator of quality in the RC Program.

DECAL also acknowledges that additional clarifications should be made with the RC Assessment process. DECAL indicated that a national review committee composed of experts on the Strengthening Families Program will provide an independent review. In addition, as noted earlier, DECAL is currently creating an online version of the RC notebook, which will allow resource coordinators to collect and report data at the program, site, class, and child level. Programs in eight counties statewide will participate in a pilot program using the online tool. At the beginning of the 2010-2011 school year, DECAL indicated that electronic RC notebooks will be used statewide and will utilize the current Pre-K reporting system (PANDA).

The Program should better monitor grant recipients by reviewing activity data and establishing performance benchmarks to ensure that resource coordinators are providing services effectively.

Currently, the Program relies primarily on the annual RC assessment to evaluate the grant recipients. In addition, the Program requires the Pre-K providers to submit twice a year activity data that include information such as the number of literacy activities, social opportunities, and kindergarten readiness events, as well as the number of children and families referred for health or social services. The activity reports also include the number of Category One and the number of Category Two participants in each type of activity or event. However, the RC assessment has limitations, as discussed in the previous finding, and Program staff indicate that while activity data submitted by the providers is used to provide aggregate information, it is not utilized to evaluate individual providers, establish benchmarks, or compare providers.

The audit team analyzed the 2007-2008 activity data and found significant variations among providers with similar resources. For example, Exhibit 12 on the following page shows activity data for five providers that were awarded RC grants in the amount of \$35,000. One provider reported 28 Category One participants in kindergarten readiness events, while another provider reported 133 Category One participants. While the variations could be attributed to differences in the Pre-K providers such as size or geographic location, Program management do not know why the variations are occurring or the extent of the problem because the activity data is not analyzed.

Exhibit 12 2007-2008 Activity Data Programs Funded at \$35,000						
Program	Amount Funded	Number of Category One Participants				
		Literacy Packs	Family Literacy Events	Kindergarten Readiness Events	Parent Involvement Opportunities	Parenting Education
Program 1	\$35,000	2	20	28	128	44
Program 2	\$35,000	63	40	52	30	0
Program 3	\$35,000	27	79	45	97	74
Program 4	\$35,000	93	190	33	35	223
Program 5	\$35,000	160	321	133	202	165

Source: DECAL's PANDA Database

In addition, while grant recipients are required to report on services provided, the Program has not established specific benchmarks that the grant recipients are expected to meet. For example, the Program does not require the grant recipients to track the percent of parents who attend a parent conference or the percent of children who are registered for kindergarten on time. As a result, the Program does not have sufficient information to regularly evaluate the effectiveness of grant recipients.

The Program should better monitor and evaluate the progress of grant recipients. The Program should consider utilizing the activity data to compare Pre-K providers of similar size and funding levels and identify grant recipients who may appear to be under-serving the children and families. This data can also be used to compare the types of events offered and identify providers that may not be focusing enough effort in a particular area, such as parenting education.

The Program should also establish specific benchmarks for the grant recipients that are tied to the Program's goals and objectives. These benchmarks could also be used as part of the grant application process to assess impact and determine if providers should continue to receive funding. In addition, the benchmarks could be incorporated into the annual RC assessment so the Program can evaluate how effectively the resource coordinators are providing services, rather than just whether or not the services are offered.

DECAL Response: DECAL noted that changes have been made with regard to Program management. DECAL concurs with this finding and stated that it will continue to make changes in the 2009-2010 school year.

In order to achieve the greatest impact with limited resources, the Program should assist the resource coordinators in identifying services and activities most impactful for Category One children and their families.

Currently, the resource coordinators provide a wide range of services and activities with different purposes. For example, some activities are intended to educate parents on relevant topics such as discipline; other activities, such as “manicures for moms” are intended to create a positive experience so that the parent may become more involved at the school. However, we found that some Pre-K providers are reporting relatively low Category One participation. The Program could facilitate the identification of needed and useful activities by analyzing the information it has collected from the various providers and sharing information deemed beneficial with the resource coordinators. Additionally, the resource coordinators should assess the specific needs within their communities and focus the resources accordingly. These points are discussed in more detail below.

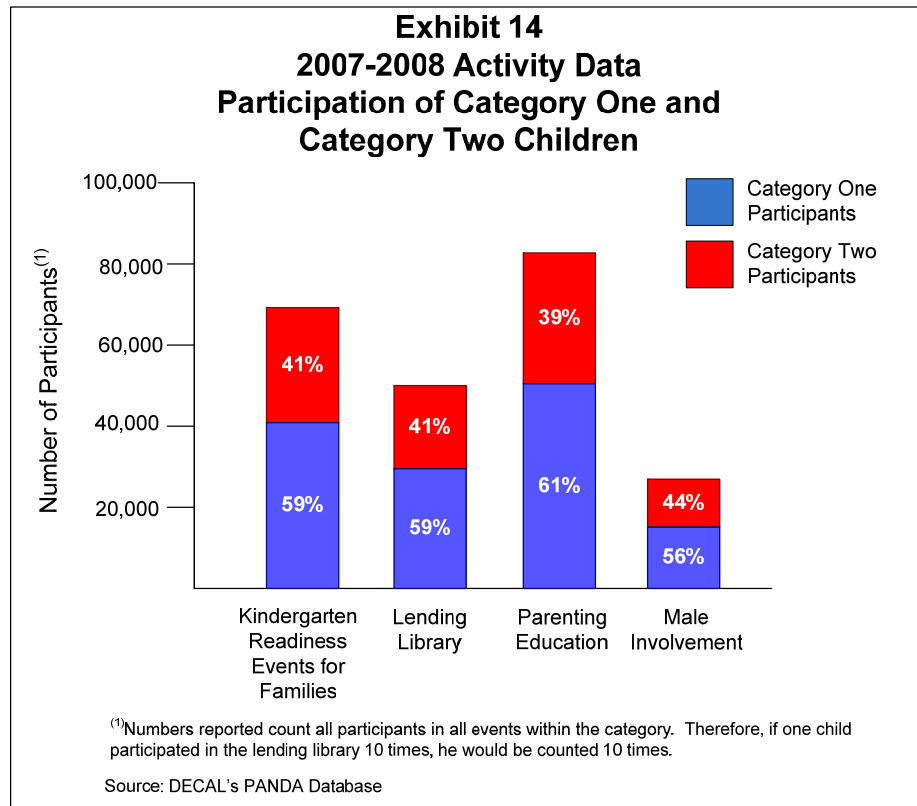
- The audit team reviewed 2007-2008 activity data reported by the Pre-K providers and found that in many cases there are very few Category One children participating in the activities or receiving support services. For example, as shown in Exhibit 13, of the 221 providers¹⁵ with a resource coordinator, 64 providers (29%) reported 10 or fewer Category One participants in the lending library.

Exhibit 13 Activity Data Reported by Pre-K Programs With Resource Coordinators 2007-2008		
Type of Event or Service	Description or Example(s)	Programs Reporting 10 or Fewer Category One Participants ⁽¹⁾
Lending Library	Children checking out books maintained by the RC	64
Literacy Packs	Packs sent home with children that include reading and writing materials and an activity	14
Family Literacy Events	Library nights, Mommy/Daddy Read to Me Days, Parent Literacy Workshops, etc	19
Kindergarten Readiness Events for Families	Visiting the school where the child will attend kindergarten, assistance with documentation for kindergarten, etc	13
Field Trips		26
Social Opportunities	Manicures for Moms, Holiday Parties, Game Nights, etc	6
Male Involvement Opportunities	Doughnuts for Dads, Shaves for Pops, etc	39
Parent Involvement Opportunities	Parents reading to the class, helping with arts and crafts activities, etc	6
Parenting Education Events	Seminars on discipline, child development, nutrition, etc	23
Parent Conferences		18

⁽¹⁾ Out of 221 Pre-K Providers Reporting
Source: DECAL's PANDA Database

¹⁵ In 2007-2008, there were 229 programs with resource coordinators. The activity data was incomplete for eight programs, so only 221 were included in this analysis.

The activity data also shows that a significant percentage of the participants are Category Two children. Overall, approximately 40% of the participants in the activities are Category Two children and families. Exhibit 14 compares the percent of Category One participants to the percent of Category Two participants in four different types of activities. While RC services may benefit Category Two children, research indicates that children from lower income families are more likely to face barriers to kindergarten readiness and, therefore, may have a greater need for the services.



- Resource coordinators survey parents at the beginning of the school year to obtain information on their needs and interests. However, the resource coordinators are not required to assess which types of events might be most beneficial (by having a greater impact on the families) or, after the fact, identify those that are better attended. In addition, the resource coordinators are not required to survey parents following the activities to receive feedback on the services provided.

The Program should maximize resources by focusing on the services that are most needed by the target population. The Program should identify specific services that have proven to be effective and provide more training to the resource coordinators on how to effectively deliver these services. The resource coordinators should continue to use the parent surveys at the beginning of the year to identify unique needs or priorities within the community and tailor their services accordingly. The Program should also take into consideration which types of activities are provided by Pre-K teachers and staff. Resource coordinators should focus their efforts on the activities and services that cannot be easily provided by other Pre-K staff due to time and

resource constraints. In addition, the Program should collect and review feedback in order to re-assess which services may have a greater impact. For example, the Program should consider conducting parent surveys following events to determine which activities are more beneficial to parents. The Program should also consider comparing participation rates in activities to identify those that are of more interest to Category One families.

DECAL Response: DECAL believes that the RC Program Assessment identifies activities and interventions that research shows have the greatest impact on families and children. Resource coordinators are given flexibility within the framework to meet the individual needs of the families and communities served. DECAL also indicated that the increased monitoring and additional data collection will provide information as to how well programs are implementing Strengthening Families.

A study conducted by Georgia State University found that the presence of a resource coordinator increases the likelihood of additional services being provided; however, no significant differences were identified between children with resource coordinators and children without resource coordinators in outcomes related to kindergarten readiness.

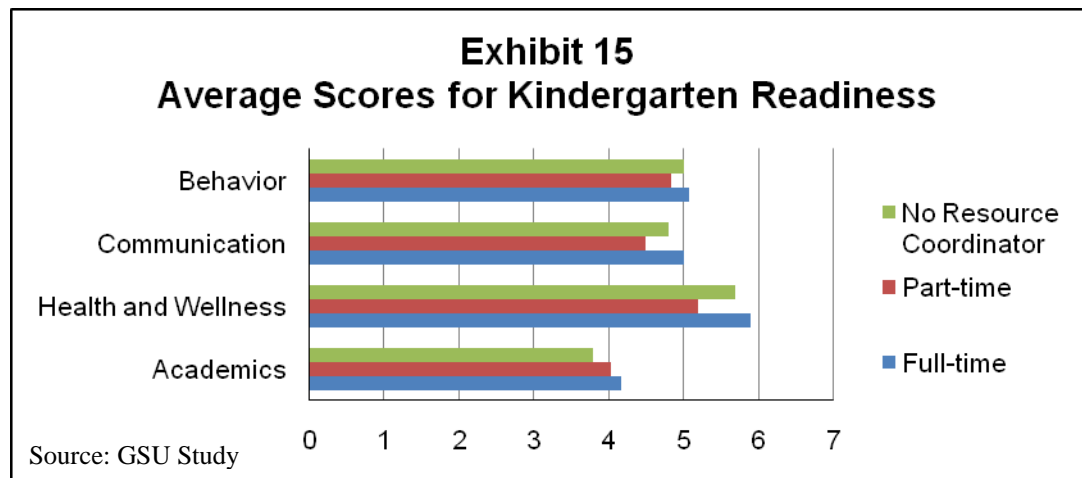
At the request of DECAL, Georgia State University (GSU) conducted a study on the effectiveness of the RC Program in 2005. (A general overview of the study can be found in the background on page 9.) All of the children in the study were Category One. Overall, the GSU study found that a greater percentage of children in Pre-K programs with resource coordinators received support services compared to children in programs without resource coordinators. Results were inconclusive on whether the increased level of service affected kindergarten readiness and parental involvement. A more detailed description of the findings, as well as the study's limitations, is discussed below.

- **Services Provided:** Providers with either a full-time or a part-time resource coordinator referred a significantly higher percentage of children for outside help when a hearing, vision, or dental problem was observed. Additionally, providers with a resource coordinator offered more parent education classes and made necessary referrals for counseling and emergency services. Providers with resource coordinators also had a greater percentage of children who had completed kindergarten registration, met their future teacher, and received "Ready for School" kits. (The study refers to these services as kindergarten readiness activities.) The GSU study also found that programs with a full-time resource coordinator were generally able to provide a greater depth of service than those with a part-time or no resource coordinator.

Although the study found that children served by a resource coordinator received more services, the study did not provide evidence that these services impacted student outcomes, as discussed further below.

- Outcomes Measured:** Overall, outcomes such as kindergarten readiness and parent involvement were not consistently different between providers with a resource coordinator and those without. New kindergarten teachers were asked to rate the children on four kindergarten readiness skills and to rate the level of parent involvement. In some instances, the outcomes for providers without a resource coordinator were the same or better than those with either a part-time or full-time resource coordinator.

Exhibit 15 shows how kindergarten teachers rated children in four readiness skills. On the scale of 1 to 7, one was considered “extraordinarily poor” and seven was “extraordinarily good.” With the exception of the academic scores, the averages for children from all providers were between “average” (4) and “very good” (6). In all but one measure, children without a resource coordinator performed better than those with a part-time resource coordinator.



Outcomes related to parental involvement in kindergarten were also mixed. As shown in **Exhibit 16** on the following page, parents of children with full-time resource coordinators were more likely to visit the kindergarten classroom on their own initiative and more likely to visit the classroom with their children. However, parents of children without resource coordinators were more likely to initiate contact with the kindergarten teacher and were more likely to be rated as “sometimes/most of the time involved” by the kindergarten teacher.

Exhibit 16: Percent of Parental Participation in Kindergarten Classroom			
	Full-time	Part-time	No Resource Coordinator
Parents visited classroom on own initiative	75.8	59.0	68.0
Parents visited classroom with child	80.8	70.5	76.0
Parents initiated contact (not visited)	71.7	68.8	81.6
Parent sometimes/most of time involved	38.4	26.9	48.0
Source: GSU Study			

- Study Limitations:** The GSU study was limited by a small initial sample size of 418 children (less than 2% of Category One children). The outcomes component of the study was conducted in the fall after the Pre-K year with the same group of children. However, 100 of the children could not be located, further diminishing the sample size.

The researchers indicated that they would have preferred to evaluate effectiveness by analyzing kindergarten assessment scores or conducting a pre-test/post-test, but could not do so because of time constraints. While the study concluded that the RC Program is resulting in more services to children and families, the GSU researchers indicated that additional research is needed to determine the extent of the resource coordinators' effectiveness.

Given the limitations of the study and the inconclusive nature of the impact of services, it is unclear whether additional services alone resulted in improved outcomes.

DECAL Response: DECAL noted that while the data collected from kindergarten teachers relating to readiness and parent participation were inconclusive, there were indications that areas related to kindergarten transition were positively impacted. "For example, the percentage of children receiving hearing, vision, and dental referrals after screening took place was significantly higher for Pre-K children who were in programs with RC services (either part-time or full-time)."

Appendix A: Objectives, Scope, and Methodology

The review of the Resource Coordination (RC) function within the Pre-Kindergarten Program was conducted at the request of the House Appropriations Committee. This report addresses the following: (1) how RC funds are used to help at-risk children; (2) what services are provided; and (3) the RC Program's effectiveness.

To determine how RC funds are used to help at-risk children, we reviewed the Program's process for administering and monitoring RC grants. We conducted a qualitative review of 40 (13%) of the 299 grant applications submitted for the 2008-2009 school year and interviewed Program staff responsible for overseeing the RC grant process. We also analyzed Program data to identify the number of at-risk children served, the amount of funding per child, the number of children served per RC, and expenses associated with the grant. The data used in the analyses was obtained from the Department's PANDA database. In order to obtain an accurate count of the number of Pre-K sites served, the audit team surveyed the 227 Pre-K project directors and received a 99% response rate.

To determine what services are provided, the audit team reviewed Program documents and activity data. The audit team also conducted site visits at seven Pre-K sites. As part of these site visits, we reviewed and the RC notebooks and interviewed the resource coordinators, Pre-K project directors, and Pre-K consultants. Finally, the audit team interviewed Department personnel and reviewed the Department's operating guidelines.

To determine the effectiveness of the RC Program, we reviewed a study conducted by Georgia State University (GSU) that examined the services provided by the resource coordinators and the effectiveness of the Program. We interviewed the GSU researchers regarding the study's findings and limitations. The audit team also reviewed Department documents and interviewed Department personnel concerning how the Program measures its effectiveness. In addition, the audit team reviewed a sample of 59 RC performance assessments. It should be noted that this report focuses on the management of the RC Program; however, we did not draw conclusions regarding whether the presence of a resource coordinator resulted in children being better prepared for kindergarten. The audit team did not have sufficient information to include this in the scope of our review. Rather, we assessed whether the Program had operational procedures and measurements in place to determine impact and outcomes.

To provide context and develop recommendations, the audit team also interviewed representatives of the Strengthening Families Initiative (upon which portions of the RC program is based) and reviewed related documents. In addition, we interviewed representatives of Pre-K programs in nine other states. These states were selected based on identified similarities to Georgia's requirements for support services provision.

We conducted this review in accordance with Performance Audit Division policies and procedures for non-GAGAS engagements. These policies and procedures require that we plan and perform the engagement to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our objectives. We believe that the evidence obtained achieves this standard.

Appendix B
Pre-K Providers with RC Grants by County
2008-2009

County	Provider	RC Grant Amount	# of Resource Coordinators (FTE) ⁽¹⁾
Note: Some Pre-K providers have sites in more than one county. These providers are listed under each county they serve, but the amount of the RC grant and the number of resource coordinators are only provided as totals for each provider on page 36, since they cannot be broken down by county.			
Appling	Appling County Board of Education	\$92,345	2
Atkinson	Atkinson County Board of Education	\$61,000	1.5
Baker	Baker County Board of Education	\$34,344	1
Baldwin	Baldwin County Board of Education	\$70,000	2
	Child Development Schools, Inc.	See page 36	
	Children's Friend, Inc.	See page 36	
Banks	Ninth District Opportunity, Inc.	See page 36	
Barrow	Barrow County Board of Education	\$77,000	2
	Sikes Rockin Horse Ranch, Inc.	\$31,500	1
Bartow	Bartow County Board of Education	\$88,972	2
	Cartersville City Board of Education	\$67,000	1
	Cartersville Kids' Stop, Inc.	\$19,150	0.8
	The Sunshine House, Inc.	See page 36	
Ben Hill	Ben Hill County Board of Education	\$47,000	2
Berrien	Berrien County Board of Education	\$27,050	1
	City of Ray City	\$23,000	1
	Patricia L. Barrentine, Sole Proprietor	\$8,000	0.6
Bibb	Bibb County Board of Education	\$195,000	4
	Child Development Schools, Inc.	See page 36	
	Children's Friend, Inc.	See page 36	
Bleckley	Bleckley County Board of Education	\$79,417	1
Brantley	Brantley County Board of Education	\$86,000	1.5
Brooks	Brooks County Board of Education	\$47,000	1
Bryan	Bryan County Board of Education	\$50,000	1
Bulloch	Bulloch County Board of Education	\$84,337	2
	RAN Industries, Inc.	\$17,500	0.6
	Sandy's Pre-School, Inc.	\$30,000	1
Burke	Burke County Board of Education	\$150,000	4
Butts	Child Development Schools, Inc.	See page 36	
Calhoun	Calhoun City Board of Education	\$36,000	1
Camden	ABC Educational Child Care Center, Inc.	\$51,500	1
	Camden County Board of Education	\$65,250	0.6
	Grannies Playcare, Inc.	\$16,165	0.5
	Greenbriar Children's Center, Inc.	\$32,000	1
	Childtime Childcare, Inc.	See page 36	
Candler	Candler County Board of Education	\$44,250	1
Carroll	Carroll County Board of Education	\$280,000	5.5
	Carrollton City Board of Education	\$92,000	2

Appendix B (Continued)			
Pre-K Providers with RC Grants by County			
2008-2009			
County	Provider	RC Grant Amount	# of Resource Coordinators (FTE)⁽¹⁾
Catoosa	Catoosa County Board of Education	\$79,000	2
	Child Development Schools, Inc.	See page 36	
	Joyland Christian Academy, Inc.	\$15,500	1
Charlton	Charlton County Board of Education	\$70,000	1.5
Chatham	Chatham County Board of Education	\$480,000	10
	Child Development Schools, Inc.	See page 36	
Chattahoochee	Chattahoochee County Board of Education	\$16,800	1
Chattooga	Chattooga County Board of Education	\$48,385	1
	Trion City Board of Education	\$19,750	1
Cherokee	Kindercare Learning Center, Inc.	See page 36	
	Stepping Stones, Inc.	See page 36	
	SW Foster Inc.	\$22,500	1
	The Sunshine House, Inc.	See page 36	
Clarke	Area Committee To Improve Opportunities Now, Inc. (ACTION, Inc.)	\$30,000	1
	Child Development Schools, Inc.	See page 36	
	Clarke County Board of Education	\$420,000	6
Clay	Clay County Board of Education	\$35,000	1
Clayton	Clayton County Board of Education	\$218,000	5
	Destiny's Designers Learning Center, LLC	\$14,800	0.5
	Eagle's Nest Child Development Center, Inc.	\$10,945	0.5
	Kindercare Learning Center, Inc.	See page 36	
	L&D Van Inc.	\$14,000	1
	La Petite Academy, Inc.	See page 36	
	Ninth District Opportunity, Inc.	See page 36	
	Rex Childcare & Early Learning Center, Inc.	\$15,000	0.5
	Stepping Stones Academy Properties, LLC	\$20,000	0.5
Treetop Learning Academy and Daycare Center, Inc.	\$14,000	0.5	
Clinch	Clinch County Board of Education	\$27,000	1
Cobb	Children's Friend, Inc.	See page 36	
	Childtime Childcare, Inc.	See page 36	
	Kindercare Learning Center, Inc.	See page 36	
	Knowledge Learning Corporation	See page 36	
	La Petite Academy, Inc.	See page 36	
	Mon Ami Academy, Inc.	\$13,000	1
	The Sheltering Arms	See page 36	
The Sunshine House, Inc.	See page 36		
Coffee	Coffee County Board of Education	\$150,000	4
Colquitt	Colquitt County Board of Education	\$245,000	3.5

Appendix B (Continued)			
Pre-K Providers with RC Grants by County			
2008-2009			
County	Provider	RC Grant Amount	# of Resource Coordinators (FTE)⁽¹⁾
Columbia	Child Development Schools, Inc.	See page 36	
	Children's Friend, Inc.	See page 36	
	Columbia County Board of Education	\$161,300	3
	Dunn & Vaiden, Inc.	\$110,000	2
	The Family Y, Young Men's Christian Association/YWCO of the CSRA	\$28,560	0.7
	The Sunshine House, Inc.	See page 36	
Cook	Cook County Board of Education	\$86,000	2
Coweta	Coweta County Board of Education	\$115,000	2.5
Crawford	Crawford County Board of Education	\$27,500	1
Crisp	Crisp County Board of Education	\$116,000	2
Dade	Dade County Board of Education	\$50,000	1
Dawson	Ninth District Opportunity, Inc.	See page 36	
Decatur	Decatur County Board of Education	\$180,000	2
DeKalb	Alicia, Inc.	\$9,000	0.5
	Alpha Academy and Child Care Center Inc.	\$18,200	0.4
	Brookhaven Christian Child Development Center, Inc.	\$24,577	1
	Candy Cane City Nursery School & Kindergarten, Inc.	\$25,000	1
	Children's Friend, Inc.	See page 36	
	Decatur City Board of Education	\$49,485	1
	DeKalb County Board of Education	\$640,000	10
	Early Start Learning Center, Inc.	\$10,000	0.4
	Friendship House, Inc.	\$24,588	1
	Kidzz First Child Development Center, Inc.	\$25,560	1
	Kindercare Learning Center, Inc.	See page 36	
	La Petite Academy, Inc.	See page 36	
	Our House, Inc.	\$20,000	1
	Reading World Pre-K, Inc.	\$18,000	0.8
	Sala Learning & Development Centers, Inc.	\$27,750	0.5
	Scottdale Child Development & Family Resource Center, Inc., of Central Dekalb	\$33,115	1
	Strong Arm Enterprise, Inc.	\$12,000	0.5
	Teach 'O' Rea Preparatory Preschool, Incorporation	\$16,821	0.5
	The Sheltering Arms	See page 36	
	The Sunshine House, Inc.	See page 36	
Young Men's Christian Association of Metropolitan Atlanta, Inc.	\$68,000	3	
Wee Wisdom Day Nursery & Kindergarten, Inc.	\$24,000	0.4	
Dodge	Dodge County Board of Education	\$112,500	2
	T & L, Inc.	\$18,000	0.8

Appendix B (Continued)
Pre-K Providers with RC Grants by County
2008-2009

County	Provider	RC Grant Amount	# of Resource Coordinators (FTE) ⁽¹⁾
Dooley	Dooley County Board of Education	\$43,163	1
Dougherty	Dougherty County Board of Education	\$180,000	3
	Friendship Baptist Church of Albany, GA, Inc.	\$85,640	2
Douglas	Kindercare Learning Center, Inc.	See page 36	
	The Sheltering Arms	See page 36	
	The Sunshine House, Inc.	See page 36	
Early	Early County Board of Education	\$66,030	1
Echols	Echols County Board of Education	\$28,755	0.5
Effingham	Effingham County Board of Education	\$170,000	4
Elbert	Elbert County Board of Education	\$44,000	1.5
Emanuel	Emanuel County Board of Education	\$110,250	2
Evans	Evans County Board of Education	\$85,000	1.5
Fannin	Ninth District Opportunity, Inc.	See page 36	
Floyd	Cross, Cross & Sims, Inc.	\$30,000	0.9
	Floyd County Board of Education	\$145,000	4
	Kid Stop, Inc.	\$17,000	0.5
	Rome City Board of Education	\$80,000	3
	West Rome Kids' Stop, Inc.	\$17,000	0.5
Franklin	Ninth District Opportunity, Inc.	See page 36	
Fulton	Atlanta Independent School System	\$500,000	10
	Childtime Childcare, Inc.	See page 36	
	Fulton County Board of Education	\$600,000	13
	KIDazzle Child Care & Learning Center, Inc.	\$65,000	2
	Kindercare Learning Center, Inc.	See page 36	
	Knowledge Learning Corporation	See page 36	
	Mt. Nebo Baptist Christian Academy, Inc.	\$32,500	1
	North Fulton Child Development Association, Inc.	\$38,000	0.9
Southside Daycare Center, Inc.	\$11,600	0.5	
The Sheltering Arms	See page 36		
Gilmer	Gilmer County Board of Education	\$66,000	2
	Stepping Stones, Inc.	See page 36	
Glynn	Glynn County Board of Education	\$250,000	4
Gordon	Gordon County Board of Education	\$90,000	2
Grady	Grady County Board of Education	\$48,000	2
Greene	Greene County Board of Education	\$45,227	1
Gwinnett	A Kid's World Enterprises, Inc.	\$26,500	1
	Child Development Schools, Inc.	See page 36	
	Children's Friend, Inc.	See page 36	
	Childtime Childcare, Inc.	See page 36	
	Dacula Academy of Preschool and Child Care, Inc.	\$21,750	0.5
	Funday School, Inc.	\$13,750	0.4

Appendix B (Continued)
Pre-K Providers with RC Grants by County
2008-2009

County	Provider	RC Grant Amount	# of Resource Coordinators (FTE) ⁽¹⁾
Gwinnett (cont.)	Hardy's Kids, Inc.	\$23,000	0.5
	JKT Learning Centers, Inc.	\$18,000	0.5
	Kindercare Learning Center, Inc.	See page 36	
	Knowledge Learning Corporation	See page 36	
	La Petite Academy, Inc.	See page 36	
	Ninth District Opportunity, Inc.	See page 36	
	Radha Soami Trading, LLC	\$27,100	1
	The Sheltering Arms	See page 36	
	The Sunshine House, Inc.	See page 36	
Hall	Ninth District Opportunity, Inc.	See page 36	
Habersham	Ninth District Opportunity, Inc.	See page 36	
Haralson	Bremen City Board of Education	\$19,000	0.5
	Haralson County Board of Education	\$100,000	2
Harris	Child Development Schools, Inc.	See page 36	
	Harris County Board of Education	\$62,000	1.5
Hart	Ninth District Opportunity, Inc.	See page 36	
Heard	Heard County Board of Education	\$45,000	1
Henry	Cornerstone Academies of Georgia, Inc.	\$30,000	1
	La Petite Academy, Inc.	See page 36	
	The Sunshine House, Inc.	See page 36	
Houston	Child Development Schools, Inc.	See page 36	
	Children's Friend, Inc.	See page 36	
	Houston County Board of Education	\$355,000	8
	Meadowdale Learning Center, Inc.	\$26,000	1
Irwin	Irwin County Board of Education	\$62,500	1
Jackson	Commerce City Board of Education	\$20,000	3 Resource Coordinators shared
	Fletcher Academy, Inc. #2	\$10,250	
	Jackson County Board of Education	\$75,000	
	Jefferson City Board of Education	\$25,750	
	Pruitt & Carroll Corp.	\$8,250	0.5
	Smart Starts Academy, Inc.	\$23,250	1
	The Academy of Early Learning, Inc.	\$3,750	0.5
Jasper	Jasper County Board of Education	\$19,000	0.9
Jeff Davis	Jeff Davis County Board of Education	\$62,000	1
	Jeff Davis County Family Connection Council, Inc.	\$14,000	0.5
Jefferson	Jefferson County Board of Education	\$72,120	3
Jenkins	Jenkins County Board of Education	\$64,000	1
Johnson	Johnson County Board of Education	\$30,740	1
Jones	Children's Friend, Inc.	See page 36	
	Jones County Board of Education	\$40,000	1

Appendix B (Continued)
Pre-K Providers with RC Grants by County
2008-2009

County	Provider	RC Grant Amount	# of Resource Coordinators (FTE)⁽¹⁾
Lamar	Lamar County Board of Education	\$35,000	1
Lanier	Lanier County Board of Education Ninth District Opportunity, Inc.	\$53,000 See page 36	1
Laurens	Children's Friend, Inc. Dublin City Board of Education Laurens County Board of Education	See page 36 \$125,000 \$122,000	 2 2
Lee	Children's Friend, Inc. Kidsville USA, Inc. Lee County Board of Education	See page 36 \$12,000 \$40,500	 0.5 1
Liberty	Liberty County Board of Education	\$72,000	1.5
Lincoln	Lincoln County Board of Education	\$48,000	1
Long	Long County Board of Education	\$60,250	1
Lowndes	Child Development Schools, Inc. Children's Friend, Inc. Lowndes County Board of Education Valdosta City Schools	See page 36 See page 36 \$145,000 \$33,000	 2 0.5
Lumpkin	Ninth District Opportunity, Inc.	See page 36	
Macon	Macon County Board of Education	\$30,000	1
Madison	Miracle Years of Learning, Inc.	\$26,200	1
Marion	Marion County Board of Education	\$24,000	1
McDuffie	McDuffie County Board of Education	\$67,356	1.5
McIntosh	McIntosh County Board of Education McIntosh Trail Early Childhood Development Council, Inc.	\$34,000 \$80,000	1 1.9
Meriwether	Meriwether County Board of Education	\$150,000	3
Miller	Miller County Board of Education	\$33,000	1
Mitchell	Mitchell County Board of Education Pelham City Board of Education	\$54,000 \$28,500	1 1
Monroe	Monroe County Board of Education	\$85,000	2
Montgomery	Montgomery County Board of Education	\$31,000	1
Morgan	Kiddy Land Early Learning Center, Inc. Morgan County Board of Education	\$11,000 \$26,400	0.5 0.5
Murray	Child Development Schools, Inc. Murray County Board of Education	See page 36 \$100,000	 3
Muscogee	Carver Heights Presbyterian Church, Inc. Child Development Schools, Inc. Children's Friend, Inc. Muscogee County Board of Education	\$11,750 See page 36 See page 36 \$648,000	0.5 12.5
Newton	Newton County Board of Education	\$160,000	4.5
Paulding	The Sunshine House, Inc.	See page 36	
Peach	S. & H. Theatre Group, Inc.	\$23,000	0.8

Appendix B (Continued)
Pre-K Providers with RC Grants by County
2008-2009

County	Provider	RC Grant Amount	# of Resource Coordinators (FTE)⁽¹⁾
Pierce	Pierce County Board of Education	\$82,000	1.5
Pike	Pike County Board of Education	\$24,000	0.8
Polk	Polk County Board of Education	\$59,000	2
Pulaski	Pulaski County Board of Education	\$40,000	1
Putnam	Putnam County Board of Education	\$49,500	1
Quitman	Quitman County Board of Education	\$21,750	0.8
Rabun	Ninth District Opportunity, Inc.	See page 36	
Richmond	Richmond County Board of Education	\$375,000	13
	The Sunshine House, Inc.	See page 36	
Rockdale	Children's Friend, Inc.	See page 36	
	Rockdale County Board of Education	\$45,000	1
Screven	Screven County Board of Education	\$46,000	1
Seminole	Seminole County Board of Education	\$35,000	1
	Smiling Faces, Inc.	\$28,500	0.8
Spalding	Child Development Schools, Inc.	See page 36	
	Community Ministries, Inc.	\$36,500	1
	Spalding County Board of Education	\$185,500	3
Stephens	Ninth District Opportunity, Inc.	See page 36	
	Peanut Patch, Inc.	\$11,000	0.4
	Stephens County Board of Education	\$25,000	1
Stewart	Stewart County Board of Education	\$27,100	1
Sumter	Sumter County Board of Education	\$131,000	4
Taliaferro	Taliaferro County Board of Education	\$19,370	0.5
Tattnall	Tattnall County Board of Education	\$90,500	3
Telfair	Telfair County Board of Education	\$72,000	2
Terrell	Terrell County Board of Education	\$30,000	1
Thomas	Child Development Schools, Inc.	See page 36	
	Dr. Joseph Donnell Carley, Jr. and Rosamond Carley, Partners	\$10,000	0.5
	Thomas County Board of Education	\$182,000	3
Thomaston-Upson	Thomaston-Upson County Board of Education	\$35,000	1
Thomasville	Thomasville City Board of Education	\$120,000	2
Tift	Mother's Love Child Care Center, Inc.	\$31,000	0.8
	Tift County Board of Education	\$100,000	1.5
Toombs	Toombs County Board of Education	\$95,000	2
	Vidalia City Schools	\$42,000	1
Treutlen	Treutlen County Board of Education	\$30,000	1
Troup	Child Development Schools, Inc.	See page 36	
	Troup County Board of Education	\$200,000	3
	Woodard & Woodard L.L.C. Inc.	\$35,000	1
Turner	Turner County Board of Education	\$73,000	1

Appendix B (Continued)
Pre-K Providers with RC Grants by County
2008-2009

County	Provider	RC Grant Amount	# of Resource Coordinators (FTE)⁽¹⁾
Union	Ninth District Opportunity, Inc.	See below	
Walker	Flintstone Child Care Center, Inc.	\$18,000	1
	Walker County Board of Education	\$52,000	2
Walton	Social Circle City Board of Education	\$25,000	0.5
	Walton County Board of Education	\$150,000	3
Ware	Ware County Board of Education	\$170,000	3
Warren	Warren County Board of Education	\$19,125	0.5
Washington	Washington Co. NB & PW Club, Inc.	\$39,000	1
	Washington County Board of Education	\$36,900	1
Wayne	Wayne County Board of Education	\$105,000	2
Webster	Webster County Board of Education	\$28,000	1
Wheeler	Wheeler County Board of Education	\$46,000	1
White	Ninth District Opportunity, Inc.	See below	
Whitfield	Dalton City Board of Education	\$89,583	2
	Dalton Preschool, Inc.	\$70,000	2.5
	Precious Possessions Preschool & Daycare, Inc.	\$39,000	1
	The Sunshine House, Inc.	See below	
	Whitfield Co. - Dalton Day Care Center, Inc.	\$25,000	1
	Whitfield County Board of Education	\$21,150	1
Wilcox	Wilcox County Board of Education	\$30,000	1
Wilkes	Wilkes County Board of Education	\$59,000	1
Wilkinson	Wilkinson County Board of Education	\$46,000	1
Worth	Miss Georgee's Play-kare, Inc.	\$14,000	0.6
	Worth County Board of Education	\$65,000	2
Programs Serving Multiple Counties			
Statewide	Child Development Schools, Inc.	\$380,000	11
Statewide	Children's Friend, Inc.	\$310,000	9
Metro Atlanta	Childtime Childcare, Inc.	\$105,000	6.5 Resource Coordinators Shared
Metro Atlanta	La Petite Academy, Inc.	\$240,000	
Metro Atlanta	Kindercare Learning Center, Inc.	\$275,000	6 Resource Coordinators Shared
Metro Atlanta	Knowledge Learning Corporation	\$120,000	
North Georgia	Ninth District Opportunity, Inc.	\$475,000	15
North Georgia	Stepping Stones, Inc.	\$18,000	0.5
Metro Atlanta	The Sheltering Arms	\$295,275	15
Statewide	The Sunshine House, Inc.	\$200,000	5.5
Grand Total		\$18,500,000	439 (FTE)

⁽¹⁾ Based on the number of full-time equivalent (FTE) resource coordinators calculated by the hours worked per week. In several instances, it was known that a resource coordinator was part-time, but the exact number of hours worked per week could not be determined; these resource coordinators were counted as 0.5.

Source: DECAL's PANDA Database and Survey of Pre-K Project Directors

For additional information or for copies of this report call 404-657-5220 or see our website:
http://www.audits.state.ga.us/internet/pao/rpt_main.html