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GEORGIA
Carl Vinson
Institute of Government

**Department of Early
Care and Learning
Pre-K Enrollment
Study**

Caregiver Survey Report

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Executive Summary

To provide insights to explain decreases in enrollment in Georgia's Pre-K Program (Georgia's Pre-K), the Georgia Department of Early Care and Learning (DECAL) collaborated with the University of Georgia's Carl Vinson Institute of Government (Institute of Government) to distribute a survey to a random sample of 5,000 Georgia households likely to contain children eligible for Georgia's Pre-K as well as to 2,759 caregivers with children currently on the official waitlist to enroll in Georgia's Pre-K. Using mailed push-to-web recruitment and email, researchers collected data from respondents from May to June 2026. Results from this survey represent the first phase of data collection and will be incorporated into a final comprehensive report along with qualitative focus group data.

Respondents ($N=375$) generally reported high favorability ratings for pre-kindergarten programs and Georgia's Pre-K. When considering whether to apply to Georgia's Pre-K, respondents indicated that the quality of education and the safety procedures of the provider were the most important factors impacting their decision. Regarding application history, 71% of respondents had submitted applications for some or all of their children to enroll at Georgia's Pre-K; for respondents with children not yet eligible for enrollment, 82% reported being extremely or very likely to enroll later. Primary reasons to apply and enroll at Georgia's Pre-K included preparing children for elementary school and to allow them to practice positive social behaviors.

When comparing respondents that had applied to Georgia's Pre-K as well as those with a high likelihood of applying in the future (current and prospective applicants) to respondents that had never submitted any applications and were unlikely to do so in the future (non-applicants),

results showed that being of Hispanic origin, living in less urban counties, being a caregiver between 18 to 34, and having higher education were the biggest predictors of applying to Georgia's Pre-K. Results also showed that being more open to enroll at any provider rather than a single preferred provider was often positively related to applying and enrolling in Georgia's Pre-K. Suggested factors impacting application decision may include availability of suitable Georgia's Pre-K providers, lack of open seats at preferred Georgia's Pre-K providers, and perceptions of Georgia's Pre-K compared to other alternative providers. These findings, however, only account for some of the differences in decisions to apply, indicating other factors not captured by the survey.

Summary of Major Findings

Perceived Benefits of Pre-Kindergarten Programs

- Over half of respondents believed pre-kindergarten programs to be extremely helpful for school readiness (56%) and perceived Georgia's Pre-K would be extremely helpful for their children (58%).
- Written responses revealed that respondents largely believed Georgia's Pre-K would be helpful because it facilitated children's skill development and school readiness (92%).
- For respondents that believed Georgia's Pre-K would not be helpful for their children, the most cited reasons were that there were better alternatives to the program (26%) and concerns about Georgia's Pre-K's program design or structure (26%).

Factors Influencing Application to Georgia's Pre-K

- Respondents indicated that the most important factors affecting their decision to apply to Georgia's Pre-K included the quality of education (96%), the provider's safety procedures (93%), and the provider's reputation (90%).
- Among respondents with two or more children, around three-quarters indicated it was extremely or very important that they enroll all their children at the same provider/school (75%) and that Georgia's Pre-K be available near the school or child care provider of their other children.
- Some respondents also indicated Georgia's Pre-K enrollment and application process as a factor impacting their decision to apply (16%).

Georgia's Pre-K Application & Enrollment Decisions

- Most respondents had submitted applications to Georgia's Pre-K for at least some of their eligible children (71%).
 - 62% had submitted applications for all of their eligible children, while 9% only submitted for some of their children.
- Respondents mostly applied to only a single Georgia's Pre-K provider per child in the same school year (55%).
- For respondents with children not yet eligible for enrollment, 82% indicated they were extremely or very likely to enroll in the future.
- Respondents that submitted applications to Georgia's Pre-K or were likely to in the future (current or prospective applicants) indicated their top reasons for applying were to prepare their children for elementary school (68%) and to allow their children to practice positive social behaviors (51%).

- A plurality of current and prospective applicants was only interested in enrolling at their preferred Georgia's Pre-K provider (36%).
- Most current and prospective applicants preferred to enroll their children in Georgia's Pre-K at a school in their local system over a child care center (64%).
 - The top reason given for enrolling at a school over a child care center was to allow their children to acclimate to their future school and ease their children's transition (50%).
 - Of respondents preferring to enroll at a child care center, 29% indicated that convenience was a major factor since their children were already attending daycare at a center.
- Current applicants reported finding the application process for Georgia's Pre-K to be clear (91%) and easy (89%), and 96% indicated they were able to find answers to their questions.
- For respondents that chose not to submit applications to Georgia's Pre-K and were less likely to enroll in the future (non-applicants), many chose to enroll at alternative programs such as faith-based programs (22%), half-day programs (18%), and part-time programs (15%).
- Analyses revealed that being of Hispanic origin, being a caregiver between 18-34 years old, having higher education, and living in less urban counties were significant predictors of applying to Georgia's Pre-K.
- Having greater flexibility in Georgia's Pre-K provider options was also related to likelihood of applying to the program.

Introduction

In 1992, the state of Georgia passed a referendum to implement a pre-kindergarten program funded by the Georgia state lottery that would provide free universal pre-kindergarten education for Georgia's four-year-olds.¹ Beginning as a pilot initiative, Georgia's Pre-K Program (Georgia's Pre-K) grew to serve thousands of Georgia households. After decades of steady enrollment in the program, average enrollment began to decrease around 2019/2020, coinciding with the rise of cases in the COVID-19 virus and related policies and behavioral shifts. Following the peak of COVID-19 infections, the percentage of four-year olds served in Georgia's Pre-K have yet to return to their pre-pandemic levels.

To better understand these enrollment trends, the Georgia Department of Early Care and Learning (DECAL) collaborated with researchers at the University of Georgia Carl Vinson Institute of Government (Institute of Government) to administer a survey to a random sample of Georgia households likely to contain children eligible for Georgia's Pre-K as well as to all caregivers currently on the official waitlist to enroll in Georgia's Pre-K. The purpose of this project is to understand Georgia caregivers' attitudes toward pre-kindergarten and to collect feedback on caregivers' experiences with applying to Georgia's Pre-K in order to understand reasons for households' decisions to enroll their children or not in the program. The results presented in this survey report represent the first phase of data collection, with qualitative focus groups occurring later in the project cycle. These survey results along with data collected from focus groups will be incorporated into a final comprehensive report.

¹ Georgia Department of Early Care and Learning, *History of Georgia's Pre-K Program*, retrieved from <https://www.dec.state.ga.us/prek/history.aspx>

Methodology

Researchers designed a 35-item survey for caregivers of pre-kindergarten-aged children (approximately aged three to five years of age). Items on the survey instrument addressed themes related to 1) general perceptions related to pre-kindergarten programs, 2) factors influencing application to Georgia's Pre-K, 3) application history and future intent to apply to Georgia's Pre-K, 4) reasons for enrolling or not enrolling in Georgia's Pre-K, and 5) perceptions related to the application process for Georgia's Pre-K. Researchers programmed the survey instrument utilizing the QuestionPro online survey software. To incentivize participation, researchers provided a \$10 Amazon gift card to respondents that fully completed the survey. Appendix A contains the complete survey instrument.

Because the population of interest for the current project involved caregivers throughout Georgia with young children, researchers implemented statewide recruitment for the sample. To ensure recruitment of caregivers with a previous history of enrollment at Georgia's Pre-K as well as those that chose not to enroll, researchers partnered with Marketing Systems Group (MSG), a survey and market research group, to provide a random sample of 5,000 Georgia household addresses where a child of pre-kindergarten age was likely to reside. The data included names, street addresses, and email addresses when applicable. To supplement this sample and to better ensure the inclusion of households with pre-kindergarten-aged children, DECAL provided researchers with the primary contact information of caregivers currently on the official Georgia's Pre-K waitlist ($N=2,937$). The waitlist data included caregivers' names and email addresses.

Researchers used a mixed mode data collection for the current project, prioritizing data collection from the address-based sample of households provided by MSG. On May 1, 2026, researchers mailed a prenotification letter to the 5,000 households in the address-based sample.

The letter, sent on behalf of DECAL’s commissioner, included information about the project and notified households of a subsequent postcard that would arrive in the next few days with the official survey invitation. The prenotification letter also included a survey link and access code for potential respondents to begin completing the survey immediately if they desired. Researchers sent postcards with survey access information to all households in the sample on May 5, 2026, followed by two postcard reminders on May 12 and May 19, 2026 (Figure 1; Table 1). Researchers identified 90 addresses as unreachable due to undeliverable postage. To better manage incentives and prevent any abuse, researchers assigned each household in the sample a unique access code for the online survey and included these codes in the prenotification letter as well as each postcard mailed.

Figure 1: Survey Recruitment Postcard



To increase responses from the address-based sample after data collection had begun, researchers identified 3,989 households of the 5,000 provided by MSG containing an email

address to target for email survey distribution. After reviewing the email addresses for invalid cases and removing respondents that had already completed the survey, researchers sent an email invitation to 3,734 email addresses on June 1, 2026. These emails contained the same survey link and unique access codes respondents received in the mailed paper invitations. Researchers sent reminder emails to respondents that had not completed the survey on June 8 and June 18, 2026. Researchers identified 17 households as unreachable due to delivery failure for both mail and email recruitment attempts.

As mentioned previously, researchers also included individuals currently placed on the official waitlist for Georgia's Pre-K in the overall sample. To prioritize the address-based sample and to ensure participation did not exceed the allocated number of available incentives, researchers created six randomized batches of waitlist participants to incrementally receive the survey. After sample cleaning, researchers retained 2,759 waitlisted caregivers to potentially implement into data collection. Five of the six batches included 500 individuals each, while the sixth included 259. On May 21, 2026, researchers sent a pre-notification email, similar to the one sent to the address-based sample, to the first 500 individuals from the waitlist. On May 27, 2026, researchers sent the survey invitation to the first batch while also sending the pre-notification email to the second batch of 500 waitlist respondents; the second batch received their official invitation June 3, 2026 (Table 2).

To further increase responses, researchers ultimately invited all individuals in the remaining four waitlist batches ($N=1,759$) to participate in the survey. These new prospective respondents received a pre-notification to participate on June 8, 2026, followed by an official invitation and reminder on June 15 and June 18, 2026, respectively. The original two batches of waitlisted individuals received two reminders for participation on June 8 and June 18, 2026.

Researchers were unable to contact 230 email addresses across all email batches due to delivery failures. Researchers closed the survey on June 22, 2026. MSG managed all distribution of incentives to respondents.

Survey Response

In total, 543 individuals responded to the survey, 332 (61%) from the address-based sample and 211 (39%) from the waitlist group. Researchers removed five respondents that did not provide any responses in their survey. Because respondent criteria for remaining in the survey included having at least one child aged eight or under living in their household, researchers removed an additional 139 respondents that indicated they had no children aged eight years of age or younger living in their household. Finally, researchers removed 24 respondents that screened eligible for survey participation, but stopped completing the survey shortly after, providing insufficient data for analyses. The removal of these cases resulted in a final response count of 375 respondents, 186 (50%) from the address-based sample and 189 (50%) from the waitlist group. The final count represents an approximate response rate of 7%. To ensure that survey estimates more closely reflect the target population, researchers applied data weighting to respondent data, as described later in this report.

Margin of Error

As with all surveys, the current survey is subject to potential error due to variability in responses within the sample. Using estimates for pre-kindergarten-eligible children in Georgia, the estimated margin of error for 375 respondents is approximately $\pm 5\%$. This means for survey items with all 375 total respondents answering, there is a 95% chance the true population values are within ± 5 percentage points of the values presented in this report. For survey items with fewer responses, the margin of error may be larger.

Item Non-Response

The total sample for this study is reported as $N=375$. However, this total may not be represented in every question or variable displayed in this report. Some respondents that completed the survey may have chosen not to answer specific questions, resulting in item non-response. In such cases, the total response reported will be less than the total sample (i.e., $N=375$). Thus, each table and figure provided in this report includes the total number of responses per item.

Survey Findings

The following sections present the full results from the survey. This report groups survey findings into themes based on survey item content. Numerical values, where shown, are rounded to the nearest whole number – due to this rounding, some percentages in this report may not total 100%. All tables and figures in this report are accompanied by the number of survey respondents answering that survey item. Data tables for each survey item are in Appendix C.

Respondent Characteristics

As reported earlier, researchers only retained respondents that indicated the presence of children aged eight or under presently living in their homes. Therefore, all 375 respondents in the sample reported having at least one child eight or under. Most respondents (71%, $n=266$) reported having two or fewer children under 18 years of age in their household, and 66% ($n=247$) reported having at least one child between five and eight years of age (Tables 3 & 4). Respondents largely identified themselves as their child's parent or step-parent (87%, $n=309$), and reported being married (79%, $n=277$) and owning their homes (65%, $n=230$) (Tables 5,6,& 7).

Respondents' self-reported county of residence included almost half of Georgia counties, with 76 counties represented of Georgia's 159 counties (Table 8). Unsurprisingly, the top counties represented in the data (Fulton, Gwinnett, DeKalb, and Cobb) are located in the core metropolitan Atlanta area. Researchers utilized respondents' self-reported counties to determine urbanicity of their residence. Specifically, researchers used the United States Centers for Disease Control and Prevention (CDC) National Center for Health Statistics' (NCHS) 2023 Urban-Rural Classification Scheme to determine urbanicity². Because Georgia school systems are often managed at the county level, researchers chose a county-level classification for urbanicity or rurality. NCHS assigns each county to one of six categories based on location and total population size: 1=large central metro, 2=large fringe metro, 3=medium metro, 4=small metro, 5=micropolitan, and 6=noncore. Researchers created three categories of urbanicity based on each county's assignment: urban (1-3), suburban (4), and rural (5 & 6). Half of respondents (50%, $n=176$) resided in large fringe metro counties (e.g., Cobb, DeKalb, and Gwinnett counties), and most respondents' (74%, $n=258$) residential counties are classified as urban for this report (Tables 9 & 10).

Regarding individual characteristics, respondents in the final sample were primarily White (58%, $n=194$), non-Hispanic (86%, $n=302$), female (81%, $n=285$), aged 35 to 44 years old (58%, $n=203$), with at least a bachelor's degree (63%, $n=221$) (Tables 11,12,13,14, & 15). Just over half of respondents (53%, $n=183$) reported an annual household income of less than \$100,000 (Table 16). To increase the generalizability of the survey data and to ensure respondent characteristics better match those of Georgia's population, researchers worked with MSG to

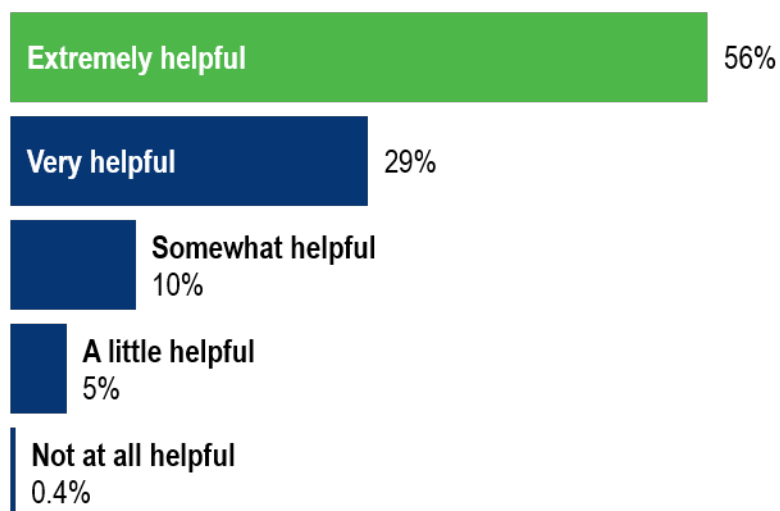
² United States Centers for Disease Control and Prevention, National Center for Health Statistics, *NCHS Urban-Rural Classification Scheme for Counties*, retrieved from <https://www.cdc.gov/nchs/data-analysis-tools/urban-rural.html>

create weighted data values based on many demographic variables captured in the survey. These data weights help to adjust for under- or oversampling of respondents of various demographic backgrounds and help to reduce response bias. While the demographic data presented above are unweighted, all other data presented in the subsequent sections of this report are weighted, unless specified otherwise. Appendix B contains detailed information regarding the weighting procedures.

Perceived Benefits of Pre-Kindergarten Programs

This section examines respondents' perceptions of the helpfulness of Georgia's Pre-K and pre-kindergarten programs in general. First, respondents indicated their perceptions of the helpfulness of pre-kindergarten programs on children's school readiness. Most respondents (56%, $n=205$) perceived pre-kindergarten programs to be extremely helpful for school readiness (Figure 2; Table 17).

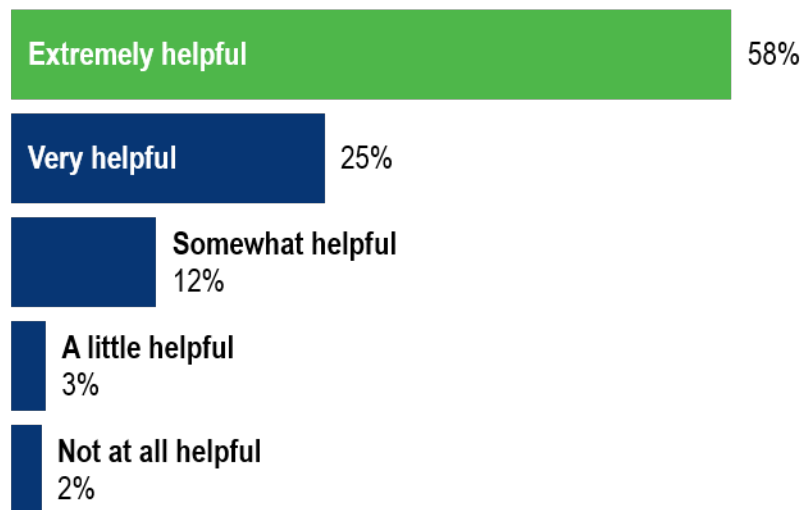
Figure 2: Perceived Helpfulness of Pre-Kindergarten Programs on School Readiness ($N=365$)



Next, respondents answered how beneficial they believed Georgia's Pre-K, specifically, would be for their children. Almost six in 10 respondents (58%, $n=211$) reported they believed

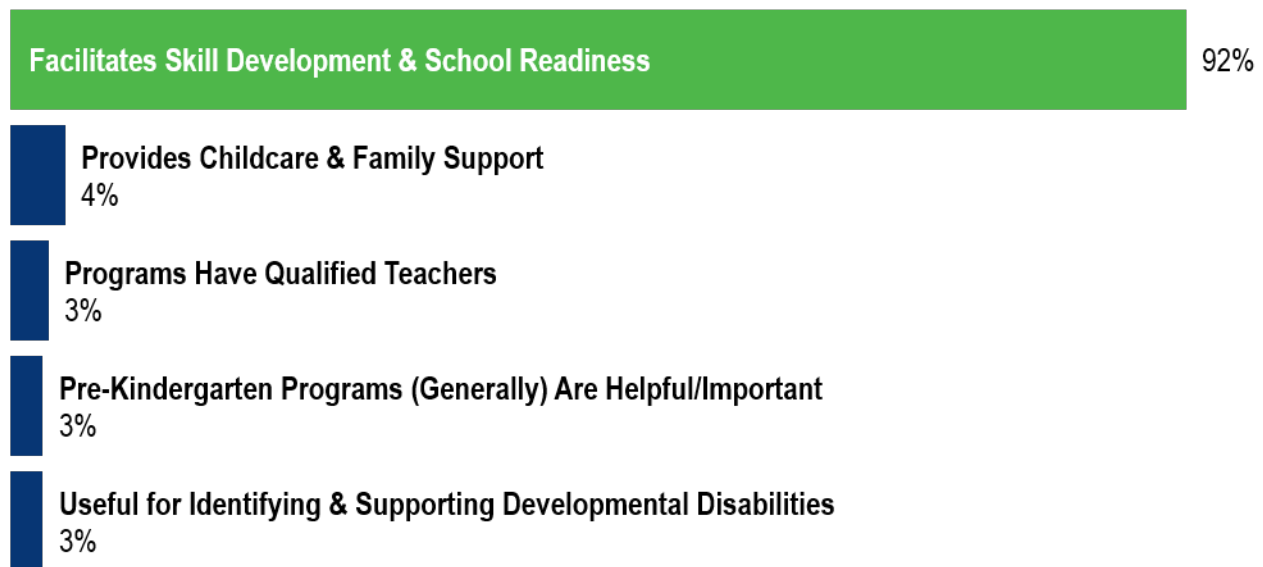
Georgia's Pre-K would be extremely helpful for their children (Figure 3; Table 18). As one might expect, respondents' views on the perceived helpfulness of Georgia's Pre-K closely mirrors their views of pre-kindergarten generally.

Figure 3: Perceived Helpfulness of Georgia's Pre-K for Their Children (N=364)



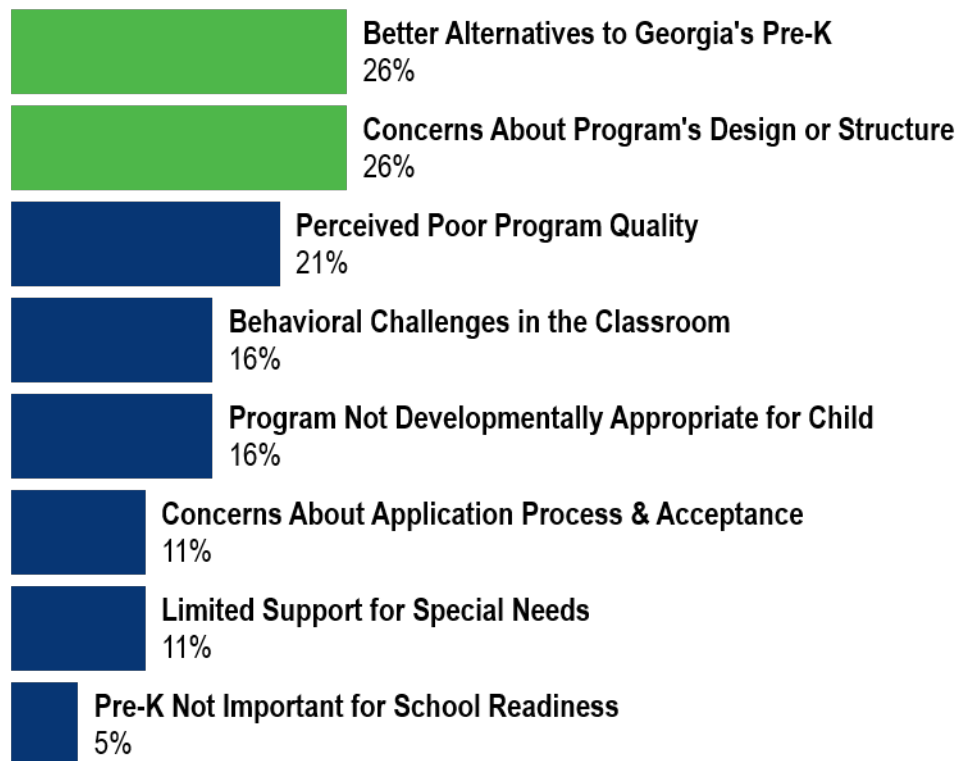
To better understand respondents' perceptions of Georgia's Pre-K's helpfulness for their children, respondents answered one of two open-ended questions for why they believed Georgia's Pre-K is either helpful or not helpful for their children. First, 231 respondents that rated Georgia's Pre-K as being at least somewhat helpful indicated why they believed the program is helpful. The overwhelming reason provided was that Georgia's Pre-K would facilitate children's skill development and better prepare them for K-12 education (92%, $n=213$) (Figure 4; Table 19). All written responses are located in Appendix D.

Figure 4: Perceived Reasons Georgia's Pre-K Is Helpful for Their Children (Open-Ended Codes) (N=231)



Next, 19 respondents that rated Georgia's Pre-K to be not at all helpful or only a little helpful for their children provided written reasons, which were more varied. One frequent rationale was that there were better alternatives to Georgia's Pre-K (26%, $n=5$) (Figure 5; Table 20). These alternatives included homeschooling and other pre-kindergarten programs. Another rationale with a similar number of respondents involved concerns about Georgia's Pre-K's program design or structure (26%, $n=5$). Concerns with the program's design or structure included lack of fit with their child, long school hours, and lack of free play. Four respondents (21%) reported believing the educational quality of Georgia's Pre-K would be poor. Full responses are in Appendix D.

Figure 5: Perceived Reasons Georgia's Pre-K Is NOT Helpful for Children (Open-Ended Codes) (N=19)



Factors Influencing Application to Georgia's Pre-K

Respondents answered three survey items related to factors affecting their decision to apply to Georgia's Pre-K. The first item required respondents to rate the importance of 13 statements on their decision to apply to the program (Figure 6; Table 21). Nine in ten respondents indicated the quality of education (96%, $n=358$) and the safety procedures of the provider (93%, $n=349$) were extremely or very important factors. Many also rated the provider's reputation (90%, $n=336$), the school readiness of their child (89%, $n=332$) and the free cost of the program (87%, $n=325$) as being extremely or very important. Respondents rated the availability of transportation offered as the least important, with 21% ($n=78$) reporting it was not at all important in their decision making.

Figure 6: Factors Affecting Decision to Apply to Georgia's Pre-K

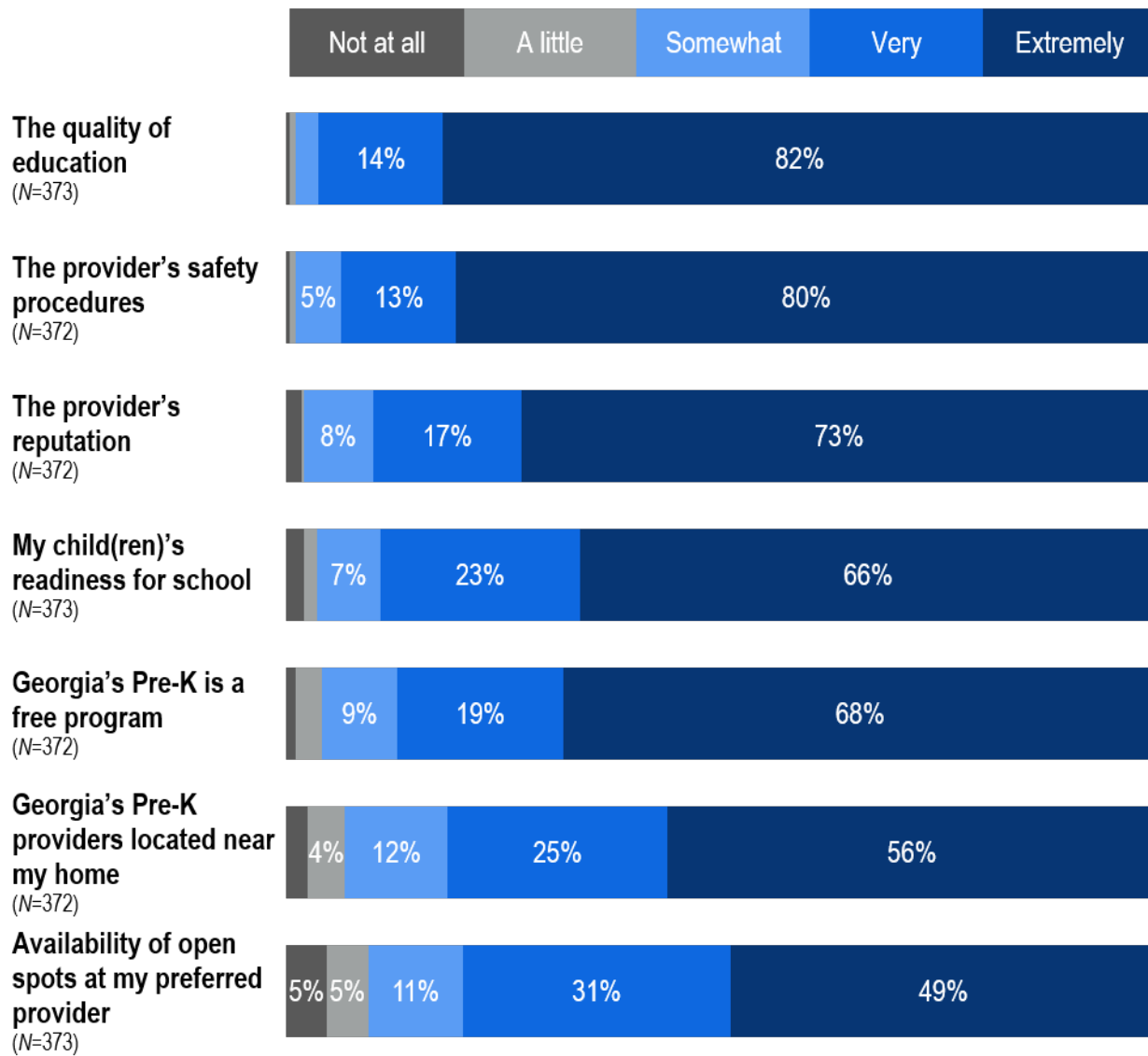
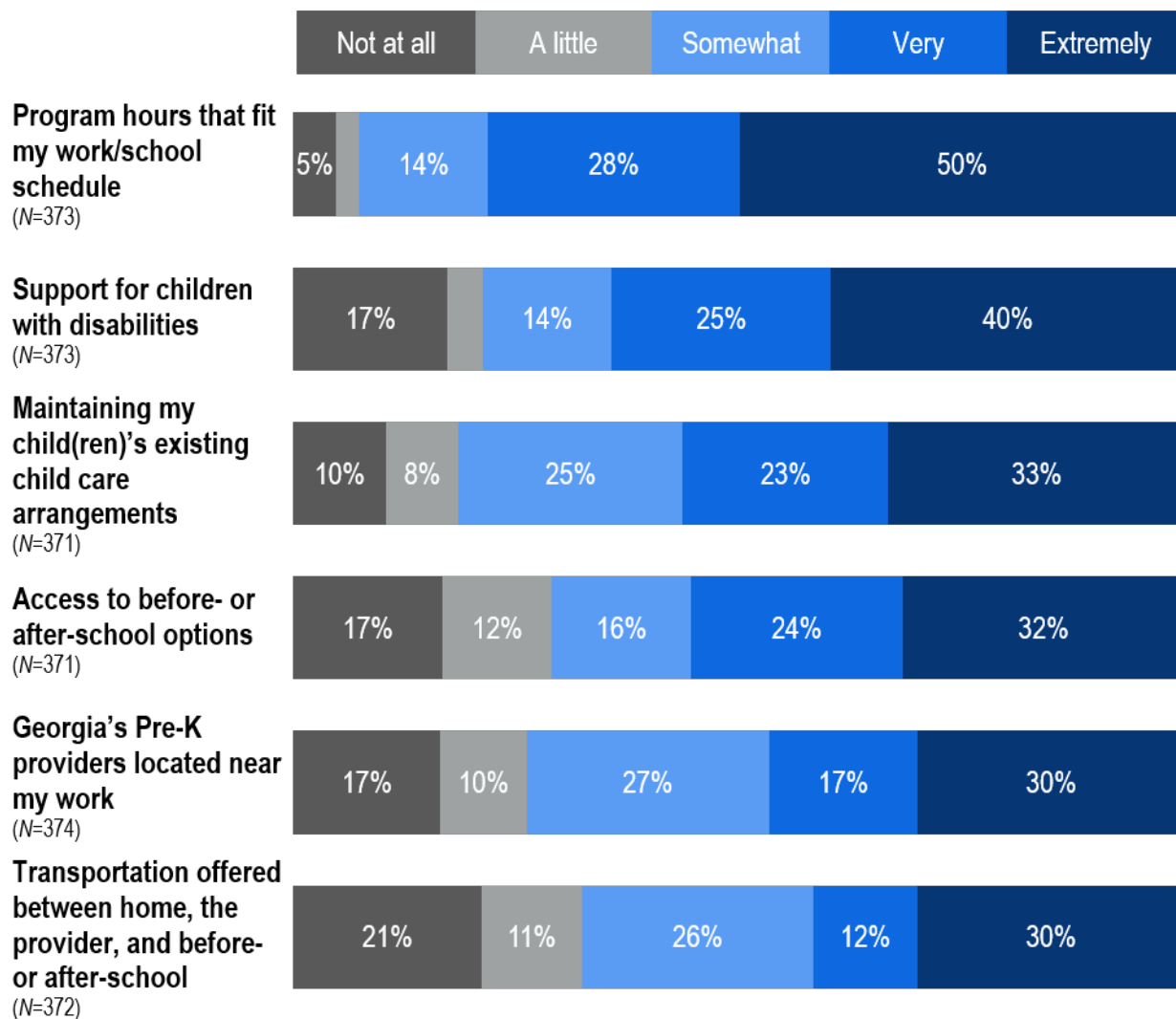
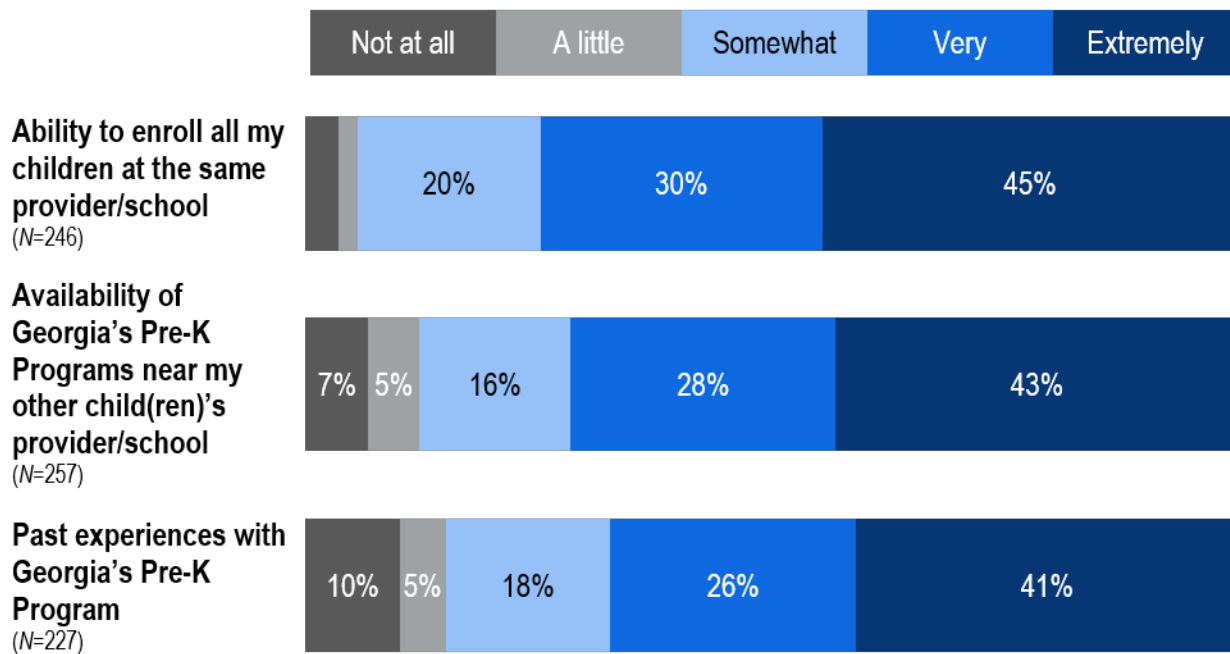


Figure 6b: Factors Affecting Decision to Apply to Georgia's Pre-K (Continued)



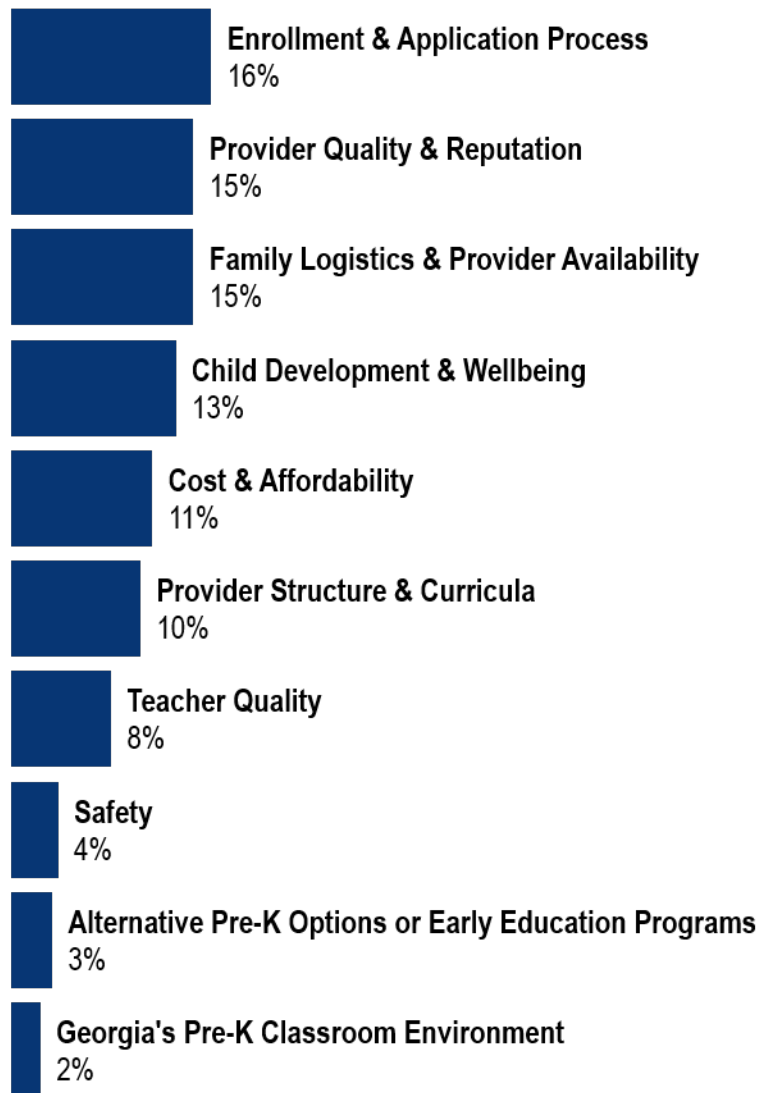
Respondents with two or more children rated the importance of three additional statements that would affect their decision to apply to Georgia's Pre-K (Figure 7; Table 22). Three-quarters of these respondents (75%, $n=184$) indicated it was extremely or very important that they enroll all of their children at the same school or child care provider. A similar number (72%, $n=184$) reported it was extremely or very important that Georgia's Pre-K be available near the school or child care provider of their other children.

Figure 7: Factors Affecting Decision to Apply to Georgia's Pre-K for Parents with 2+ children



Lastly, respondents provided open-ended answers about any additional factors that would impact their decision to apply for Georgia's Pre-K. Researchers coded the written responses into thematic categories (Figure 8; Table 23). While 213 respondents provided a written response, a plurality of these (35%, $n=75$) did not provide meaningful text in their response. Among the remaining written responses, comments varied with a slight plurality (16%, $n=34$) of responses referring to Georgia's Pre-K's enrollment and application process as an important factor impacting their decision to apply. These respondents referenced the availability, or lack thereof, of available spots at many providers and often expressed difficulties with getting accepted for their chosen provider.

Figure 8: Additional Factors Affecting Decision to Apply (Open-Ended Codes) (*N*=213)

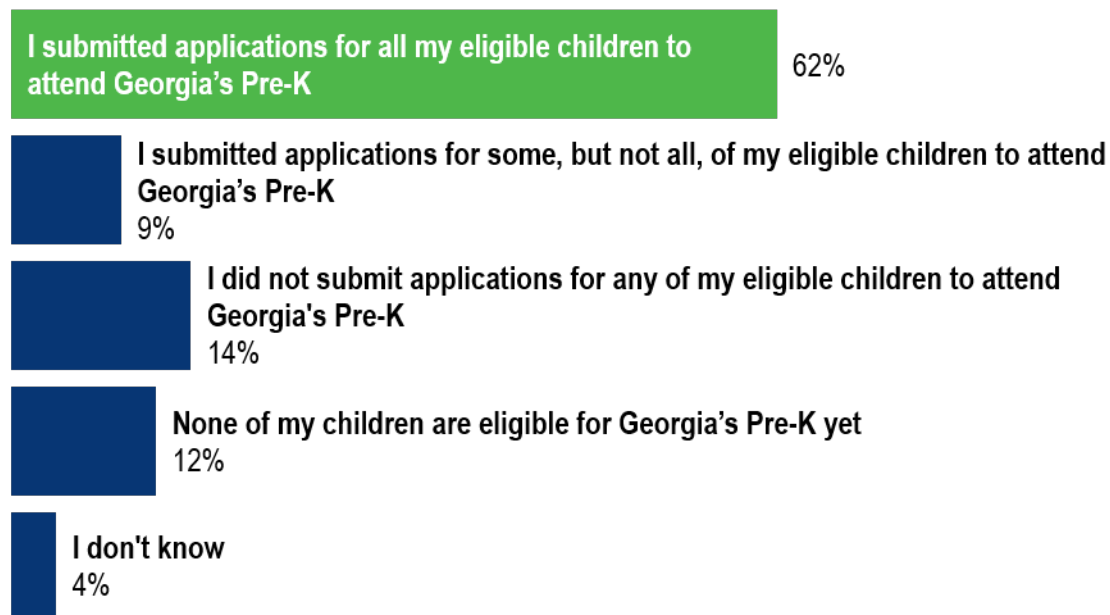


Georgia's Pre-K Application & Enrollment Decisions

Respondents answered a series of questions related to their previous or current experiences with applying to Georgia's Pre-K. Most respondents (71%, *n*=260) reported submitting applications for at least some of their children to attend Georgia's Pre-K, with 62% (*n*=227) submitting applications for all their eligible children and nine percent (*n*=33) submitting applications for some but not all their eligible children (Figure 9; Table 24). When applying,

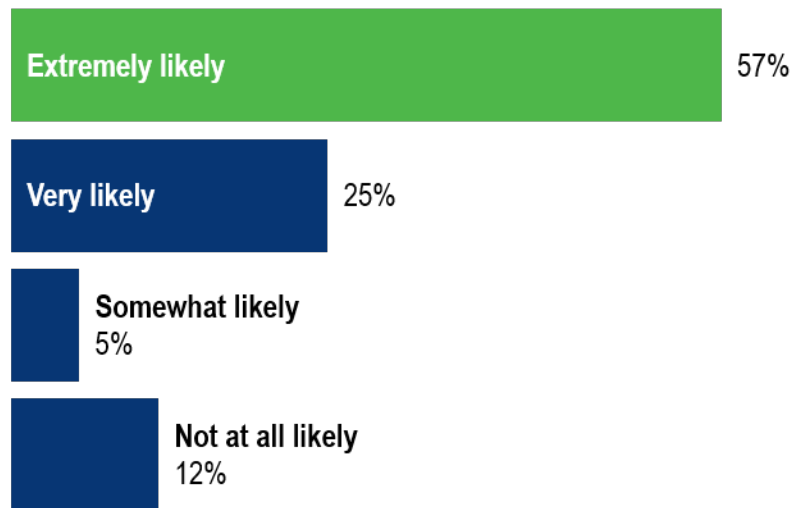
most of these respondents (55%, $n=143$) applied to only a single Georgia's Pre-K provider per child in the same school year (Table 25).

Figure 9: History of Applying to Georgia's Pre-K ($N=370$)



A few respondents (12%, $n=43$) indicated their children were not yet eligible for Georgia's Pre-K. These respondents answered a follow-up survey item about their intent to apply to Georgia's Pre-K when their children are eligible. Most (82%, $n=36$) indicated they were extremely or very likely to enroll their children in Georgia's Pre-K in the future (Figure 10; Table 26).

Figure 10: Prospective Caregivers' Likelihood of Enrolling Children in Georgia's Pre-K (N=43)



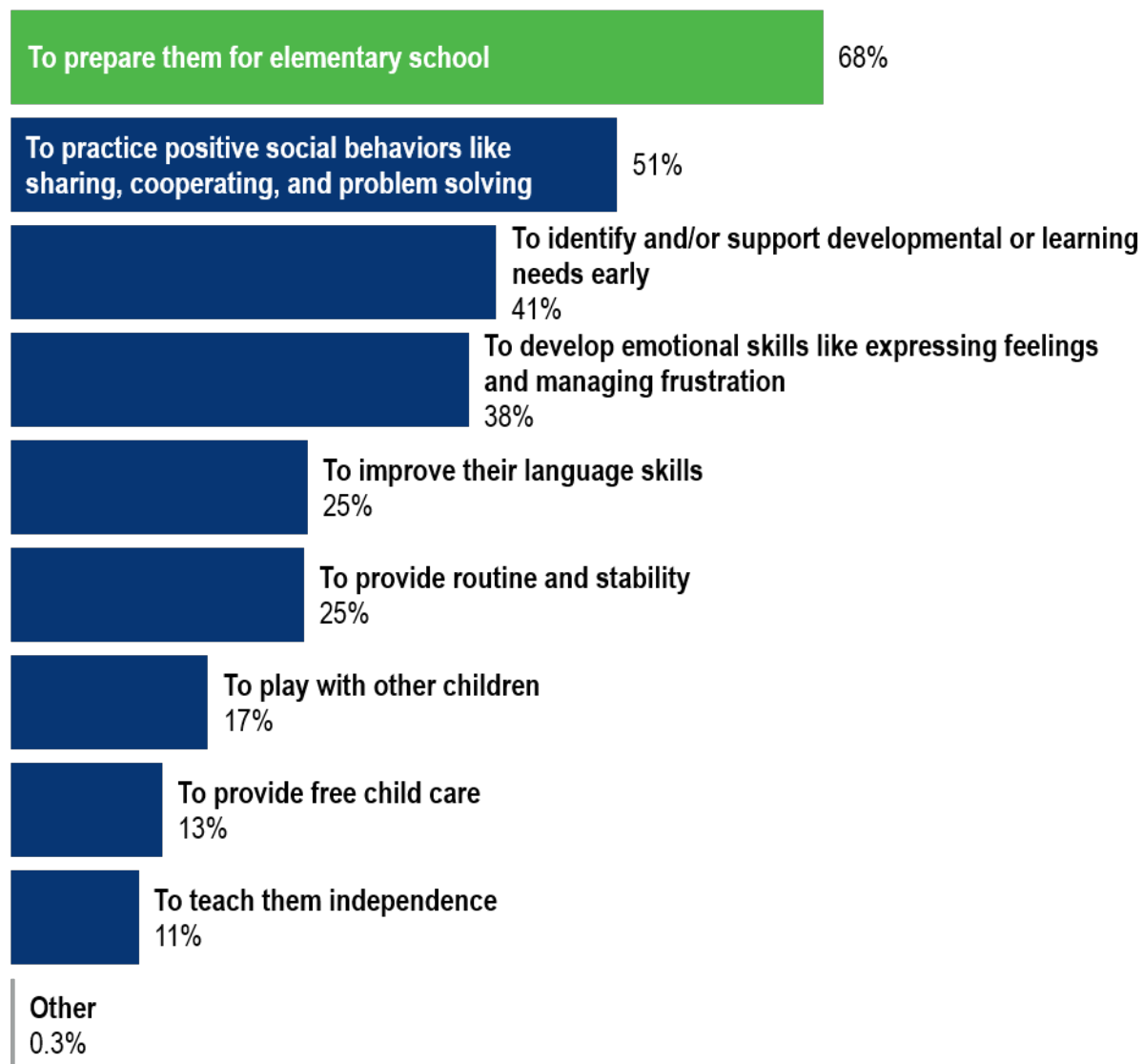
Together, the high interest in future enrollment combined with the high rate of application submissions among respondents suggest that declining enrollment may not be due to low interest in Georgia's Pre-K but other factors. The following sections will further explore respondents' decision to enroll or not enroll their children in Georgia's Pre-K. These survey items will examine specific reasons impacting respondents' application and enrollment decisions.

Choosing to Enroll in Georgia's Pre-K

As mentioned in the previous section, most respondents have applied or intend to enroll their child in Georgia's Pre-K. Respondents that submitted applications for all or some of their children as well as those that were somewhat to extremely likely to enroll in the future ($n=297$) selected their top three reasons from a list of provided answer choices that best described their decision to enroll their children. The top answer choices included preparation for elementary school (68%, $n=202$) and allowing their children to practice positive social behaviors (51%, $n=151$) (Figure 11; Table 27). Respondents with a college-level education were more likely to enroll their children in Georgia's Pre-K to prepare them for elementary school, with 76% ($n=75$) of respondents with some college education or an associate degree and 78% ($n=93$) of those with

a bachelor's degree or higher choosing it as one of their top reasons compared to those with a high school diploma or less (44%, $n=34$).³ The fewest number of respondents reported enrolling their children to teach them independence (11%, $n=32$). Additionally, only 13% ($n=38$) indicated using Georgia's Pre-K as a source of free child care.

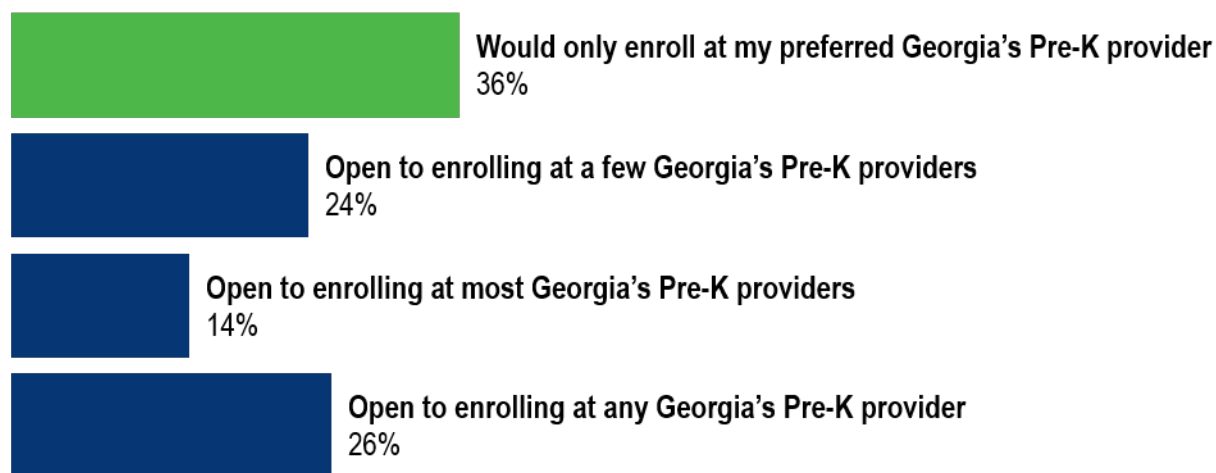
Figure 11: Top Reasons for Enrolling Children in Georgia's Pre-K ($N=297$)



³ $\chi^2 (2, N=297) = 29.08, p < .001$

Caregivers can choose to enroll their children in any Georgia’s Pre-K provider with an available slot, regardless of where their residence is located. Respondents with a history of applying to the program or intent to do so in the future answered a series of survey items measuring their provider preferences. First, respondents reported their degree of flexibility when selecting a provider. As shown in Figure 12, a plurality of respondents revealed they would only enroll their children at their preferred provider (36%, $n=107$), while the remainder were open to enrolling at multiple providers (Table 28).

Figure 12: Openness to Enroll at Any Georgia's Pre-K Provider ($N=296$)

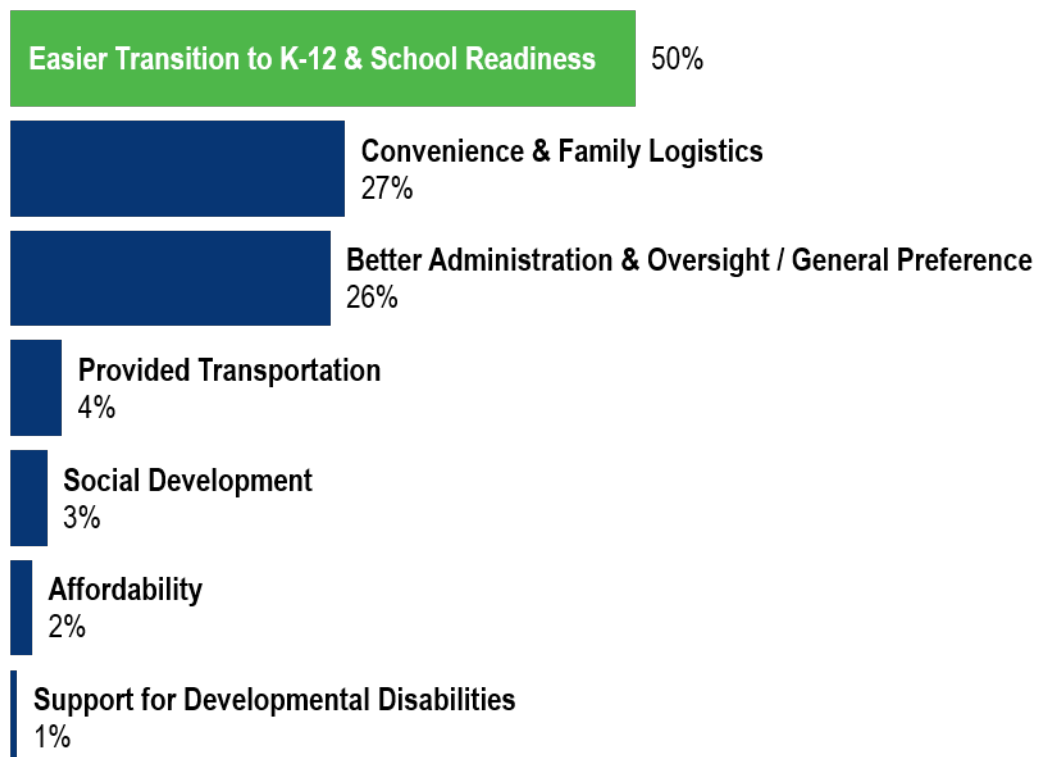


Respondents also revealed their preference for whether to enroll their children in Georgia’s Pre-K at a school in their local school system or at a child care center. Results showed an overwhelming preference to enroll children at a school in respondents’ local school system (64%, $n=232$); only 14% ($n=52$) preferred enrolling at a child care center, while 22% ($n=81$) had no preference. Respondents with a single child were relatively more likely to prefer child care centers (26%, $n=25$) compared to respondents with multiple children (10%, $n=27$).⁴

⁴ $\chi^2 (2, N=365) = 14.60, p=.001$

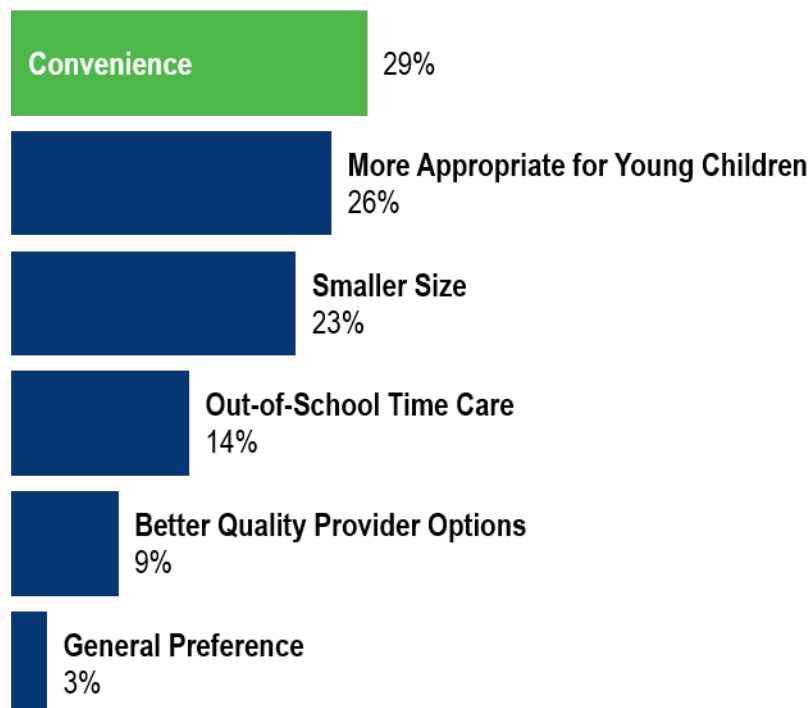
In two follow-up survey items, respondents elaborated on their location preferences with open-ended responses. First, 167 respondents (45%) provided written responses on their preference for enrolling their children at a school in the local school system. Half of respondents (50%, $n=84$) wrote they prefer a school setting because it allowed their children to more easily acclimate to the school in which they would matriculate later, making the transition more seamless for their children (Figure 13; Table 29). Respondents also mentioned the convenience of having their younger children attend the same school or provider as their older children, making pickup and dropoff less burdensome on families (27%, $n=45$). More than a quarter of respondents believed schools can provide better administration and oversight than a child care center (26%, $n=43$).

Figure 13: Reasons for Preferring to Enroll in Georgia's Pre-K at a School in Local School System (Open-Ended Codes) ($N=167$)



Thirty-five respondents that preferred to enroll at a child care center also provided open-ended explanations for their preference. The most common response among these respondents was that enrolling at a child care center would be more convenient since their children were already attending daycare and would provide an easier transition into pre-kindergarten for children (29%) (Figure 14; Table 30). A similar number of respondents believed that child care centers were more appropriate for young children in terms of resources and a safer environment away from older children. Some respondents also mentioned the smaller size of child care facilities and the availability of out-of-school time care such as before- and after-school care and during school breaks.

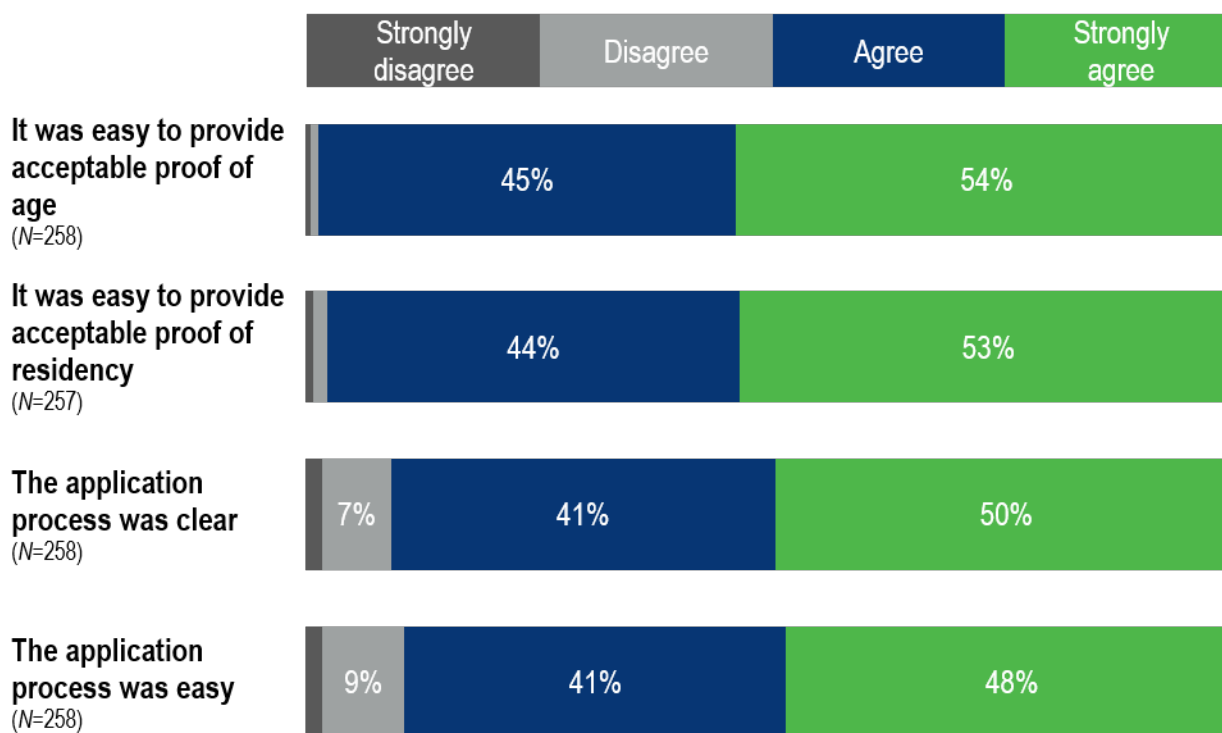
Figure 14: Reasons for Preferring to Enroll in Georgia's Pre-K at a Child Care Center (Open-Ended Codes) (N=35)



Applicants' Experiences with Georgia's Pre-K Application Process

Respondents with experience applying to Georgia's Pre-K ($n=260$) had the opportunity to answer a series of questions regarding their experience with the application process. Regarding the overall process, most respondents strongly agreed or agreed that the application process was both clear (91%, $n=234$) and easy (89%, $n=230$) (Figure 15; Table 31). Respondents, overwhelmingly, found it easy to provide proof of their child's age (99%, $n=254$) and proof of residency (97%, $n=251$).

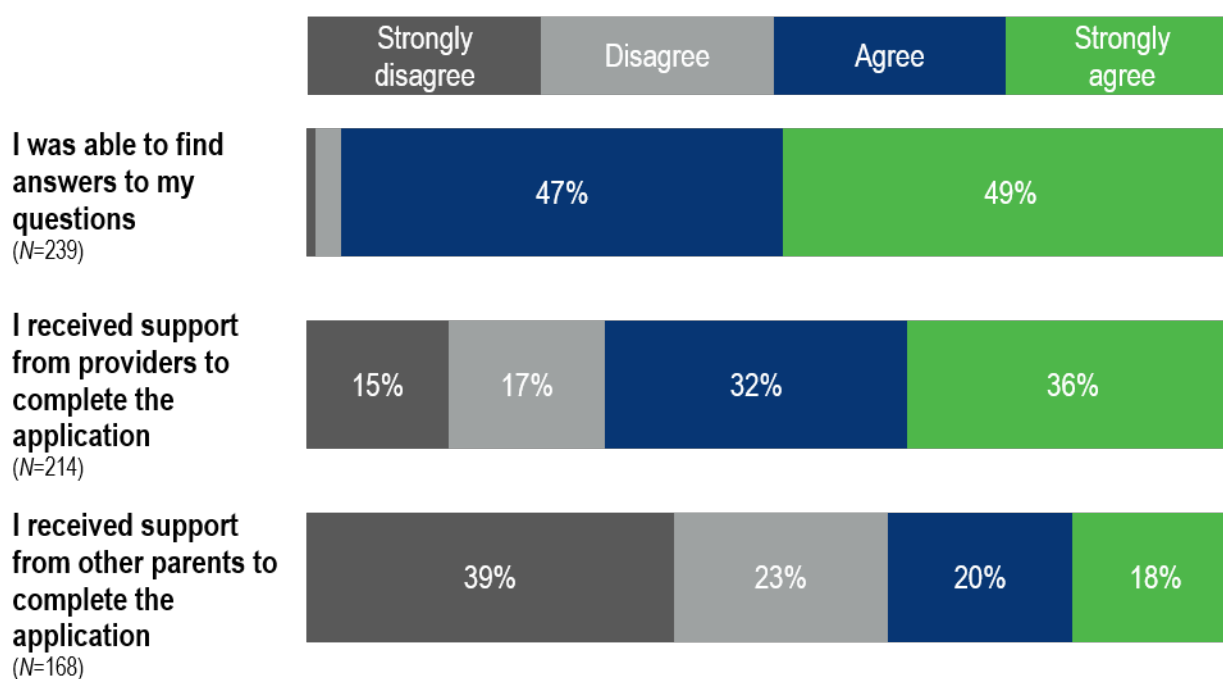
Figure 15: Respondents' Experience Applying to Georgia's Pre-K



Additionally, respondents with a history of applying to Georgia's Pre-K reported success in finding answers to their questions about the program (Figure 16; Table 32). Regarding support while completing the application, fewer respondents reported receiving support from providers

(68%, $n=145$) and about one-third (38%, $n=63$) received support from other parents. Considering respondents' high ratings for the easiness of completing the application process, it is possible that the ratings regarding support are lower because respondents did not need support to complete their applications.

Figure 16: Additional Experiences Applying to Georgia's Pre-K

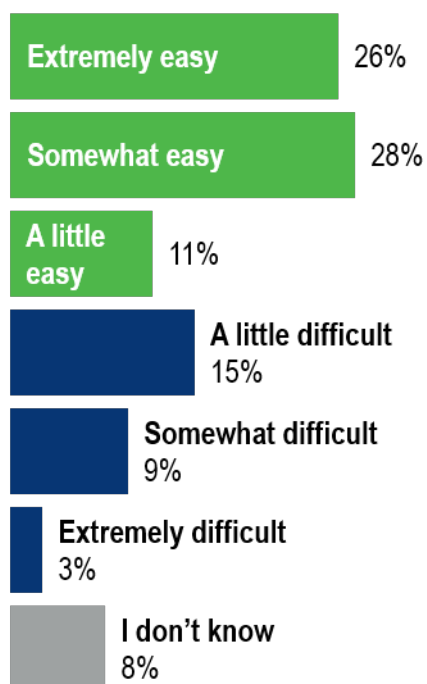


In addition, the survey included an open-response question asking respondents to share any further thoughts about their application experience. Ninety-seven respondents offered additional feedback. Responses largely praised the ease of their application process, though a number expressed the need for more clarity regarding the lottery process and finding available providers. Some respondents also commented on the high-stakes nature of applying to the program. All written responses are in Appendix D of this report.

Lastly, the survey allowed all respondents, whether they applied to Georgia's Pre-K or not, to rate the ease or difficulty of finding information about Georgia's Pre-K in their area.

Respondents largely reported being able to find the relevant information with ease, with 65% ($n=241$) indicating that it was at least a little easy; most respondents indicated finding the information was either extremely or somewhat easy (54%, $n=209$) (Figure 17; Table 33).

Figure 17: Respondents' Ease of Finding Information about Georgia's Pre-K in their Area ($N=367$)

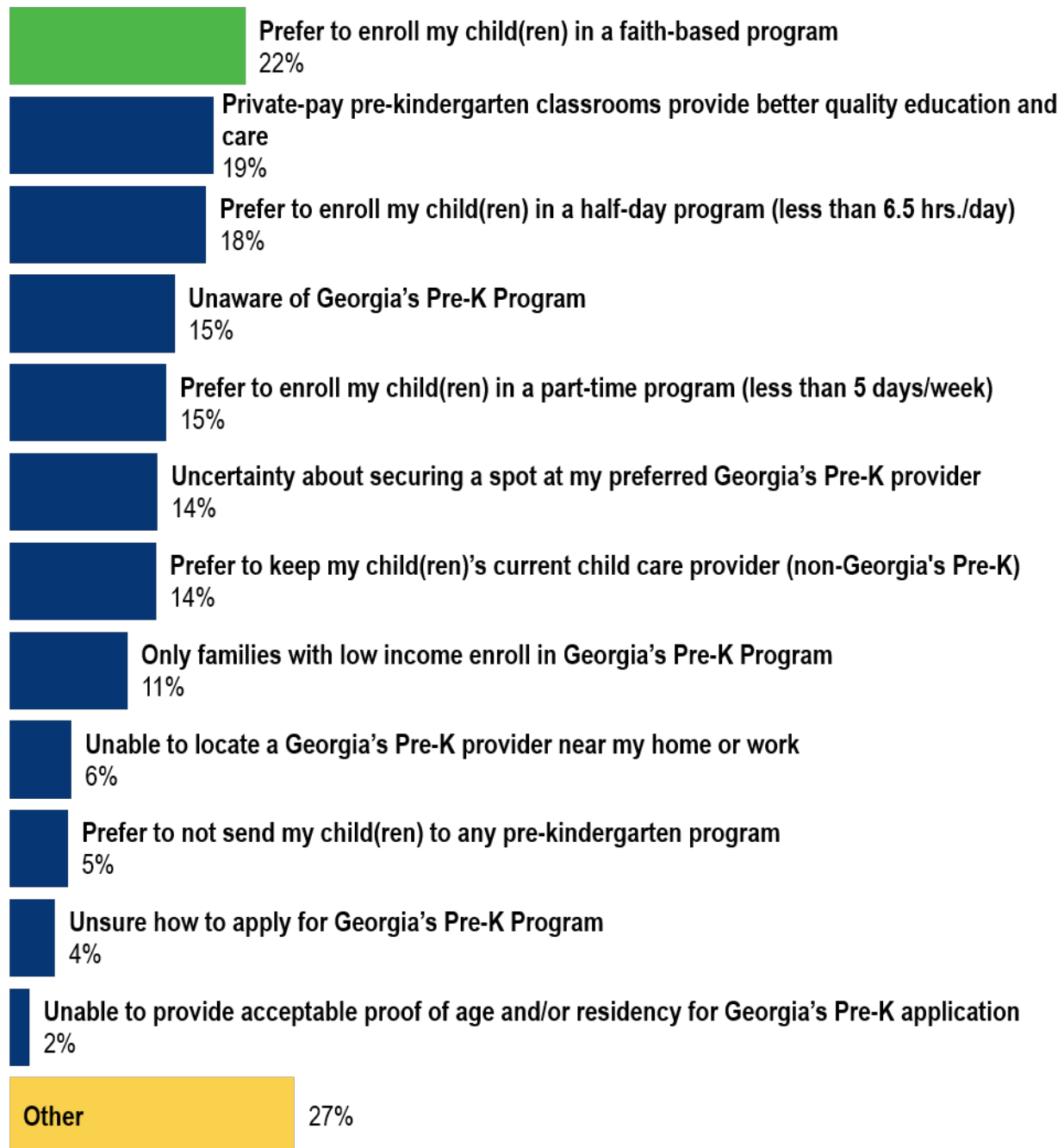


Deciding Not to Enroll in Georgia's Pre-K

Thirty-three (9%) respondents reported submitting applications to Georgia's Pre-K for only some of their children, and another 53 (14%) reported not submitting applications for any of their children. The survey allowed these two groups of respondents to select all applicable reasons from a list of 13 answer choices for not enrolling any or some of their children. As Figure 18 shows, the most common response was a preference to enroll their child(ren) in a faith-based program (22%, $n=19$). Of note, 15% of respondents ($n=13$) reported being unaware of Georgia's Pre-K (Table 34). Collectively, many of respondents' top reasons for not enrolling in Georgia's Pre-K was due to a preference or necessity of enrolling in an alternative program. This

finding suggests that respondents potentially had a need for pre-kindergarten programs but felt Georgia's Pre-K may not meet their specific needs.

Figure 18: Reasons for Not Enrolling Children in Georgia's Pre-K (N=85)



A plurality of respondents (27%, $n=23$) selected “other” as their answer choice and could provide written responses to the question. Fourteen respondents provided written answers for

why they chose not to enroll in Georgia's Pre-K. Reasons provided included not being accepted into any Georgia's Pre-K program, desire to keep all children at the same school location, and concerns about program quality. Based on some responses, it is possible there was slight confusion among respondents distinguishing enrollment and the submission of applications to enroll. All written responses are located in Appendix D in this report.

As seen in Figure 18, a smaller number of respondents ($n=5$) indicated not wanting to send their children to any pre-kindergarten program. These five respondents answered a follow-up question where they were allowed to select all applicable reasons from a list of eight reasons for not wanting to enroll in any pre-kindergarten program. Overall, three believed enrollment was unnecessary due to the presence of one or more adults working from home and being able to supervise children, two preferred to homeschool their children, and one preferred to have a family member or trusted adult watch their children at home (Table 35).

Comparison of Application/Enrollment Decisions

The purpose of this project is to better understand decreasing enrollment in Georgia's Pre-K. One way to analyze this is to compare caregivers that applied or intend to enroll their children in Georgia's Pre-K (current and prospective applicants) (84%, $n=298$) and those that have not or do not intend to (non-applicants) (16%, $n=58$). The previous sections analyzed each group of respondents separately. This section reports on statistical analyses used to compare the two groups.

First, researchers ran a logistic regression analysis to better understand the demographic profile of respondents in each group. Researchers sought to find demographic variables that would significantly predict respondents' decision to either apply/enroll versus not apply/enroll.

The following nine demographic predictors were included in the regression model: respondents' gender, age, ethnicity, race, education, marital status, household income, home ownership status, and the urbanicity of the respondents' county. The full model containing all nine predictors was statistically significant, indicating that the model was able to distinguish between the two groups of interest.⁵ The analysis revealed that four of the predictor variables significantly predicted respondents' decision to apply: county urbanicity, age of caregiver, ethnicity of caregiver, and education level of caregiver (Table 36). Specifically, residing in less urban counties, being a younger caregiver, being Hispanic, and having higher education were the biggest factors predicting likelihood to apply to Georgia's Pre-K.

The strongest predictor for applying was being of Hispanic origin. A review of the crosstabs showed that 91% ($n=52$) of respondents of Hispanic origin were current or prospective applicants to Georgia's Pre-K compared to 82% ($n=246$) of non-Hispanics (Table 37). However, additional crosstabs revealed surprising results. For many variables, non-Hispanic respondents generally rated items pertaining to Georgia's Pre-K more favorably than Hispanic respondents. For instance, 59% ($n=182$) of non-Hispanic respondents believed pre-kindergarten programs to be extremely helpful for school readiness compared to 39% of Hispanic respondents, and 61% ($n=188$) of non-Hispanics thought Georgia's Pre-K would be beneficial for their children compared to 42% ($n=24$) of Hispanics. Therefore, non-Hispanic respondents viewed pre-kindergarten and Georgia's Pre-K more favorably than Hispanic respondents, but a greater share of Hispanics were current or prospective applicants to the programs compared to non-Hispanics. One explanation may be due to the two groups' flexibility in Georgia's Pre-K providers. Analysis showed that Hispanic respondents were generally more flexible in their children's provider.

⁵ χ^2 (9, $N=342$) = 35.50, $p < .001$

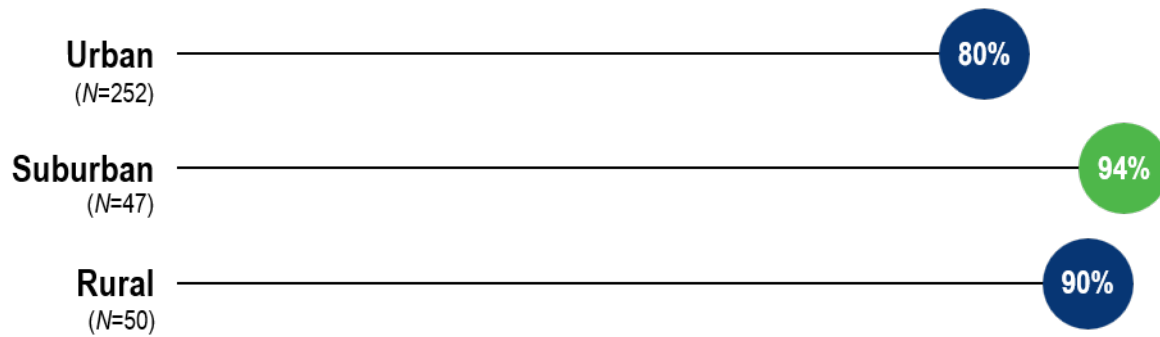
Specifically, a plurality of Hispanic respondents (42%, $n=22$) reported they were open to enrolling their children at any Georgia's Pre-K provider, while only 22% of non-Hispanics indicated the same; a plurality of non-Hispanic respondents (38%, $n=94$) indicated they would only enroll at their preferred Georgia's Pre-K provider. This discrepancy may explain the significance of this predictor in the model: while Hispanic caregivers may not rate Georgia's Pre-K as favorably, their lack of provider location preference may result in more applications being submitted and, thus, higher subsequent enrollment. Of note, while ethnicity was a significant predictor of being an applicant, researchers did not find any similar findings for race.

Urbanicity was the second strongest predictor, with the model suggesting that residing in less urban counties was a significant predictor of applying. Crosstabs revealed that, while 69% ($n=201$) of current and prospective applicants resided in urban counties, the proportion of respondents from urban counties submitting applications (80%, $n=201$) was lower than the proportion of applicants from suburban (94%, $n=44$) and rural counties (90%, $n=45$) (Figure 19; Table 38). Not only was the rate of current and prospective applicants higher among respondents in suburban counties (which included counties such as Macon-Bibb, Athens-Clarke, and Lowndes counties), but respondents in suburban counties often reported more favorable ratings in the survey. Suburban respondents were significantly more enthusiastic about the helpfulness of pre-kindergarten and Georgia's Pre-K programs for children, with 77% ($n=36$) perceiving pre-kindergarten programs to be extremely helpful compared to 53% among both rural ($n=30$) and urban respondents ($n=135$);⁶ a higher percentage of suburban respondents also rated Georgia's Pre-K as being extremely helpful (83%, $n=40$) compared to rural (59%, $n=34$) and urban

⁶ $\chi^2 (8, N=360) = 15.50, p=.05$

respondents (53%, $n=135$).⁷ The reason for the lower application rate for urban counties is unknown, but may be related to more alternative options for children.

Figure 19: Proportion of Current & Prospective Applicants by County Type ($N=349$)



Findings related to the age predictor are, perhaps, the least surprising. Researchers collapsed age group categories into two groups for analysis: 18- to 34-year-olds and 35 years old and older. Given that the population of interest is households with pre-kindergarten-aged children, researchers would expect younger caregivers to represent a larger share of respondents in the unweighted responses and of caregivers applying to Georgia's Pre-K. However, crosstabs for the *weighted* age group data showed high rates of applications among both 18- to 34-year-old applicants (89%) and those 35 years old and older (80%) (Table 39).

Similar to county urbanicity, results for the final predictor, education, were also not perfectly linear. Results from the regression analysis showed that higher education was a predictor for applying to Georgia's Pre-K. However, a closer examination revealed that while 85% ($n=121$) of respondents with a bachelor's degree or higher were current or prospective applicants, a higher share of respondents with some college experience or an associate degree were current or prospective applicants (95%, $n=99$) (Table 40). The key finding, however, is

⁷ $\chi^2 (8, N=361) = 28.34, p < .001$

among respondents with a high school diploma or less, where only 71% ($n=78$) were current or prospective applicants. In fact, 55% ($n=32$) of all non-applicants held no more than a high school education. Review of crosstab data, unfortunately, does not provide greater clarity. For instance, most respondents with no more than a high school education believed pre-kindergarten programs (53%, $n=59$) and Georgia's Pre-K (55%, $n=60$) were extremely helpful, similar to those with some college (54%, $n=62$ and 60%, $n=68$, respectively) and a bachelors' degree or higher (60%, $n=84$ and 59%, $n=82$, respectively). Another notable finding was that 64% ($n=48$) of respondents with a high school diploma or less were open to enrolling their children at any Georgia's Pre-K program, a significantly higher number compared to 10% ($n=10$) of respondents with some college or 14% ($n=17$) of those with a bachelor's degree or higher. Taken together, these findings present counterintuitive data – respondents with a high school diploma or less share the same enthusiasm for pre-kindergarten and Georgia's Pre-K as those with higher education and were more open to enrolling at a greater number of locations but ultimately apply at a lower rate. This revelation suggests that other factors are impacting the application decision, possibly related to availability of providers and open seats within the programs. Lastly, while having a higher education was a significant predictor for applying to Georgia's Pre-K, household income was not significant.

Beyond the regression analysis, researchers also examined respondents from the two outcome groups on the factors they find most important when deciding whether to apply to Georgia's Pre-K. Researchers conducted a Mann-Whitney U⁸ test to measure significance between the groups. Respondents differed on nine of the 13 statements (Table 41). Current and

⁸ Mann-Whitney U is a non-parametric test used to compare median scores between two groups as opposed to the average or mean.

prospective applicants placed significantly greater importance than non-applicants on the availability of open spots at their preferred provider (52% rated extremely important vs. 38%), the program's free cost (73% vs. 50%) and their children's school readiness level (68% vs. 52%). Regarding convenience and logistics, current and prospective applicants were also more likely to find greater importance in programs that were close to both home (60% vs. 48%) and work (31% vs. 22%) and ones that fit their work or school schedule (54% vs. 21%). Provider quality also was a distinguishing factor, with current and prospective applicants reporting higher importance on the Georgia's Pre-K provider's reputation (75% vs. 64%), safety procedures (83% vs. 71%), and quality of education (85% vs. 66%). Additionally, this group also rated the importance of being able to enroll all their children at the same provider or school higher than non-applicants, with 50% ($n=101$) of current and prospective applicants rating this factor as extremely important compared to only 19% ($n=7$) of non-applicants.⁹ Lastly, current and prospective applicants were more likely to find pre-kindergarten programs and Georgia's Pre-K to be more beneficial than non-applicants, with 62% ($n=182$) of current and prospective applicants believing pre-kindergarten programs were extremely helpful for school readiness compared to 37% ($n=22$) of non-applicants, and 66% ($n=195$) believing Georgia's Pre-K would be extremely helpful for their children compared to 25% ($n=14$) of non-applicants.¹⁰¹¹

The results above illustrate a few potentially notable findings. First, the wider difference in the perception of Georgia's Pre-K's utility compared to pre-kindergarten programs overall may signify that, while non-applicants generally find both programs beneficial, they were less enthusiastic about Georgia's Pre-K Program than they may be about other alternative forms of

⁹ $U=2,578.5$, $z=-3.32$, $p=.001$, $r=.22$

¹⁰ $U=5,918.0$, $z=-4.23$, $p<.001$, $r=.23$

¹¹ $U=3,708.0$, $z=-7.80$, $p<.001$, $r=.42$

pre-kindergarten. The above results show a consistent pattern of current or prospective applicants rating many factors as extremely important to their decision making, higher, on average, than non-applicants. This discrepancy and relatively lower importance placed on various factors by non-applicants may suggest a general intention by many non-applicants to not apply to Georgia's Pre-K.

Additional Feedback

The final survey item allowed respondents to provide any additional comments or thoughts about Georgia's Pre-K and other pre-kindergarten programs. Respondents' comments most frequently praised Georgia's Pre-K for the opportunities it provides to families and its benefits to children's development. Respondents also expressed the sentiment that the program should be made available to all families throughout the state. One critical aspect of the program was that respondents often expressed disappointment with being waitlisted or not having enough open availability at their preferred providers or having available providers close to their residence. Considering that half of respondents in the survey were waitlisted for Georgia's Pre-K, these latter comments are unsurprising. Finally, a few respondents expressed a general preference for alternative types of early care opportunities that are not Georgia's Pre-K. Appendix D contains all open-ended responses.

Conclusion

Survey respondents ($N=375$) provided feedback related to their perceptions of pre-kindergarten programs and their experiences applying and enrolling in Georgia's Pre-K. All respondents were caregivers of children age eight and younger. Respondents reported generally favorable attitudes, with 56% finding pre-kindergarten programs extremely helpful for school

readiness and 58% believing Georgia's Pre-K to be extremely helpful potentially for their children.

When considering factors affecting respondents' decision to apply to Georgia's Pre-K, respondents were most likely to rate the quality of education (82%) and the provider's safety procedures (80%) as extremely important factors. Overall, 73% of respondents had previously applied to Georgia's Pre-K for at least some of their eligible children. Even among respondents whose children were not yet eligible for Georgia's Pre-K, 57% reported they were extremely likely to enroll when they were eligible. The high application rate and the favorable ratings for pre-kindergarten programs and Georgia's Pre-K demonstrated a respondent pool inclined to have positive views towards Georgia's Pre-K. The high rates may be due, in part, to 50% of individuals responding to the survey being recruited from Georgia's Pre-K waitlist. However, results in the survey did reveal differences between current and prospective applicants to Georgia's Pre-K and non-applicants.

For current applicants, most rated their application process to the program as clear (91%) and easy (89%). Many respondents indicated the top reasons for deciding to enroll at Georgia's Pre-K was to prepare their children for elementary school (68%) and to allow their children to practice positive social behaviors (51%). These applicants generally preferred to enroll their children at their local school (63%), primarily to ease the transition of their children into the K-12 school system. However, some respondents (9%) preferred to enroll in Georgia's Pre-K at a child care center, stating that it often provided convenience for children already in daycare and was a more appropriate setting for young children. A plurality of respondents preferred to enroll their child only at their preferred provider (36%) and typically only applied to one provider per child (55%).

For non-applicants, many preferred to enroll in alternative pre-kindergarten programs such as faith-based programs (22%), private-pay pre-kindergarten (19%), half-day programs (18%), and part-time programs (15%). While a lack of awareness of Georgia's Pre-K could lead to low numbers of applications and low enrollment, only 15% of respondents reported that they were unaware of Georgia's Pre-K. This result suggests that most caregivers who are not submitting applications for the program are opting not to do so.

Researchers conducted a logistics regression analysis to identify demographic traits that may significantly predict respondents' decision of whether to apply to the program or not. Analysis revealed that being Hispanic, living in less urban counties, being a younger caregiver (i.e., 18 to 34 years old), and having higher education were significant predictors for applying to Georgia's Pre-K. Age as a significant predictor may be simple to understand given that 18-34-year-olds may constitute a larger share in the population of caregivers of pre-kindergarten-aged children. However, the other predictors require greater scrutiny.

Results showed that while non-Hispanic respondents often rated their view on pre-kindergarten and Georgia's Pre-K slightly more favorably than Hispanic respondents, Hispanics had a higher rate of applications. This discrepancy may be due to Hispanic respondents' openness to enrolling their children at any available provider compared to non-Hispanics who generally were more selective in their provider. While respondents in urban counties accounted for most current and prospective applicants, application rates for respondents in rural and suburban counties were significantly higher. The different rates may be related to more alternatives in urban areas, potentially providing caregivers with more pre-kindergarten options.

Findings related to education level were less simple to interpret. Higher education was a predictor of applying, with respondents with a high school diploma or less being more likely to

be non-applicants than those with college education. However, 71% of respondents with no more than a high school diploma were current or prospective applicants. Further, the views of these respondents around the helpfulness of pre-kindergarten programs and Georgia's Pre-K often did not differ from more highly educated respondents. Finally, respondents with a high school diploma or less were more open to enrolling their children at any available provider. Possible explanations for these contrasting findings may be due to respondents with fewer years of education having difficulty identifying available providers or securing open spots in the programs.

Collectively, the above findings hint at factors unrelated to interest in Georgia's Pre-K as explaining declining enrollment. One survey item that frequently appeared to be associated with the application decision was respondents' openness to enrolling at any Georgia's Pre-K provider. With the exception of education level, predictor groups with higher rates of applications often were more open to enrolling at any provider. When also factoring in that most respondents typically apply to only one provider per child, the results may show the impact of provider availability. That is, if respondents strongly preferring to enroll at a single optimal provider only apply to that particular provider, lack of available spots or a lack of providers meeting their expectations may lead to decreased applications and enrollment. Written responses by non-applicants may provide areas to address for DECAL, particularly in convincing prospective applicants of Georgia's Pre-K providers' equal quality of education compared to alternative schooling options and offering more flexible scheduling to meet families' needs. The next phase of data collection may also produce explanations for the lower rate of applications observed for those in urban counties.

Appendix A: Survey Instrument

The Georgia Department of Early Care and Learning (DECAL) has partnered with the University of Georgia's Carl Vinson Institute of Government (Institute of Government) to better understand parents' opinions on Georgia's Pre-K Program. The Institute of Government is currently surveying parents and/or guardians of young children about their decisions regarding enrollment in Georgia's Pre-K Program. Even if your child(ren) have not attended Georgia's Pre-K Program, your input will be valuable to us. The information you provide will help DECAL gain insights into parents' views on early childhood education, which will help them address concerns parents may have about enrolling their children in Georgia's Pre-K Program. Your responses will be kept confidential, meaning survey results will be reported only in summary form, and individual answers will not be identifiable.

Enter the access code from the letter or postcard you received to begin the survey:

1. In total, how many children under the age of 18 live in your household?
 - 1
 - 2
 - 3
 - 4
 - 5 or more
 - None [END SURVEY skip to "No eligible children" Message]
2. [If Q1 ≠ None] Are there any children aged 8 and under currently in your household?
(Select all that apply)
 - At least one child aged 0-2 years old
 - At least one child aged 3-4 years old
 - At least one child aged 5-8 years old
 - None, all children are over age 8 [EXCLUSIVE; END SURVEY skip to "No eligible children" Message]

We recommend completing the survey in one sitting, as your responses may not be saved if you close the survey before submitting. **If you need to take a break, please click "Save & Continue Later" and enter your email address to receive an email with a link to resume the survey.**

To receive the \$10 Amazon gift card for participating, you must complete the survey in full and provide your contact information at the end. Responses flagged as spam or submitted multiple times using the same access code will not be eligible for compensation.

[Page break]

Georgia's Pre-K Program is the state lottery-funded pre-kindergarten program designed to prepare children for school success. Georgia's Pre-K Program is offered at no cost to families, regardless of income, through local school systems and child care centers (often called daycare). However, because participation is voluntary, there may not be enough spots in every community for all four-year-olds to participate.

3. How important are the following when deciding to apply **for Georgia's Pre-K Program?**

	Not at all	A little	Somewhat	Very	Extremely
Access to before- or after-school options (e.g. beyond the 6.5 hr. school day)	☐	☐	☐	☐	☐
Availability of open spots at my preferred provider	☐	☐	☐	☐	☐
Georgia's Pre-K is a free program	☐	☐	☐	☐	☐
Georgia's Pre-K providers located near my home	☐	☐	☐	☐	☐
Georgia's Pre-K providers located near my work	☐	☐	☐	☐	☐
Maintaining my child(ren)'s existing child care arrangements	☐	☐	☐	☐	☐
My child(ren)'s readiness for school	☐	☐	☐	☐	☐
Program hours that fit my work/school schedule	☐	☐	☐	☐	☐
Support for children with disabilities	☐	☐	☐	☐	☐
The provider's reputation	☐	☐	☐	☐	☐
The provider's safety procedures	☐	☐	☐	☐	☐
The quality of education	☐	☐	☐	☐	☐
Transportation offered between home, the provider, and before- or after-school	☐	☐	☐	☐	☐

4. [If Q1>1] How important are the following when deciding to apply **for Georgia's Pre-K Program?**

	Not at all	A little	Somewhat	Very	Extremely	N/A
Ability to enroll all my children at the same provider/school	☐	☐	☐	☐	☐	☐
Availability of Georgia's Pre-K Programs near my other child(ren)'s provider/school	☐	☐	☐	☐	☐	☐
Past experiences with Georgia's Pre-K Program	☐	☐	☐	☐	☐	☐

5. Are there any other factors that impact your decision to apply for Georgia's Pre-K Program?

6. Children who are 4 years old on or before September 1 are eligible to start Georgia's Pre-K in the upcoming school year. How many of your children did you apply to enroll at a Georgia's Pre-K Program when they were eligible? Please consider any previous applications or current applications in progress.

- I submitted applications for all my eligible children to attend Georgia's Pre-K
- I submitted applications for some, but not all, of my eligible children to attend Georgia's Pre-K
- I did not submit applications for any of my eligible children to attend Georgia's Pre-K
- None of my children are eligible for Georgia's Pre-K yet
- I don't know

7. [If Q6 = None of my children are eligible for Georgia's Pre-K yet] How likely are you to enroll your child(ren) in Georgia's Pre-K Program when eligible?

- Not at all likely
- A little likely
- Somewhat likely
- Very likely
- Extremely likely

8. [If Q6 = Applications for all or some] Did you apply to more than one Georgia's Pre-K provider for the same child within a school year?
- Yes
 - No
 - I don't know
9. [If Q6 = Applications for all or some OR Q7 = Somewhat to extremely likely] Which of the following best describes your reasons to enroll your child(ren) in Georgia's Pre-K Program? (Select up to three)
- To develop emotional skills like expressing feelings and managing frustration
 - To identify and/or support developmental or learning needs early
 - To improve their language skills
 - To play with other children
 - To practice positive social behaviors like sharing, cooperating, and problem solving
 - To prepare them for elementary school
 - To provide free child care
 - To provide routine and stability
 - To teach them independence
 - Other (please specify): _____

10. [If Q6 = Applications for some or none OR Q7 = Not at all to A little likely] Which of the following best describes your reasons to **NOT** enroll your child(ren) in Georgia's Pre-K Program? (Select all that apply)

- Only families with low income enroll in Georgia's Pre-K Program
- Prefer to enroll my child(ren) in a faith-based program
- Prefer to enroll my child(ren) in a half-day program (less than 6.5 hrs./day)
- Prefer to enroll my child(ren) in a part-time program (less than 5 days/week)
- Prefer to keep my child(ren)'s current child care provider
- Private-pay pre-kindergarten classrooms provide better quality education and care
- Unable to locate a Georgia's Pre-K provider near my home or work
- Unable to provide acceptable proof of age and/or residency for Georgia's Pre-K application
- Unaware of Georgia's Pre-K Program
- Uncertainty about securing a spot at my preferred Georgia's Pre-K provider
- Unsure how to apply for Georgia's Pre-K Program
- Prefer to not send my child(ren) to any pre-kindergarten program
- Other (please specify): _____

11. [If Q10 = Prefer to not send my child(ren) to any pre-kindergarten program] Which of the following best describes your reasons to **NOT** send your child(ren) to **any pre-kindergarten program**? (Select all that apply)

- I, or another adult, work from home while watching my child(ren)
- My child(ren) would be better prepared staying home with a parent, grandparent, or other trusted adult
- My child(ren) would not benefit from pre-kindergarten programs
- Prefer to homeschool my child(ren)
- Prefer to keep my child(ren) home with their sibling(s)
- Prefer to wait before sending my child(ren) to formal schooling
- Pre-kindergarten programs are not equipped to support my child(ren)'s special needs
- Other (please specify): _____

12. [If Q6 = Applications for all or some children OR Q7 = Somewhat to extremely likely]
When considering Georgia's Pre-K providers, which best describes your preference for a specific provider?

- Open to enrolling at any Georgia's Pre-K provider
- Open to enrolling at most Georgia's Pre-K providers
- Open to enrolling at a few Georgia's Pre-K providers
- Would only enroll at my preferred Georgia's Pre-K provider

13. [If Q6 = Applications for all or some children] We would like to hear about your experience applying for Georgia's Pre-K Program. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
The application process was clear	☐	☐	☐	☐
The application process was easy	☐	☐	☐	☐
It was easy to provide acceptable proof of age	☐	☐	☐	☐
It was easy to provide acceptable proof of residency	☐	☐	☐	☐

14. [If Q6 = Applications for all or some children] We would like to hear about a few additional experiences in applying for Georgia's Pre-K Program. How much do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
I received support from providers to complete the application	☐	☐	☐	☐	☐
I received support from other parents to complete the application	☐	☐	☐	☐	☐
I was able to find answers to my questions	☐	☐	☐	☐	☐

15. [If Q6 = Applications for all or some children] Please share any additional thoughts you have on the Georgia's Pre-K Program application process.

16. How easy or difficult is it to find information about Georgia's Pre-K Programs in your area?

- Extremely easy
- Somewhat easy
- A little easy
- A little difficult
- Somewhat difficult
- Extremely difficult
- I don't know

17. Overall, how helpful do you feel pre-kindergarten programs are for school readiness?

- Not at all helpful
- A little helpful
- Somewhat helpful
- Very helpful
- Extremely helpful

18. In general, how helpful do you feel enrolling your child(ren) in Georgia's Pre-K Program would be for them?

- Not at all helpful
- A little helpful
- Somewhat helpful
- Very helpful
- Extremely helpful

19. [If Q18 = Not at all helpful or A little helpful] Why do you feel enrolling your child(ren) in Georgia's Pre-K Program would **NOT** be helpful for them?

20. [If Q18 = Somewhat helpful to Extremely helpful] Why do you feel enrolling your child(ren) in Georgia's Pre-K Program would be helpful for them?

21. Georgia's Pre-K Program may be offered by local school systems and child care centers (often called daycare). If both options were available to you, would you prefer:

- Georgia's Pre-K at a school in my local school system
- Georgia's Pre-K at a child care center (daycare)
- I have no preference

22. [If Q21= Georgia's Pre-K at a school in my local school system] Why would you prefer Georgia's Pre-K Program at a school in your local school system?

23. [If Q21= Georgia's Pre-K at a child care center (daycare)] Why would you prefer Georgia's Pre-K Program at a local child care center (daycare)?

24. Has your child(ren) ever received any of the following services? (Select all that apply)

- Childcare and Parent Services (CAPS)
- Babies Can't Wait
- Early Head Start
- Head Start
- Preschool Special Education
- None of the above

Please tell us a little about yourself.

25. What is your county of residence?

- [Dropdown with GA counties]

26. What best describes your relationship to the children in your household?

- I am their parent or step-parent
- I am their foster parent
- I am their grandparent
- I am their legal guardian
- Other (please specify): _____

27. What is your gender?

- Male
- Female

28. How old are you?

- 18 to 24 years old
- 25 to 34 years old
- 35 to 44 years old
- 45 to 54 years old
- 55 to 64 years old
- 65 to 74 years old
- 75 years old or more

29. What is your ethnicity?

- Hispanic
- Non-Hispanic

30. What is your race? (Select all that apply)

- American Indian or Alaskan Native
- Asian
- Black or African American
- Middle Eastern or North African
- Native Hawaiian or Pacific Islander
- White
- Prefer to self-describe: _____

31. What is the highest level of education you have completed?

- Less than high school diploma
- High school graduate or the equivalent
- Some college credit, no degree
- Vocational/Occupational program
- Associate degree (2-year)
- Bachelor's degree (4-year)
- Master's degree
- Professional/Doctorate degree

32. What is your current marital status?

- Married
- Widowed
- Divorced
- Separated
- Never married

33. On average, how much is your **annual** household income? Please include income for all adults in your household.

- \$0 to \$9,999
- \$10,000 to \$24,999
- \$25,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000+

34. Do you own or rent your home?

- Own
- Rent
- Other (please specify): _____

35. Please share any additional thoughts you have regarding Georgia's Pre-K Program or other pre-kindergarten programs, activities, pricing, etc.

36. We will be hosting focus groups with parents and caregivers later this year. Would you be interested in receiving more information about these upcoming groups? Selecting "yes" does not commit you to participating; we'll send you an invitation later, and you can decide then whether you'd like to join.

- Yes
- No

37. To receive your \$10 Amazon gift card for completing the survey, please enter your first name, last name, email address, and home mailing address so that we can deliver your gift card. You will receive your gift card within 30 days.

First Name: _____

Last Name: _____

Email Address: _____

Street Address: _____

City: _____

State: _____

Zip: _____

Appendix B: Data Weighting Methodology

WEIGHTING METHODOLOGY

Pre-K Enrollment Survey 2026

Sampling Design Overview:

This survey has secured a total of 375 adult Georgian respondents residing in households with at least one 0 to 8 year-old child, using the method of Address-Based Sampling (ABS) and a secondary list of eligible households (Waitlist). The address sample was procured from Marketing Systems Group (MSG). The following table summarizes the number of completed surveys by sample type.

Table 1. Distribution of Survey Respondents by Sample Type

Sample Type	Completed Surveys	
ABS	186	49.6%
Waitlist	189	50.4%
Total	375	100.0%

Weighting Methodology:

All survey data must be weighted before they could be used to produce unbiased estimates of population parameters. By improving the representation of respondents, weighting reduces bias and enhances the external validity of survey estimates. The weighting process for this survey included the following three major steps:

1. All demographic variables used for weighting included missing values due to refusal or selection of “Don’t Know” for response. Such values were first imputed using a *Hot-Deck* procedure in SAS¹² within homogeneous cells indexed by sample type. As such, the respondent counts summarized in table 2 - 7 correspond to those after imputation of missing data. Of note, none of the survey outcome variables were imputed.
2. Next, respondent demographic distributions were calibrated to those of the target population for whom the needed benchmarks were obtained from the latest American Community Survey (ACS-2024). These calibration adjustments were carried out using the *WGTADJUST* procedure of SUDAAN¹³ to balance the survey respondents against all benchmark distributions simultaneously. This procedure relies on a constrained logistic regression to predict the likelihood of response vis-à-vis the explanatory variables used in the model (benchmark distributions). The resulting likelihood probabilities are then used to create adjustment factors (weights) that align respondents to the specified benchmark distributions.
3. In the third and final step, produced weights were examined to identify and ameliorate extreme values. Trimming extreme weights is a standard practice that is used to improve the efficiency of the weighting process and add stability to survey estimates. This important gain in precision, however, is achieved at the expense of introducing some minor diversions

¹² <https://support.sas.com/resources/papers/proceedings16/SAS3520-2016.pdf>

¹³ RTI International (2012). *SUDAAN Language Manual, Release 11.0*. RTI International. www.rti.org/sudaan

between weighted totals and their corresponding population benchmarks. In order to accommodate different analyses, the following two sets of weights were generated:

WGT_P: Analysis weights aggregating to the total population (1,589,438)

WGT_R: Analysis weights aggregating to the total respondents (375)

Table 2. Population and Respondent Distributions by Age

Age	Population		Respondents	
18 - 34	677,460	42.6%	121	32.3%
35+	911,978	57.4%	254	67.7%
Total	1,589,438	100.0%	375	100.0%

Table 3. Population and Respondent Distributions by Ethnicity

Ethnicity	Population		Respondents	
Hispanic	241,382	15.2%	55	14.7%
Other	1,348,056	84.8%	320	85.3%
Total	1,589,438	100.0%	375	100.0%

Table 4. Population and Respondent Distributions by Race

Race	Population		Respondents	
White	721,240	45.4%	213	56.8%
Other	868,198	54.6%	162	43.2%
Total	1,589,438	100.0%	375	100.0%

Table 5. Population and Respondent Distributions by Education

Education	Population		Respondents	
Up to HS	596,309	37.5%	48	12.8%
Up to AS	438,088	27.6%	90	24.0%
BS+	555,041	34.9%	237	63.2%
Total	1,589,438	100.0%	375	100.0%

Table 6. Population and Respondent Distributions by Marital Status

Marital Status	Population		Respondents	
Married	1,026,710	64.6%	297	79.2%
Other	562,728	35.4%	78	20.8%
Total	1,589,438	100.0%	375	100.0%

Table 7. Population and Respondent Distributions by Income

Income	Population		Respondents	
\$0K < \$10K	48,299	3.0%	26	6.9%
\$10K < \$25K	66,591	4.2%	25	6.7%

\$25K < \$50K	184,418	11.6%	41	10.9%
\$50K < \$75K	221,328	13.9%	59	15.7%
\$75K < \$100K	228,250	14.4%	48	12.8%
\$100K < \$150K	377,375	23.7%	69	18.4%
\$150K < \$200K	197,666	12.4%	40	10.7%
\$200K+	265,511	16.7%	67	17.9%
Total	1,589,438	100.0%	375	100.0%

Variance Estimation for Weighted Data:

Survey estimates can be interpreted properly only in light of their associated sampling errors. Since weighting increases variance of estimates, use of standard variance calculation formulae with weighted data can result in misleading statistical inferences. With weighted data, two general approaches for variance estimation can be distinguished. One is *Taylor Series Linearization*, and the second method is *Replication*. All major statistical software packages (SAS, SPSS, Stata, and SUDAAN) include survey-specific procedures for variance estimation with weighted data.

Also, an approximation method can be used when researchers do not have access to such tools for design-proper estimation of standard errors. Specifically, one can approximate the resulting variance inflation due to weighting and incorporate that in all subsequent calculations of confidence intervals and tests of significance. With W_i representing the final weight of the i^{th} respondent, the inflation due to weighting, which is commonly referred to as *Unequal Weighting Effect* (UWE) can be approximated by:

$$UWE = 1 + \frac{\sum_{i=1}^n \frac{(W_i - \bar{W})^2}{n-1}}{\bar{W}^2}$$

For computation of any inferential statistics, one can obtain the conventional variance of such estimates, multiply it by the approximated unequal weighting effect and use the resulting quantity as adjusted variance. To illustrate for an estimated percentage ($\hat{p}$) the adjusted variance would be given by:

$$\hat{S}^2(\hat{p}) \approx S^2(\hat{p}) \times UWE = \frac{\hat{p} \times (1 - \hat{p})}{n-1} \left(\frac{N-n}{N} \right) \times UWE$$

Subsequently, the $(100-\alpha)$ percent confidence interval for P would be given by:

$$\hat{p} - z_{\alpha/2} \sqrt{\frac{\hat{p} \times (1 - \hat{p})}{n-1} \left(\frac{N-n}{N} \right) \times UWE} \leq P \leq \hat{p} + z_{\alpha/2} \sqrt{\frac{\hat{p} \times (1 - \hat{p})}{n-1} \left(\frac{N-n}{N} \right) \times UWE}$$

The overall unequal weighting effect and other related statistics for the two sets of weights of this survey are summarized in the following table.

Table 9. Summary Statistics for Survey Weights

Weight	Minimum	Mean	Maximum	Sum	UWE
<i>WGT_R</i>	0.1	1.0	6.6	375	2.64
<i>WGT_P</i>	281.1	4,238.5	28,113.9	1,589,438	

Appendix C: Data Tables

Table 1: Distribution Timeline for Address-Based Sample (N=5,000)

	N	Date
Mailings		
Pre-Notification Letter	5,000	5/1/26
Postcard 1	5,000	5/5/26
Postcard 2	5,000	5/12/26
Postcard 3	5,000	5/19/2026
Emails	N	Date
Invitation	3,734	6/1/26
Reminder 1	3,553	6/8/26
Reminder 2	3,405	6/18/26

Table 2: Distribution Timeline for Waitlist Group (N=2,759)

	Pre-Notification		Invitation		Reminder 1		Reminder 2	
	N	Date	N	Date	N	Date	N	Date
Batch 1 (N=500)	500	5/21/26	438	5/27/26	418	6/8/26	403	6/18/26
Batch 2 (N=500)	500	5/27/26	418	6/3/26	409	6/8/26	401	6/18/26
Batch 3 (N=500)	500	6/8/26	441	6/15/26	376	6/18/26	-	-
Batch 4 (N=500)	500	6/8/26	446	6/15/26	372	6/18/26	-	-
Batch 5 (N=500)	500	6/8/26	449	6/15/26	372	6/18/26	-	-
Batch 6 (N=259)	259	6/8/26	228	6/15/26	187	6/18/26	-	-

Table 3: In total, how many children under the age of 18 live in your household?

	<i>N</i>	%
1	99	26%
2	168	45%
3	66	18%
4	27	7%
5 or more	14	4%
Total	375	100%

Table 4: Are there any children aged 8 and under currently living in your household (Select all that apply)

	<i>N</i>	%
Yes, I have at least one child aged 0-2 years old	143	38%
Yes, I have at least one child aged 3-4 years old	168	45%
Yes, I have at least one child aged 5-8 years old	236	63%
None, all children are over age 8	- ^a	- ^a
Total	375	100%

^a Respondents screened out of survey and not included in final response count

Table 5: What best describes your relationship to the children in your household? (Unweighted)

	<i>N</i>	%
I am their parent or step-parent	309	87%
I am their legal guardian	28	8%
I am their grandparent	10	3%
I am their foster parent	5	1%
Other	2	1%
Total	354	100%

Table 6: What is your current marital status? (Unweighted)

	<i>N</i>	%
Married	277	78%
Never married	49	14%
Divorced	18	5%
Separated	6	2%
Widowed	3	1%
Total	353	100%

Table 7: Do you own or rent your home? (Unweighted)

	<i>N</i>	%
Own	230	65%
Rent	107	30%
Other	16	5%
Total	353	100%

Table 8: What is your county of residence? (Unweighted)

County	NCHS Code ^a	Urbanicity Category	<i>N</i>	%
Fulton	Large central metro	Urban	51	15%
Gwinnett	Large fringe metro	Urban	30	9%
DeKalb	Large fringe metro	Urban	24	7%
Cobb	Large fringe metro	Urban	23	7%
Henry	Large fringe metro	Urban	21	6%
Forsyth	Large fringe metro	Urban	12	3%
Barrow	Large fringe metro	Urban	9	3%
Cherokee	Large fringe metro	Urban	8	2%
Columbia	Medium metro	Urban	8	2%
Hall	Small metro	Suburban	8	2%
Bulloch	Micropolitan	Rural	7	2%
Coweta	Large fringe metro	Urban	7	2%
Catoosa	Medium metro	Urban	6	2%
Clayton	Large fringe metro	Urban	6	2%
Houston	Small metro	Suburban	6	2%
Walton	Large fringe metro	Urban	6	2%
Fayette	Large fringe metro	Urban	5	1%
Paulding	Large fringe metro	Urban	5	1%
Ware	Micropolitan	Rural	5	1%

County	NCHS Code ^a	Urbanicity Category	<i>N</i>	%
Camden	Micropolitan	Rural	4	1%
Chatham	Medium metro	Urban	4	1%
Dawson	Large fringe metro	Urban	4	1%
Effingham	Medium metro	Urban	4	1%
Jackson	Micropolitan	Rural	4	1%
Lowndes	Small metro	Suburban	4	1%
Richmond	Medium metro	Urban	4	1%
Bartow	Large fringe metro	Urban	3	1%
Bibb	Small metro	Suburban	3	1%
Bryan	Medium metro	Urban	3	1%
Carroll	Large fringe metro	Urban	3	1%
Floyd	Small metro	Suburban	3	1%
Newton	Large fringe metro	Urban	3	1%
Peach	Small metro	Suburban	3	1%
Troup	Micropolitan	Rural	3	1%
Franklin	Noncore	Rural	2	1%
Glynn	Small metro	Suburban	2	1%
Stephens	Micropolitan	Rural	2	1%
Twiggs	Small metro	Suburban	2	1%
Butts	Large fringe metro	Urban	1	0.3%
Chattooga	Micropolitan	Rural	1	0.3%
Clarke	Small metro	Suburban	1	0.3%
Clinch	Noncore	Rural	1	0.3%
Colquitt	Micropolitan	Rural	1	0.3%
Crisp	Micropolitan	Rural	1	0.3%
Dodge	Noncore	Rural	1	0.3%
Dougherty	Small metro	Suburban	1	0.3%
Douglas	Large fringe metro	Urban	1	0.3%
Early	Noncore	Rural	1	0.3%
Elbert	Noncore	Rural	1	0.3%
Emanuel	Noncore	Rural	1	0.3%
Grady	Micropolitan	Rural	1	0.3%
Greene	Noncore	Rural	1	0.3%
Irwin	Noncore	Rural	1	0.3%
Johnson	Micropolitan	Rural	1	0.3%
Lamar	Noncore	Rural	1	0.3%
Liberty	Small metro	Suburban	1	0.3%
Madison	Small metro	Suburban	1	0.3%
McIntosh	Small metro	Suburban	1	0.3%

County	NCHS Code ^a	Urbanicity Category	<i>N</i>	%
Monroe	Small metro	Suburban	1	0.3%
Morgan	Large fringe metro	Urban	1	0.3%
Murray	Small metro	Suburban	1	0.3%
Pierce	Micropolitan	Rural	1	0.3%
Polk	Micropolitan	Rural	1	0.3%
Rabun	Noncore	Rural	1	0.3%
Rockdale	Large fringe metro	Urban	1	0.3%
Spalding	Large fringe metro	Urban	1	0.3%
Tattnall	Noncore	Rural	1	0.3%
Tift	Micropolitan	Rural	1	0.3%
Whitfield	Small metro	Suburban	1	0.3%
Wilcox	Noncore	Rural	1	0.3%
Total			351	100%

^a National Center for Health Statistics 2023 Urban-Rural Classification Scheme

Table 9: NCHS Urban-Rural Classification of Respondents' Residential County (Unweighted)

	<i>N</i>	%
Large central metro	51	15%
Large fringe metro	176	50%
Medium metro	31	9%
Small metro	43	12%
Micropolitan	37	11%
Noncore	13	4%
Total	351	100%

Table 10: Urbanicity of respondents' county of residence (Unweighted)

	<i>N</i>	%
Urban	258	74%
Suburban	43	12%
Rural	50	14%
Total	351	100%

Table 11: What is your race? (Select all that apply) (Unweighted)

	<i>N</i>	%
White	207	59%
Black or African American	101	29%
Asian	28	8%
American Indian or Alaskan Native	5	1%
Native Hawaiian or Pacific Islander	3	1%
Middle Eastern or North African	1	0.3%
Prefer to self-describe	19	5%
Total	349	100%

Table 12: What is your ethnicity? (Unweighted)

	<i>N</i>	%
Non-Hispanic	302	86%
Hispanic	50	14%
Total	352	100%

Table 13: What is your gender? (Unweighted)

	<i>N</i>	%
Female	285	81%
Male	67	19%
Total	352	100%

Table 14: How old are you? (Unweighted)

	<i>N</i>	%
18 to 24 years old	4	1%
25 to 34 years old	112	32%
35 to 44 years old	203	58%
45 to 54 years old	26	7%
55 to 64 years old	4	1%
65 to 74 years old	4	1%
Total	353	100%

Table 15: What is the highest level of education you have completed? (Unweighted)

	<i>N</i>	%
Less than high school diploma	5	1%
High school graduate or the equivalent	41	12%
Some college credit, no degree	41	12%
Vocational/occupational program	18	5%
Associate degree (2-year)	26	7%
Bachelor's degree (4-year)	117	33%
Master's degree	76	22%
Professional/Doctorate degree	28	8%
Total	352	100%

Table 16: On average, how much is your annual household income? (Unweighted)

	<i>N</i>	%
\$0 to \$9,999	25	7%
\$10,000 to \$24,999	21	6%
\$25,000 to \$49,999	37	11%
\$50,000 to \$74,999	55	16%
\$75,000 to \$99,999	45	13%
\$100,000 to \$149,999	64	18%
\$150,000 to \$199,999	37	11%
\$200,000+	62	18%
Total	346	100%

Table 17: Overall, how helpful do you feel pre-kindergarten programs are for school readiness?

	<i>N</i>	%
Extremely helpful	205	56%
Very helpful	105	29%
Somewhat helpful	37	10%
A little helpful	17	5%
Not at all helpful	2	0.4%
Total	365	100%

Table 18: In general, how helpful do you feel enrolling your child(ren) in Georgia's Pre-K Program would be for them?

	<i>N</i>	%
Extremely helpful	211	58%
Very helpful	92	25%
Somewhat helpful	43	12%
A little helpful	10	3%
Not at all helpful	9	2%
Total	364	100%

Table 19: Why do you feel enrolling your child(ren) in Georgia's Pre-K Program would be helpful for them? [Coded Categories]

Themes	Examples	<i>N</i>	%
Facilitates Skill Development & School Readiness	K-12 preparation; develop independence; socialization skills; behavior management	213	92%
Provides Childcare & Family Support	Use as child care; affordability; keeps child with sibling(s)	10	4%
Programs Have Qualified Teachers	Teacher quality and reputation	7	3%
Pre-Kindergarten Programs (Generally) Are Helpful/Important	Perceive pre-kindergarten generally as helpful or important; better than alternatives	6	3%
Useful for Identifying & Supporting Developmental Disabilities	Support for children with disabilities; identify developmental delays	6	3%
N/A	(No substantive response)	6	3%
Total responses		231	100% ^a

^a Sum exceeds 100% due to statements incorporating more than one coded category

Table 20: Why do you feel enrolling your child(ren) in Georgia's Pre-K Program would NOT be helpful for them? [Coded Categories]

Themes	Examples	<i>N</i>	%
Better Alternatives to Georgia's Pre-K	Satisfaction with alternative providers, home childrearing, or homeschooling	5	26%
Concerns About Program's Design or Structure	Program not good fit with child; not enough playtime; long school hours	5	26%
Perceived Poor Program Quality	Poor education quality; poor teacher/staff quality; poor organizational structure, clarity, or information	4	21%
Behavioral Challenges in the Classroom	Poor behavior by other children; worry child will adopt inappropriate values	3	16%
Program Not Developmentally Appropriate for Child	child's development beyond pre-kindergarten level	3	16%
Concerns About Application Process & Acceptance	Limitations in application eligibility and acceptance rates	2	11%
Limited Support for Special Needs	Programs not sufficient for children with disabilities or special needs	2	11%
Pre-K Not Important for School Readiness	Other factors like age are more important than early education	1	5%
N/A	(No substantive response)	1	5%
Total responses		19	100% ^a

^a Sum exceeds 100% due to statements incorporating more than one coded category

Table 21: How important are the following when deciding to apply for Georgia's Pre-K Program?

	<i>Not at all important</i>		<i>A little important</i>		<i>Somewhat important</i>		<i>Very important</i>		<i>Extremely important</i>		<i>Total</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
The quality of education	1	0.3%	3	1%	10	3%	53	14%	305	82%	372	100%
The provider's safety procedures	1	0.3%	3	1%	20	5%	49	13%	300	80%	373	100%
The provider's reputation	7	2%	1	0.2%	30	8%	64	17%	272	73%	372	100%
My child(ren)'s readiness for school	8	2%	6	1%	27	7%	85	23%	247	66%	373	100%
Georgia's Pre-K is a free program	4	1%	11	3%	32	9%	71	19%	253	68%	372	100%
Georgia's Pre-K providers located near my home	9	2%	16	4%	44	12%	94	25%	209	56%	372	100%
Availability of open spots at my preferred provider	17	5%	18	5%	41	11%	115	31%	183	49%	373	100%
Program hours that fit my work/school schedule	18	5%	10	3%	54	14%	105	28%	186	50%	373	100%

	<i>Not at all important</i>		<i>A little important</i>		<i>Somewhat important</i>		<i>Very important</i>		<i>Extremely important</i>		<i>Total</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Support for children with disabilities	64	17%	14	4%	54	14%	91	25%	147	40%	371	100%
Maintaining my child(ren)'s existing child care arrangements	39	10%	30	8%	94	25%	86	23%	124	33%	373	100%
Access to before- or after-school options (e.g. beyond the 6.5 hr. school day)	63	17%	46	12%	58	16%	89	24%	118	32%	374	100%
Georgia's Pre-K providers located near my work	61	17%	36	10%	101	27%	62	17%	111	30%	371	100%
Transportation offered between home, the provider, and before- or after-school	78	21%	42	11%	96	26%	43	12%	112	30%	372	100%

Table 22: How important are the following when deciding to apply for Georgia's Pre-K Program? [2+ children]

	<i>Not at all important</i>		<i>A little important</i>		<i>Somewhat important</i>		<i>Very important</i>		<i>Extremely important</i>		<i>Total</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Ability to enroll all my children at the same provider/ school	9	4%	5	2%	48	20%	74	30%	110	45%	246	100%
Availability of Georgia's Pre-K Programs near my other child(ren)'s provider/ school	17	7%	14	5%	42	16%	73	28%	111	43%	257	100%
Past experiences with Georgia's Pre-K Program	23	10%	11	5%	40	18%	60	26%	93	41%	227	100%

Table 23: Are there any other factors that impact your decision to apply for Georgia's Pre-K Program? [Coded Categories]

Themes	Examples	N	%
Enrollment & Application Process	Able to prescreen provider (e.g., tour, open house); child eligibility; acceptance and waitlisting; seat availability	34	16%
Provider Quality & Reputation	Provider reputation; healthy food	31	15%
Family Logistics & Provider Availability	Convenient location; hours compatible with schedule; circumstances at home	31	15%
Child Development & Wellbeing	Help with school readiness; provide peer connections; dual language immersion; wants child to be happy	28	13%
Cost & Affordability	Affordable; cost of daycare	24	11%
Provider Structure & Curricula	Good communication with families; specific program curricula; program helps transition child to K-12	22	10%
Teacher Quality	Teachers' appearance, attitude, education	17	8%
Safety	Use of cameras	8	4%
Alternative Pre-K Options or Early Education Programs	Consideration of other school options; experience with other early education programs	7	3%
Georgia's Pre-K Classroom Environment	Classroom environment welcoming, clean	5	2%
(Factors Already Covered in Previous Survey Items)	(Respondent agrees with listed statements from previous survey items)	2	1%
(N/A)	(No substantive response)	75	35%
Total responses		213	100% ^a

^a Sum exceeds 100% due to statements incorporating more than one coded category

Table 24: How many of your children did you apply to enroll at a Georgia's Pre-K Program when they were eligible?

	N	%
I submitted applications for all my eligible children to attend Georgia's Pre-K	227	62%
I submitted applications for some, but not all, of my eligible children to attend Georgia's Pre-K	33	9%
I did not submit applications for any of my eligible children to attend Georgia's Pre-K	53	14%
None of my children are eligible for Georgia's Pre-K yet	43	12%
I don't know	13	4%
Total	370	100%

Table 25: Did you apply to more than one Georgia's Pre-K provider for the same child within a school year?

	<i>N</i>	<i>%</i>
No	143	55%
Yes	103	40%
I don't know	13	5%
Total	260	100%

Table 26: How likely are you to enroll your child(ren) in Georgia's Pre-K Program when eligible?

	<i>N</i>	<i>%</i>
Extremely likely	25	57%
Very likely	11	25%
Somewhat likely	2	5%
Not at all likely	5	12%
Total	43	100%

Table 27: Which of the following best describes your reasons to enroll your child(ren) in Georgia's Pre-K Program? (Select up to three)

	<i>N</i>	<i>%</i>
To prepare them for elementary school	202	68%
To practice positive social behaviors like sharing, cooperating, and problem solving	151	51%
To identify and/or support developmental or learning needs early	121	41%
To develop emotional skills like expressing feelings and managing frustration	114	38%
To improve their language skills	74	25%
To provide routine and stability	73	25%
To play with other children	49	17%
To provide free child care	38	13%
To teach them independence	32	11%
Other	1	0.3%
Total	297	100%

Table 28: When considering Georgia's Pre-K providers, which best describes your preference for a specific provider?

	<i>N</i>	%
Open to enrolling at any Georgia's Pre-K provider	76	26%
Open to enrolling at most Georgia's Pre-K providers	42	14%
Open to enrolling at a few Georgia's Pre-K providers	71	24%
Would only enroll at my preferred Georgia's Pre-K provider	107	36%
Total	296	100%

Table 29: Why would you prefer Georgia's Pre-K Program at a school in your local school system? [Coded Categories]

Themes	Examples	<i>N</i>	%
Easier Transition to K-12 & School Readiness	Easier to matriculate at same school; structured setting; establishes routine	84	50%
Convenience & Family Logistics	Easier pickup/dropoff; attend school with sibling(s)	45	27%
Better Administration & Oversight / General Preference	Better oversight teacher and staff quality; security/safety; daycare too informal	43	26%
Provided Transportation	Available bus transportation	7	4%
Social Development	Matriculate with same cohort; better socialization	5	3%
Affordability	Alternatives more expensive	3	2%
Support for Developmental Disabilities	Better resources for children with disabilities	1	1%
N/A	(No substantive response)	6	4%
Total responses		167	100% ^a

^a Sum exceeds 100% due to statements incorporating more than one coded category

Table 30: Why would you prefer Georgia's Pre-K Program at a local child care center (daycare)? [Coded Categories]

Themes	Examples	N	%
Convenience	Child already enrolled at daycare; familiarity with teachers/staff	10	29%
More Appropriate for Young Children	Safer environment; no older children	9	26%
Smaller Size	Smaller facilities	8	23%
Out-of-School Time Care	Offers before- and after-school care; available when school on break	5	14%
Better Quality Provider Options	More options for good quality provider	3	9%
General Preference	Generally prefer child care center	1	3%
N/A	(No substantive response)	1	3%
Total responses		35	100% ^a

^a Sum exceeds 100% due to statements incorporating more than one coded category

Table 31: How much do you agree or disagree with the following statements?

	<i>Strongly disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly agree</i>		<i>Total</i>	
	N	%	N	%	N	%	N	%	N	%
It was easy to provide acceptable proof of age	1	1%	2	1%	116	45%	139	54%	258	100%
It was easy to provide acceptable proof of residency	2	1%	4	1%	113	44%	137	53%	257	100%
The application process was clear	5	2%	19	7%	106	41%	128	50%	258	100%
The application process was easy	5	2%	23	9%	106	41%	125	48%	258	100%

Table 32: How much do you agree or disagree with the following statements? (Additional)

	<i>Strongly disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Strongly agree</i>		<i>Total</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
I was able to find answers to my questions	2	1%	7	3%	113	47%	117	49%	239	100%
I received support from providers to complete the application	33	15%	36	17%	69	32%	76	36%	214	100%
I received support from other parents to complete the application	66	39%	38	23%	33	20%	30	18%	168	100%

Table 33: How easy or difficult is it to find information about Georgia's Pre-K Programs in your area?

	<i>N</i>	<i>%</i>
Extremely easy	97	26%
Somewhat easy	102	28%
A little easy	42	11%
A little difficult	54	15%
Somewhat difficult	35	9%
Extremely difficult	10	3%
I don't know	28	8%
Total	367	100%

Table 34: Which of the following best describes your reasons to NOT enroll your child(ren) in Georgia's Pre-K Program? (Select all that apply)

	N	%
Prefer to enroll my child(ren) in a faith-based program	19	22%
Private-pay pre-kindergarten classrooms provide better quality education and care	16	19%
Prefer to enroll my child(ren) in a half-day program (less than 6.5 hrs./day)	16	18%
Unaware of Georgia's Pre-K Program	13	15%
Prefer to enroll my child(ren) in a part-time program (less than 5 days/week)	12	15%
Uncertainty about securing a spot at my preferred Georgia's Pre-K provider	12	14%
Prefer to keep my child(ren)'s current child care provider	12	14%
Only families with low income enroll in Georgia's Pre-K Program	9	11%
Unable to locate a Georgia's Pre-K provider near my home or work	5	6%
Prefer to not send my child(ren) to any pre-kindergarten program	5	5%
Unsure how to apply for Georgia's Pre-K Program	4	4%
Unable to provide acceptable proof of age and/or residency for Georgia's Pre-K application	2	2%
Other	23	27%
Total	85	100%

Table 35: Which of the following best describes your reasons to NOT send your child(ren) to any pre-kindergarten program? (Select all that apply)

	N	%
I, or another adult, work from home while watching my child(ren)	3	60%
Prefer to homeschool my child(ren)	2	34%
My child(ren) would be better prepared staying home with a parent, grandparent, or other trusted adult	1	29%
Prefer to wait before sending my child(ren) to formal schooling	0.4 ^a	8%
My child(ren) would not benefit from pre-kindergarten programs	–	–
Prefer to keep my child(ren) home with their sibling(s)	–	–
Pre-kindergarten programs are not equipped to support my child(ren)'s special needs	–	–
Other	–	–
Total	5	100%

^a Frequency less than one due to data weighting

Table 36: Logistic regression predicting likelihood of applying/enrolling in Georgia's Pre-k

	<i>B</i>	S.E.	Wald	<i>df</i>	<i>p</i>	Odds Ratio	95% CI for Odds Ratio	
							Lower	Upper
Urbanicity	-0.81	0.30	7.27	1	0.007	0.446	0.25	0.80
Gender	0.41	0.36	1.30	1	0.254	1.510	0.74	3.06
Age	-0.71	0.35	4.00	1	0.046	0.494	0.25	0.99
Ethnicity	1.33	0.55	5.89	1	0.015	3.775	1.29	11.04
Race	-0.50	0.37	1.83	1	0.176	0.608	0.30	1.25
Education	0.65	0.23	8.09	1	0.004	1.916	1.22	3.00
Marital status	0.30	0.45	0.44	1	0.505	1.348	0.56	3.25
Household Income	-0.05	0.12	0.15	1	0.698	0.953	0.75	1.21
Homeownership	0.54	0.44	1.50	1	0.221	1.715	0.72	4.07
Constant	2.65	1.13	5.53	1	0.019	14.192		

Note: Cox & Snell $R^2 = .10$; Nagelkerke $R^2 = .16$

Table 37: Application to Georgia's Pre-K by Ethnicity

	Current & Prospective Applicants		Non-Applicants		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Hispanic	52	91%	5	9%	57	100%
Non-Hispanic	246	82%	54	18%	300	100%
Total	298	84%	59	17%	357	100%

Table 38: Application to Georgia's Pre-K by County Urbanicity

	Current & Prospective Applicants		Non-Applicants		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Urban	201	80%	51	20%	252	100%
Suburban	44	94%	3	6%	47	100%
Rural	45	90%	5	10%	50	100%
Total	290	83%	59	17%	349	100%

Table 39: Application to Georgia's Pre-K by Age Group

	Current & Prospective Applicants		Non-Applicants		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
18-34	135	89%	17	11%	152	100%
35+	163	80%	42	21%	205	100%
Total	298	84%	59	17%	357	100%

Table 40: Application to Georgia's Pre-K by Education

	Current & Prospective Applicants		Non-Applicants		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
High school or less	78	71%	32	29%	110	100%
Some college to associate's degree	99	95%	5	5%	104	100%
Bachelor's degree or higher	121	85%	21	15%	142	100%
Total	298	84%	58	16%	356	100%

Table 41: Comparison of Current & Prospective Applicants vs. Non-Applicants on Importance of Factors Influencing Application to Georgia's Pre-K (significant differences)

	Current & Prospective Applicants		Non-Applicants		U	<i>p</i> -value	Effect Size (<i>r</i>)
	<i>N</i>	Median	<i>N</i>	Median			
Availability of open spots at my preferred provider	280	5	61	4	7,237.5	.04	.11
Georgia's Pre-K is a free program	280	5	61	4.29	6,130.0	<.001	.23
Georgia's Pre-K providers located near my home	281	5	61	4	7,240.5	.03	.12
Georgia's Pre-K providers located near my work	280	4	61	3	7,217.5	.05	.11
My child(ren)'s readiness for school	281	5	61	5	7,258.0	.03	.12

	Current & Prospective Applicants		Non-Applicants		U	<i>p</i> -value	Effect Size (<i>r</i>)
	<i>N</i>	<i>Median</i>	<i>N</i>	<i>Median</i>			
Program hours that fit my work/school schedule	281	5	61	4	5,097.0	<.001	.29
The provider's reputation	281	5	61	5	7,419.5	.03	.12
The provider's safety procedures	281	5	61	5	7,495.0	.02	.13
The quality of education	280	5	61	5	6,890.0	<.001	.19

Appendix D: Verbatim Responses

Are there any other factors that impact your decision to apply for Georgia's Pre-K Program?

- *1. Preparing the 4 year old for Elementary school. 2. Current Day care expenses are way too high (\$1300+ per kid/month) if you have one or more kids under 6 years old.*
- *1. Teacher appearance (Nice and neat, facial expression, attitude, etc.) 2. Whether current students seem to be genuinely happy in class 3. Communication btw teacher-parent 4. Class atmosphere (bright, welcoming, friendly etc.)*
- *ability to stay at same place, ability to be with kids that will go to same public elementary school*
- *Ability to tour and open house information.*
- *Acceptance*
- *Access to dual language immersion programming.*
- *Access to programs specific to my disabled child's needs*
- *Actually healthy snacks and meals that are provided. No high fructose corn syrups, food dyes, high sugar juices. Teachers that are actually educated on the importance of healthy clean eating.*
- *Affordability*
- *All of the factors were covered in the previous questions.*
- *Application process- waiting for drawing*
- *Availability and location are the two biggest factors.*
- *Availability at my daughter's current school*
- *Cameras*
- *Cameras*
- *Child needed to learn and help with structure leading to kindergarten*
- *Cost and childcare*
- *Cost and scheduling as some school don't provide buses*
- *Debate of starting private school or waiting*
- *Each provider has their own program, from my first kid experience, I don't think they really teach a kid a good skill to help get kindergarten skill smoothly. And there is no standard for parents to check. The result you can see a lot of parents just send their kid to Kumon where to teach their kids.*
- *Early head start*
- *Ease of application process, timeline for knowing whether child was chosen for lottery, reputation in the community*
- *Excellent reputation of the teachers, care, and loving nature of teachers.*

- *Expense is the biggest factor as we haven't been able to afford preschool otherwise but have an EXTREMELY bright and advanced 4 year old. While there are opportunities for preschool at our elementary for special needs children there are no options for advanced kids and our financial limitations have effectively hindered our child's potential as there weren't options for her before age 4. Family income affects children's opportunities so much and it would be great to have this expanded. Also the lottery system allowing the individual schools to prioritize spots for existing students whose families can ALREADY afford it makes for extreme scarcity for the spots left for those of us who can't.*
- *Family life*
- *Food Quality*
- *Full day is most important, and availability within the elementary schools is helpful.*
- *Full time care*
- *General feedback of the program, overall. Previously, we only had our children in private school. Though the structure is very different, the program received good feedback, and I believe it was less rigid in its ability to meet my child where he was at (in the best way). Though there were more students, my son did not have to fit in a box to belong in this program and I highly appreciated that.*
- *Georgia pre k is very important all 4 of my children have had excellent experiences*
- *Georgias prek program is quality education and best practices that are developmentally appropriate.*
- *Getting my child in the routine of getting up for school and giving them a consistent schedule and socialization time with peers.*
- *Going to school with kids who live in my community. Healthy food provider options. Clear connection to kinder pipeline. Teachers passionate about their jobs*
- *Having an online camera access for parents; cleanness and tidiness of the class and teachers; teachers interaction with parents*
- *Having slots available at the same location for students within the same family. I have a set of twins and it's hard to think that one would get a slot, without the other being able to attend too.*
- *I applied for my son to attend pre-k however we did not make it in. There were more than double the amount of people in the school district trying to get in than there were spots. It's sad Georgia is so far behind other states in ensuring all children have space in a free pre-k program close to home.*
- *I applied however was not able to get my twins in so we had to pay for private pre k*
- *I did not apply for it with my first child. He went to a private Pre-K program. I applied for it with my second child, and she was waitlisted and did not get in until April at which time I had already moved my son to a different school on a hardship appeal so we were unable to accept the position. I would not have accepted that late into the school year anyway.*

- *I enrolled my oldest child in a half day preschool at a local church when he was 3 to get him an earlier start. Because they offered a private, half-day pre-k at the same site, we opted to enroll him in the private, half day pre K at that site. I also enrolled his younger brother and sister there so they were all at the same site. By the time the two older children were in elementary school, I enrolled my youngest in the Pre-K program at the public school her older brothers attended. The school based Pre-K was a far superior program. I wish I had enrolled my older two in the school based Pre-K program.*
- *I have an August birthday child who has learning issues and has been confirmed by his current school to be held back one year. Georgia Pre-K does not allow this and that is frustrating because the cut off should really be May 31 so all children have been four for at least three months prior to starting pre-k and five for at least three months prior to starting kindergarten.*
- *I like the fact they are in a school setting*
- *I want options for my child to stay within a school district if they attend the prek program*
- *I wanted my youngest to attend , because I currently can't afford childcare. He doesn't turn four yrs old until January.*
- *I was really excited to be able to stop paying for daycare (babysitting) and have him be able to actually start learning and having a structured day.*
- *If there is one close to my home*
- *Importance of socialization with his peers*
- *In my opinion, my kid should have priority to the elementary school that she is zoned for. In our case we were wait listed to all three of the closest schools to our home.*
- *It has helped me deeply as I was going through a situation with housing and not being able to afford places for us to go .*
- *It is a very big helpful to families that cant afford a 2k prek class and we want or children to be learn and feel confident in school.*
- *It is been helping many families with providing great school for kids.quality rating is very important according to me and it helped me find best school for my kids*
- *It was very sad when my son didn't get picked for the prek where his sister was going, and we had to find for him elsewhere*
- *It would be nice to have assistance with private schools since the public schools lack the security and values many seek*
- *It's free it helped me asa single mom with child care and better education for my kids*
- *Kids need early learning to get a grasp on the educational opportunities to come but our preferred provider Oconee Preschool Academy has a long waiting list.*
- *Knowing about it! We didn't apply with my 5 year old because we didn't know about it.*
- *La cantidad de alumnos por seccion.*
- *La inclusión de los niños en los programas. Aunque ella fue seleccionada realizaron un campamento de verano en el 2025 en la escuela Lyman hall elementary donde mi hija fue*

retirada el primer dia dado a que ella no se sentó en el salón de clases al que fue asignad. No contaban con un grupo de profesionales capacitados para manejar niños con un IEP en el caso de mi hija lo tiene por retraso del habla . Por ende me llamaron que no la podían tener en ese salón y fue excluida después de llevar 30 min en el aula Desde entonces no tuve una respuesta clara coherente y precisa de lo ocurrido con mi hija solo que el campamento no era para niños como ella . Palabras que como madre frustran.

- *Location*
- *Location and curriculum*
- *Location and school rating*
- *Location most important*
- *Making the place friendly, clean and fun!*
- *Meal fees (if applicable); cost of before/after care*
- *Meals provided and are the workers qualified and safe.*
- *Mo*
- *More communication as to the status of your application would be helpful. Many times an application for Pre-K is submitted and you receive no further information.*
- *Mostly preparing for Kindergarten.*
- *My ability to be able to interact and be involved in whats going in the classroom environment*
- *My child speaks another language at home. Her exposure to English speaking environment was extremely important-- Georgia Pre-k allowed her to have that exposure. Her English improved a lot during her pre K attendance.*
- *My child was already enrolled in the Pangea School for Pre-school so she was guaranteed a spot in the GA Pre-K program.And since we could only apply to one school, this was our choice.*
- *My child's education*
- *My oldest daughter went there.*
- *My son is on the autism spectrum and it was paramount to have a program that could support him. Unfortunately, we pulled him out because it did not fully support him.*
- *N/A*
- *N/a*
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- *No*
- *No*
- *No*
- *No many quality, cost and location*
- *No negative factors! I had one child accepted into the program back in 2023 and my other was not for the 2025 school year but that is okay.*
- *No not at all*
- *No other factors*
- *No, other than it should available for all pre-k3 aged children.*
- *No, primarily education quality*
- *No. Applied for*
- *No. I believe all children should have access to Pre-K!*
- *No. Just wanted my child to start his education journey at the earliest age possible in a free program.*
- *No. We wanted him to be in the same school that he would attend in kindergarten*
- *None*
- *none*
- *None*
- *None*
- *None*
- *None*
- *None*
- *None*
- *None*
- *None at the moment*
- *None that I can think of.*
- *Nope*
- *Not at this moment*
- *not at this time*
- *Opening*
- *Organization, structure, communication, professionalism*
- *Possibly if it feeds into an elementary school program*
- *Prepared educators*

- *Program hours. We only have a need for part time hours.*
- *Provider environmental services*
- *Public schools need to offer more spots for low income families.*
- *Public vs private education, diversity*
- *Quality and availability of other options (I currently have my 4 year enrolled at a local church wee school and pleased with the quality of education, so did not feel the urge to seek other options)*
- *Quality of care and education available*
- *Quality of program must be up to the standard of private daycares*
- *Religious preference*
- *Saber que hay maestros amables y buenos*
- *Safety , Free Education and Learning*
- *Safety and my son speech delay worries me he could be mistreated or left out of activities.*
- *Safety for my child and staff that truly cares about the children. They also need to communicate any and everything that goes on with my child*
- *Saving money, giving her a good education*
- *School Location, Cost, Cleanliness of Establishment*
- *School rating*
- *School readiness, experience level of teachers, cost of after care, what the state allows as extras (Spanish enrichment, art, music, sports)*
- *School reputation. When registering my child, I wanted to make sure that my child was at a safe school, had teachers with experience, and a positive environment.*
- *Schools availability and willingness for tours, and ease of communication with the school.*
- *Since we moved recently to the USA, we wanted our younger kid to start learning English at the same time as his older sister who didn't have to apply for the Pre-K lottery.*
- *Spanish immersion*
- *Student/Teacher ratio and amount of play time children are allowed*
- *Support for students with autism, more integration of motor-skill development focused on creativity and independence (no screens, more cutting, glue, paint, drawing, playdoh and practical tasks), as much outside time as possible.*
- *Teacher qualifications and curriculum: Teacher-to-student ratios.*
- *Teacher ratio*
- *Teacher tenure, professionalism of staff, quality of nutrition program.*
- *The availability of afterschool care was the most important factor. Other than thtat, it was whether my children would continue through to Kindergarten from their Pre-K program.*
- *The class ratio teachers to kids*
- *The cost is the most important I would say in this economy.*

- *The cost, the school reviews*
- *The curriculum that is used and/or what are they teaching. The daily routines if they include naps or not. Teacher to child ratio.*
- *The lottery is too difficult to get your kids in the same school. Sibling preference should be honored.*
- *The lottery system would be more fair and balanced if it took several factors under consideration. Such as number of years lived and paid taxes in the county, citizenship status etc. Currently giving new and temporary residents priority or same access isn't fair.*
- *The ratings*
- *The reputation of nearby locations offering GA pre-k*
- *The rising cost of the economy. Quality daycare is astronomical.*
- *The teachers. My daughter had the same teacher for summer and GA pre-K*
- *The type of curriculum that's offered and if its consistent across all child care providers.*
- *The waiting list when the children doesn't get approved because of slots being filled*
- *The way teacher treats the students and how understanding are they with the children.*
- *There is never any room at our PreK in Brooklet Georgia. The waitlist is so long and the classroom space is always limited bc it is full with teacher and admin kids.*
- *There very few resources for pre-k programs besides school. It is saddening that we have lottery system for kids for what it should be a very first year in school. There is not an awareness about free day care with pre-k programs. It's a shame but state wants my tax money but can't provide free pre-k education for my child. Pre-k is the pillar for education.*
- *To help student get ready for kindergarten.*
- *Todos los niños tienen derecho y no por lotería*
- *Transparency of material being taught in the program.*
- *Twins ready for school but not old enough for kindergarten*
- *Unfortunately we don't have really any pre-k programs to choose from in Cobb county that are affordable or better free/ lottery funded. It was very hard getting my daughter into the program. There was only one located in Mableton Ga and she wasn't accepted due to her not being picked with the lottery. So it's a really tricky situation for parents and I wish there was more offered*
- *We need more spots open for GA PreK!*
- *Whether admittance to a Pre-K Program guarantees enrollment into a feeder/corresponding elementary school, middle school, and high school.*
- *Whether I am able to get my child to pre-k class without disrupting my work schedule.*
- *Whether or not screens are used*
- *Why cant all kids attend? Lottery for enrollment is not acceptable. How can we fund all these wars and not have universal pre-k?*

- *Wish it was not a lottery system.*
- *With the economy on the rise any help with child care or schooling is a blessing*
- *Yes. The ability to actually have good communication and the staff's ability to accommodate my child's needs and not put their hands on my kids.*
- *Yo lo solicité hace un año en 2 escuelas diferentes y en ninguna nos llamaron, fue muy triste ver a mi niño sin poder ir a clases y ahora tengo mi niña de 3 años espero que al siguiente año si me la acepten*
- *You don't offer your program at my kids school.*
- *You've covered them all, but referrals from friends and neighbors*

Which of the following best describes your reasons to enroll your child(ren) in Georgia's Pre-K Program? – Other – TEXT

- *I thought it was good, but I was wrong . Only the pre-k with elementary school is good, not others. I didn't let my second go to Georgia pre-K once he didn't win elementary school's lottery.*

Which of the following best describes your reasons to NOT enroll your child(ren) in Georgia's Pre-K Program? – Other – TEXT

- *Did not get into the lottery*
- *Did not secure a spot.*
- *I did not apply for my oldest son so that both my sons could be at the same preschool. I did apply for my younger son but did not get accepted.*
- *I needed the before care and after care hours paid, because work begins at 7am and get off 4pm. So I couldn't afford the fees.*
- *I no longer have any pre-k aged children*
- *I only had two out of 5 that didn't attend*
- *Keeping siblings at same location.*
- *Late summer birthday so she will start PreK when she turns 5*
- *My kid no longer qualifies for PreK. Child is now Kindergarten for next term.*
- *NO REASON*
- *None of the above reasons*
- *Quality of programs near me*
- *Quality of some schools I interviewed and chose not to send my child, although we applied there.*
- *Ya va para kinder*

Please share any additional thoughts you have on the Georgia's Pre-K Program application process.

- *Everything was good*
- *As mentioned before priority and first rights should be for number of years lived in county and taxes paid and residency status.*
- *By the time of the application I didnt know we could apply for more than one provider; so we only applied for the same school our oldest kid studies.*
- *can be made a bit simple.*
- *Cobb county had the wrong day and time for parents to apply for the program. It was 2 weeks off on the Georgia website. I had to call a representative and was told the exact date to apply*
- *complicated to find available schools and how it works. confusing to understand probability of getting in especially places there was priority based on previous attendance*
- *Daffodil was a lot of help explaining what was needed.*
- *Deadlines were not clear from our daycare provider. Finding information online was difficult from our ES website. Luckily other parents helped*
- *Decisions at the district should be in support of not inspite of communities they serve.*
- *Easy*
- *Easy*
- *El programa debe aplicar a todos los niños y no solo por loteria*
- *Es muy complicado hacer la solicitud y el personal de las escuelas sólo te hacen llenar el formulario pero nunca nos llaman y llame para preguntar y sólo me dijeron no corrió con suerte ya están llenos los espacios y mi niño tuvo que quedarse sin clase y es muy complicado para nosotros porque nuestro primer idioma es español y el sele complicará no saber inglés ahora que ya le toca entrar al kindergarden*
- *Fairly easy process overall*
- *Fairly straightforward and good practice for Cobb County kindergarten enrollment*
- *Fue un fracaso total a mi hija la sacaron del programa de verano a las 2 horas de asistir. El personal no estaba capacitado y en la oficina principal de la escuela no brindaron alternativas para ella. Por ende no se hizo seguimiento alguno de lo ocurrido y además no asistió a prekinder. Mi hija tiene un IEP . (exclusión al programa porque fue rechazada desde que llegó. Ni cuentan con personal capacitado para ese manejo.*
- *I am an elementary school teacher. My child was put on the wait list at all three programs I applied to and was never accepted.*
- *I am pleased with pre-k, please add for 3 year olds*
- *I called the central line and the team was able to quickly answer my questions regarding the program and application process.*
- *I don't have additional thoughts.*

- *I feel my child is now behind since not able to attend pre k*
- *I found I to be pretty easy overall*
- *I think it being lottery based is terrible because ALL children deserve access to free public education, including prek4*
- *I wish more school systems in more rural suburban areas would include preK at their elementary and primary schools like some of the more populated counties do. I wish our home county of Oconee county would do this or at least not have such long waiting list at at near by providers in our county.*
- *I wish there were more spots at my preferred GA pre-k program.*
- *I wish we could know sooner if we won the lottery to allow time to make other arrangements. Its already mid-June and I still dont know if we won. School starts in two months.*
- *I would like to know more about the policy behind no worksheets, but was not disappointed to go away from the inundation of worksheets in other programs. I agree that early education should involve movement and should be appropriate to the ages attention span. I feel like GA pre-k actually did this better than the private school we were at. Also, my child was thought to have some learning disabilities (through testing, we now know he does not), and the Ga pre-k program welcomed him without hesitation and seemed competent in any extra needs my child may have had.*
- *Identifying all providers was difficult.*
- *If I could enroll her in multiple GA Pre-K programs to see if she would be accepted, I wasnt aware. I would have liked to try to get a location close to home in case my work changes. The school she is at now is right next to my work, but my office location is moving, so it wont be as convenient.*
- *It a smooth process*
- *It was a good experience for my grandson who developed and strengthened required content and social skills for entry into kindergarten.*
- *It was a great experience*
- *It was a great experience for our family!*
- *It was easy*
- *It was easy*
- *It was easy*
- *It was fine - intense, but to be expected.*
- *It was hard to find the application for the lottery pre k. Once I did, it was full*
- *It was online but a very easy process*
- *It was pretty simple, and the school based staff were helpful.*
- *It was simple and easy*
- *It was very easy.*
- *It's all clear*

- *Its easy*
- *Ms. Camillia and Ms. Cynthia were wonderful and provided the support my child need to be successful for Kindergarten and beyond.*
- *My answers were related to a pre-K program I was able to enroll my child in at a local church, not GAs free lottery program. I contacted two local elementary schools to enroll my child into GAs pre-K program however they had no spots left since we moved to the area some time after enrollment began.*
- *My child did not get selected during the lottery; therefore, my child did not get to attend Pre-K at the school in our district. I had to pay for my child to attend Pre-K at a church in town (30 minute drive) M-F.*
- *My first child attended a private PreK program. My second child was waitlisted for the GA PreK program and did not get in until April. At that time, I had already moved her brother to another school on a hardship appeal, so I could not accept the position and have my children at separate schools. I am a widowed single mom. I probably would have declined it so late in the school year anyway.*
- *n/a*
- *N/a*
- *N/A*
- *N/A*
- *N/A*
- *N/A*
- *N/A*
- *N/A*
- *N/A*
- *N/A*
- *na*
- *na*
- *Na*
- *Na*
- *No*
- *No*
- *No additional thoughts*
- *No comments*
- *No issues on application process*
- *None*
- *None*
- *None*
- *None*
- *None*

- *None*
- *None*
- *None*
- *None*
- *None*
- *None*
- *Not at this moment*
- *One thing I have noticed is that communication around enrollment times could be better. There are a lot of first time parents that have no idea when the deadlines are and how to navigate the process. While it is somewhat intuitive, there could be better messaging around enrollment time-frames and processes in general.*
- *Overall the application process was manageable, it would be nice if it was done a little earlier as some spots fill up for paid pre k facilities prior to drawing*
- *Rules should be consistent among all prek providers*
- *Should not depend on a lottery drawing to be able to enroll*
- *The application and lottery process where we live feels like a college application and acceptance to HARVARD*
- *The application process was easy to complete, however, the information leading up to the application process could be more clear or readily available.*
- *The process to apply was simple and straightforward to me!*
- *The process was easy, but it is a pain to have to do the same application over and over for each provider. It would be nice if there was an online application you could use for all.*
- *The process was incredibly confusing and I was told by multiple schools to essentially not bother putting him on lists where he would be out of the district as their in district lists were so long they wouldn't even make it to the out of district lists. It's insane that we can't ensure kids have access to early education and that parents must cover the exponential costs of daycare up until age 5/6.*
- *The school registrar was very helpful, even though I did encounter issues with Infinite Campus and found the software to be confusing.*
- *There should be one centralized application that puts your child on a list for ALL participating institutions with an option to list order of preference and/or location distance, and it should NOT be at the schools discretion to choose how those students are selected or enrolled. We were turned away from MOST of the schools in our area who were placing their existing 3s classes into next years before welcoming new students.*
- *They are different from provider to provider. Like The Gwinnett school district does a true lottery. Where private daycare select kids based on if they were already enrolled prior to becoming pre-k eligible.*
- *Todo bien*

- *Very quick and easy.*
- *Very straightforward.*
- *We loved it.*
- *When I submitted the application for my five year old daughter to attend Pre-K, I was told I would receive updates as to the registration status but never heard anything further and no slots were available.*
- *Wish I knew the inclusion pre-k class offering was available earlier in the process*

Why do you feel enrolling your child(ren) in Georgia's Pre-K Program would NOT be helpful for them?

- *Because I am pleased with the level of education my child is already receiving at another program*
- *Behavior issues of other children, bullying, takes them away from family*
- *Depends on where the Pre-K Program is*
- *I am providing adequate pre-k readiness on my own while still allowing plenty of free play time for my young children which, I believe, is much more important than having them in a school environment for 6 hours of the day*
- *I believe pre-k can be an excellent resource for many families, but I am homeschooling my kids.*
- *I feel the hours may be too overwhelming for my children at that age.*
- *I found limited support for our child on the spectrum. He received his IEP through APS. He was placed in a PreK program. His teacher and the support teachers were AMAZING. However, the class was overcrowded, it was a self-contained class for all kids with disabilities. But there were almost no opportunities for inclusive opportunities. My son is level 1 ASD, but significant fine motor issues. Because of the structure, he was not able to interact with neurotypical kids (they had a separate playground), even though we were promised he would be included in more school activities. We were told he could be included in moments with the neurotypical PreK class, but it never happened.*
- *I would not be able to keep up with or undo things they'd learn from other children whose parents and I don't share the same values. My kids are also well past a PreK level.*
- *Kid are at different level, and the teacher from my provider could not like elementary teach to divide them into different group help them at school. All became home work for parents after work. That is my experience for my two kids.*
- *My children were not accepted into Georgia Pre-K program until the school year had already started. In Cobb County, there is only one free Georgia PreK with very limited slots. That is a huge barrier to participation in Georgia PreK*
- *Por la escuela que le asignaron no habían planeaciones ni organización clara donde tomarían las clases. Y segundo el campamento que hicieron de verano para esos niños.*

Las personas no son profesionales ni empáticas para manejar niños que no son normales. Como lo dijo una persona encargada de un salón, simplemente porque el niño cuenta con un IEP por un atraso de lenguaje el cual ha mejorado bastante. Gracias a las terapias que toma semanales en una clínica privada. Al ser rechazada del programa desde entonces ella las toma con una frecuencia semanal.

- *Public school education is awful, and the special needs children, mental and behavioral, disrupt the classroom so much, that normal kids can't learn.*
- *Quality of education not as high as paid pre-k programs*
- *Studies demonstrate that age is a primary factor in school readiness*
- *The basics taught in pre-k are already being taught at home*
- *Theres no solid structure and the demographics at the schools are very selective so we choose to attend private schools*
- *They are past the age of Pre-K*
- *They did NOT meet my child's needs*
- *They need lots of play, habit training*

Why do you feel enrolling your child(ren) in Georgia's Pre-K Program would be helpful for them?

- *Aprenden y desarrollan habilidades y socializan con mas niños*
- *As a former Georgia educator, I believe that having a child participate in a formal Pre-K program plays a critical role in preparing them for kindergarten. Children learn how a structured school day works—listening to a teacher, understanding classroom expectations and behavior management, and developing independence outside the home. They also build self-help skills and begin mastering age-appropriate Georgia learning standards, ensuring they are on track academically and socially.*
- *As an educator of 16 years, I think its helpful for my child to be exposed to a multitude of language and vocabulary early on, and to have a good experience at school before putting them in full-day Kindergarten.*
- *AS SOON AS THEY ARE ELIGIBLE*
- *Because I believe prek is crucial in preparing for kindergarten. Mainly for socialization and routines.*
- *Because it gets them ready for elementary school and they go into elementary school well prepared.*
- *Because it gets them ready for school*
- *Because it help them learn more things that my child(ren) didnt know. To learn different and fun ways of learning*
- *Because it helps them with school readiness, learning basic skills necessary before kindergarten.*

- *Because prek has taught my child not only the academics to be ready for kindergarten, but the social/emotional regulation need for kindergarten, as well as being comfortable with the routine of school.*
- *Because they get the preparation they need before entering the regular school system*
- *Being around a lot of children at once and having an authority figure that is not a parent*
- *Better learning*
- *Children learn at their own pace, and some get prepped quicker. This puts them somewhat at the same level.*
- *Children learn to become more independent and are introduced to classroom/group expectations.*
- *Continued routine, basic classroom environment exposure, social and emotional development*
- *Depending on how the pre-k is run, it gets them familiar with classroom routines and expectations, allows them to interact with other children, and provides structure. Our children also learned letters and numbers, which helped prepare them for K*
- *Develop social and emotional skills and to prepare them for elementary school*
- *Development of Social, Emotional, and Mental intelligence.*
- *Early education is important to me*
- *Early education is key in your child being successful later down the road and being able to read prior to third grade.*
- *Early exposure to the school environment*
- *Education is key*
- *Educators have the necessary qualifications as well as knowledge to help develop and/or identify challenges with preschool children.*
- *Enrolling my child could help expose them to topics I may not have taught my child.*
- *Es una buena oportunidad para que mi hija se prepare para la escuela.*
- *Expose them to education and society.*
- *Exposure to other children, exposure to school routines.*
- *Exposure to school early*
- *Garantizan aprendizajes útil para el inicio de kinder*
- *Georgia's Pre-K program taught my son social skills, developed his language skills, built a foundation for learning to read, fostered a desire for learning, and prepared him socially, emotionally, and academically for school.*
- *Get ready for school*
- *Get them prepared for school*
- *Get them ready and familiar with "big kid " school*
- *Get them ready for school and learn from others*
- *get them ready for school, teach independence and interacting with other kids, learn to follow rules*

- *gets them ready for school. Learn to be independent*
- *Gets them socialized and adjusted to instruction from adults other than parents and family*
- *getting a routine and schedule started*
- *Getting accustomed to certain skill sets for kindergarten is a nice plus*
- *Getting them ready for school. I enrolled my kids in a private pre k start at age 3.*
- *Getting them used to the schools structure and environment, preparing them for elementary school, learning social skills*
- *getting used to a longer school day and readying for kindergarten*
- *Getting used to the school system, and possibly getting them ahead vs a strictly childcare setting is a great opportunity to provide services to the kiddos going.*
- *Gives them socialization and an early start to learning*
- *Gives them the chance to learn to be around students their age and gradually gets them used to the school setting.*
- *Good for social development*
- *Good start on education*
- *Great for socialization and early childhood development. It will prepare my child for k-12 school.*
- *Growth*
- *He learned so much throughout the year*
- *Headstart on Learning*
- *Help a child be ready for elementary school.*
- *Help with learning, disability support, and following routines*
- *Helping them prepare for independence in elementary school*
- *I believe all students should have the opportunity to prepare for elementary school by attending GA Prek.*
- *I believe it helps them socially, emotionally and academically to start off strong in kindergarten and throughout their school years.*
- *I believe the early the better your never to young or old to learn*
- *I can enroll my kids in private school programs that would be better for them than GA Pre-K. I also understand that GA Pre-K programs are better than nothing.*
- *I feel enrolling my child would benefit their social skills and prepare them for their future education and the expectations that come with that.*
- *I feel it'll help him prepare for kindergarten and learn structure due to him being home with me*
- *I felt enrolling my child in a Georgia Pre-k program would be helpful to learn routines and schedule. I wanted my child to establish relationships. Also, to learn the fundamental to prepare for kindergarten.*
- *I saw the HUGE growth my son had in PreK*

- *I think all children should attend some form of pre-k. Not just from a educational purposes but also to learn social skills.*
- *I think having exposure to school before kindergarten is necessary due to the current curriculum expectations in kindergarten.*
- *I think it is extremely helpful to my children because as much as I try to prepare my children for school at home, I am not a professional educator, nor is educating my calling. I think its very helpful for my children to learn with someone who has been educated and training to do the teaching. Its also helpful for my children to be exposed to other children and to learn to respect the authority of other adults in the appropriate setting.*
- *I think it softens the transition for them from home to full day kindergarten*
- *I think its a good option for parents who arent able to take care of their childs education personally. It gives parents who need it child care and helps prepare kids for kindergarten*
- *I want my kids to have the most positive outlook on school as possible. I feel like easing them into a positive and encouraging environment before KDG is very helpful in creating an uplifting and curious attitude about school in general.*
- *I want them to get use to the routine of school, learn to work with others before learning is imperative, and make meaningful connections with their peers*
- *I went to Montessori school and it was helpful.*
- *Improvement in Social and daily Routine and language skills*
- *Increase in social skills and prepare for kindergarten.*
- *Independent learning and growth*
- *It allows them to interact with children their age and start a foundational learning process.*
- *It allows then to get used to a routine.*
- *It builds confidence in kids and make them ready for kindergarten*
- *It creates the routines and daily structure needed*
- *It equips them for school and what's ahead*
- *It get them ready for kindergarten*
- *It gets them ready for kindergarten and teaches them to start reading and writing*
- *It gives social skills, a routine of doing something every day with other children and some academic skills*
- *It gives them a good start to a head start for a school routine and keep a learning schedule.*
- *It gives them a head start*
- *It gives them access to skills earlier than if they were to start in K*
- *It gives them an idea of what is to be expected when they begin elementary school.*
- *It helped identify delays in our children which was really helpful.*

- *It helped to ease them into elementary school. They learned routines and what would be expected of them in kindergarten in a slower and easier way. They got to become friends with other kids that they had classes with all throughout school.*
- *It helps people with lower income be able to help children with developing social skills and learning, especially since some were born during a pandemic and got less socialization before prek age in return ..*
- *It helps them get used to the educational environment, gets them into a routine, and helps build foundational skills early.*
- *It helps them interact with children their age to develop appropriate social skills. It exposes them to the routine and schedule of classroom settings.*
- *It is an opportunity to begin practicing school routines and begin learning academic readiness skill before kindergarten.*
- *It is helpful because it prepares them for school. A stable schedule is a great way to get the children into a routine and to build confidence in themselves.*
- *It keeps her busy and away from devices. It provides a well-rounded day for her.*
- *It prepared them for elementary school!*
- *It prepares them for kindergarten and helps development*
- *It prepares them for kindergarten.*
- *It prepares them for the structured environment of elementary school.*
- *It provides them with the foundation that is necessary for success in Kindergarten. It develops social and emotional skills that they can not learn in the home environment.*
- *It teaches them how to interact with other kinds, and it prepares them for elementary school, and it also teaches them different skills to learn outside of home.*
- *It teaches them the basics needed for kindergarten*
- *It will help set them up for success*
- *It would allow him to be ready to kindergarten*
- *It would get them into a daily routine, and make the transition easier into elementary school.*
- *It would help my child with social skills, learning, sharing, and problem solving.*
- *It would help my last child become independent from me, since she is very attached to me. She needs to learn things like colors and numbers early on as well.*
- *It would help them learn how to be in a school environment learn basic skills and work with other children*
- *It Would help to give them a good start and foundation going forward.*
- *It would prepare them for a learning and structured environment. As well as teaching them some fundamentals of reading*
- *It's free for those who can work , around the paid hours.*
- *Its a huge jump from daycare to Kindergarten and PreK is the best way to bridge that gap.*

- *Its exposure to learning and social situations.*
- *Its getting them prepared for school (Kindergarten). The pre-K students would have already developed some of the foundational skills before kindergarten.*
- *Its helps prepare for kindergarten socially and gives them a headstart on what they will need to learn in kindergarten.*
- *K-12 readiness*
- *Kinder readiness*
- *Kindergarten readiness*
- *Larger class sizes compared to the daycare she was at previously. Learning how to sit and listen and follow direction.*
- *Learn quicker*
- *Learning*
- *Les ayuda a desenvolverse he interactuar con más facilidad*
- *Los enseña a relacionarse con niños de su edad a prepararse para la escuela. Para aserlos independientes*
- *More early they learn better it helps*
- *My child is not going to a typical daycare, so he will not have had practice socializing with children in a classroom-like setting, and Pre-K will give him the chance to prepare for kindergarten.*
- *My child loves learning, and he's progressing well, so I believe PreK will further prepare him for elementary school.*
- *My child was diagnosed at 3 with autism spectrum disorder, ADHD, and sensory processing disorder. Spending time with other children, learning classroom routines, getting special ed support, and having a longer on ramp to prepare them for kindergarten were all crucial to the successful development he has had in pre-k this year. Being in Pre-k in an inclusive classroom this year has been life changing for my son who has always had high verbal skills and a desire to socialize with other children. This year has been a huge success for supporting his growth, development, and confidence.*
- *My child was home with me and he was MORE than ready for school with peers. He was potty trained by 2 and had dropped naps by 3. Having him sit at home learning with just myself was really difficult for him as it's much more fun to be with other children. We were able to get him enrolled in a pre-k program that was not in the lottery but some of the pre-k programs cost as much as a second mortgage. It's truly hurting the children and parents of this state and part of the reason I will only have one child.*
- *My children have little to no experience being outside the home. A pre-k program that allows them to gain that experience at their pace would ensure their readiness for public education.*
- *My first son has a speech delay being around other children that talk helps him. The younger one needs school structure i find it very important.*

- *None of my children are eligible*
- *Not only does it help with the educational aspects, but it introduced them to a classroom, routine, learning to get along/deal with other children; in Oglethorpe county, the sweet teachers there gave them care and made learning fun, which in my opinion is a great start!*
- *One of my children was selected in our lottery and attended our public PreK. He was already reading before kindergarten*
- *Our family has been incredibly lucky to be able to take advantage of free childcare via our family members. Prior to PreK, our children have very little exposure to a classroom setting. I find great value in the structure, emotional learning and social learning that takes place in PreK.*
- *Our son was sad or upset, and kept asking when he would go to school because he would see his sister getting back from the school in the school bus every day. Plus, he could have started to learn English sooner and would also be more prepared to the Kindergarten.*
- *Para prepararlos para el kindergarden y para que aprendan a convivir y manejar emociones porque con nosotros en casa son muy diferentes a como sería su actuar con otras personas*
- *Para prepararse para kinder*
- *Para su desarrollo y preparación después de casa*
- *Por qué los niños van empezando a prender cosas que le van a enseñar en el kinder*
- *Practicing early developmental and learning skills, and the experience of a school setting (learning, playing, etc.).*
- *Pre-K establishes the foundation for learning that will increase the child's trajectory*
- *prep for elementary*
- *prep for elementary school in all aspects*
- *Prep for kindergarten*
- *Preparation for elementary school*
- *Preparation for public school system, building early learning foundation.*
- *prepare for K is very important*
- *Prepare them for elementary school*
- *Preparedness for kindergarten*
- *Prepares them for elementary school, begins their learning journey and social skills early which is helpful. You could also find out at this point early if your child possibly has attention or ADHD issues that you should get evaluated.*
- *Prepares them for kindergarten*
- *Prepares them for Kindergarten in a very similar or identical setting*
- *Prepares them for the next level in school.*
- *Prepares them for the next steps and becoming independent*

- *Preparing for basics, understanding what school is, being in a place where they can learn productively. It also sets them up for huge success in Kindergarten.*
- *Preparing for kindergarten*
- *Preparing them for the rigor of kindergarten and large classes. He is currently one of six at a small daycare*
- *Provides them the opportunity to interact with peers and receive the structure needed for elementary school*
- *Put them in the same where their siblings is all ready going*
- *Quality teachers, good experiences meeting other nearby kids which allows us to build friendships with people we can easily visit.*
- *Readiness for kindergarten. Freeing up financial resources for the family to dedicate to other experiences for the children. Experience changing to a new school environment before kindergarten.*
- *Readiness for school*
- *Readiness, development*
- *Ready them for kindergarten and learn to be independent*
- *Reinforce language, social, development skills in preparation for kindergarten.*
- *Routine and learning the school and rules*
- *Say learning experience*
- *school preparation*
- *School readiness*
- *School readiness*
- *September C and getting a good education*
- *She developed her English language skill; She learned social skills; she learned school environment.*
- *She is very advanced compared to her peers in speech and language, motor development as well as social emotional behavior. She needs an environment that can foster her development.*
- *She will be a younger student when entering kindergarten so I think any help that can be provided will be nice*
- *She would have been able to get into the routine of school and how it all works, but we were unable to get her into a place near us. We were waitlisted everywhere.*
- *Social emotional learning is a great foundation, structure, routine, social skills, great primer overall! Thrilled with the results seen in my child!*
- *Social emotional skills, rhythm of the school day, cooperative skills, and respect of authority.*
- *Social learning- sharing, using words to solve problems, communicating properly with adults and other children. Taking turns and learning about communal routines is very*

helpful to children this age. There seems to also be a lot of activity for children, which is very necessary for their development and was helpful to our sons progress overall.

- *social skill learning and getting ready for a lot of activities to be taught in Elementary*
- *Social skills , being around other kids , forming a day to day routine*
- *Social skills. Routine. Independency.*
- *Socialization and support*
- *Socialization with other children and exposure to other adults*
- *Socialization, learning, getting ready for full day school*
- *Socially and preparation for Kindergarten routine*
- *Structure and early classroom exposure*
- *Structure is important*
- *Sure*
- *Teach them to be ready and prepared for kindergarten. To make friends, teach rules outside of household*
- *The learning through play, most of the time, is not done correctly, therefore most kids attend kindergarten unprepared*
- *The pre-k program introduces what a school day will be like without the pressure of grades or strict school rules*
- *The structure and skills learned really set the tone for kindergarten.*
- *The teachers are experienced and have extensively knowledge in working with pre-k students.*
- *they can get ready for kindergarten*
- *They get used to routines and expectations that are similar to kindergarten/elementary school.*
- *They haven't been to daycare in years and they have had a lot of trauma and academic delays*
- *They learn a lot but it depends on the school and teachers*
- *They learn more than home with teachers and friends*
- *They learn the school routine and learn not to be afraid of "big school".*
- *They learn their ABCs and Numbers with basic math and are able to write their full name correctly. Somehow ready for Kindergarten.*
- *They learn things that help prepare them for K*
- *They would learn more thing than I can teach them by me working all the time*
- *They're too old for pre-K*
- *This is something every child should have.*
- *To be ready for kindergarten*
- *To gain socialization, independence, and preparation for school.*
- *To gain some readiness for elementary school*

- *To get in the routine of going to school every day and playing and being around other people*
- *To get prepared for elementary school*
- *To get ready for school and independence and confidence*
- *To get them ready for early learning and preparing them for elementary School*
- *To get used to the structure and school setting.*
- *To give them a sense of what Kindergarten would be like.*
- *To help them get and early start on education*
- *To help them get in the habit of attending a school*
- *To increase socialization and routine in a school setting.*
- *To learn and socialize and prepare for Kindergarten.*
- *To learn more at an early age*
- *To learn, grow, and shine.*
- *To prepare for school*
- *To prepare them for actual school*
- *To prepare them for elementary school*
- *To prepare them for elementary school, especially when its at the same school they will be attending.*
- *To prepare them for Kindergarten, and develop social skills*
- *To prepare them to attend school independently and adjust to daily academic routine*
- *To provide exposure to the school environment, promote school readiness, and provide their parents with the ability to work during the day.*
- *To start building a cohort of friends who will be with her for years to come*
- *Valuable for teaching school readiness and also socialization, as well as a transition into a regular school routine*
- *very helpful*
- *While we didn't choose this program, affordable childcare is necessary for a robust, thriving community*
- *Yes*
- *Yes*

Why would you prefer Georgia's Pre-K Program at a school in your local school system?

- *Admin oversight*
- *Already have children attending that school, which makes transportation easier and more convenient*
- *Being a teacher it would be helpful to take my child to the school I work at and I know the staff*

- *Because I'm not having to go to multiple locations at the same time*
- *because in a daycare setting, its not a school, its daycare*
- *Because it gets them used to the building and the environment before such a big change for kindergarten.*
- *Because it local close to my job*
- *Because it provides a soft entry into the school, and allows them to start making lifelong friends.*
- *Because it will give them access to riding the bus instead of having to find rides*
- *Because my child would already be at the school that she would be attending*
- *Because my local school Georgia Pre-K was all recommended by my neighbors. I just disappointed about the daycare's G PreK program. My kids did not win the lottery.*
- *Because the transition would be better for them*
- *Because then my kids would have same drop off and pick up*
- *Because we already have a sibling at the school in our school system. It would be convenient for them to be at the same school*
- *Best prepares them for being in elementary school*
- *Better opportunities and exposure to school settings not just daycare*
- *Better registered staff*
- *Better standards of care*
- *Better trust, oversight, guaranteed quality levels and commitment to improvement as opposed to a daycare*
- *Bus Transportation*
- *Close to home. Easy transition to Kindergarten.*
- *closer to home*
- *Closer to my home*
- *Closer to our home. Less intimidating transition to elementary school*
- *Commute time*
- *Easier transition*
- *Easier transition to "school"*
- *Easier when there are multiple kids attending the school*
- *Easy to get too.*
- *En mi opinion es mas adecuado ya que es una preparacion para entrar al mismo sistema.*
- *Experienced teachers/staff makes me feel like things will be addressed and I as a single mother cant afford daycare.*
- *Familiar w school*
- *Familiarity for the first year of school*
- *For continuity, stability, and routine it would be better to attend pre k at the same facility as the rest of the school career*

- *For the opportunity to matriculate through the same school to minimize transitions to new schools.*
- *For them to have the experience with school prior to K.*
- *For transportation and other purposes*
- *Get them familiar with the school setting.*
- *Gets the child better acclimated to what they'd see going to school in the future.*
- *Gets them accumulated to a school environment*
- *Give kids chance an head start on learning*
- *Hopefully so my child will be able to grow with the kids they go to school with, so they have a community of their peers*
- *I am trusting the School System provides reliable, safe and trustworthy individuals to teach and assist my children.*
- *I believe this sets up students for success for Kindergarden.*
- *I could keep my child in the same school until they are ready to go to middle school. They could stay in the same school system where all of their records are kept.*
- *I feel like I could trust safety measures more at a school*
- *I feel like my daughter is very advanced for her age. Especially being that she have a late birthday (October) so being in daycare around younger children, in my opinion is not mentally or physically preparing her as fast as it would being around the same aged or older children*
- *I feel like there are more checks and balances and school systems and visibility to what's happening in those classrooms. I would trust a school system over a Daycare system any day. The only exception would be Headstart, which I do think that pre-K can be very successful and a head start setting.*
- *I feel there is a better system of oversight. My experience is that daycare centers are not heavily monitored as much as a school within the school system is.*
- *I had one child that had orek at a daycare center and then moved to elementary and two that had pre k at their future elementary school. Having prek at the local school system is good because then they will already know future teachers, they have already made friends that they they will keep going to school with. Prek at a fsycare center, she made friends that she never saw again because they all went to different elementary schools after.*
- *I have kids in elementary school*
- *I have more faith in the school system than daycares*
- *I have other children at the local elementary school and I know it to be safe. There has been many issues with the daycares and their employees.*
- *I have worked in childcare, and although they had a georgia prek, I did not feel like they were adequately teaching children the skills they needed to be successful in kindergarten*
- *I just prefer through the school system, helps child learn routine of what's expected at school*

- *I like them to learn the school routine*
- *I prefer a more structural setting with older kids*
- *I prefer Georgia Pre- k at my school so my child can already know the staff members and not another transition.*
- *I teach in the local school system, so I want him to be able to go to school with me.*
- *I think it's a better bridge to get used to the same building, rules, protocols, provides easier adjustment*
- *I think its better to have children in pre-k to start their school journey in a school setting. If pre-k is supposed to prepare students for school, its better to be in a school environment. I also like pre-k being in a government owned and run building versus a for-profit daycare center. I trust the government owned building more.*
- *I think that getting them prepared for Kindergarten at the school that they will be eventually attending for Elementary is a big advantage when it comes to routines, setting expectations, and creating successful outcomes.*
- *I think the school feel would help with preparing for kindergarten and it helps with the transition into school*
- *I think this allows the student to get familiar with school routines, and be more prepared for the kindergarten year when learning begins to take off.*
- *I think this would allow for the smoothest transition into kindergarten. While we only have 1 child currently, we hope to give them a sibling. Pre-K in our local school would be especially important then so both kids could be in the same school earlier.*
- *I want my kids to get used to the school that theyll be attending for elementary school so that the shift to kindergarten is easier.*
- *I want them to be around children who will be with them throughout elementary school so that they can start to form those bonds. I also had plenty of time to volunteer which I would have loved the opportunity to start helping out in our community school system*
- *I work in the school system so it would allow me to have my children with me instead of incurring more costs for before/ after care.*
- *I would prefer it because I have two children in the school system and it would be helpful to have them in the same location.*
- *I would prefer my child be prepared for the school system they are joining. That is one of the main purposes of pre-K in my mind. Going through a different system isn't the same in terms of readiness.*
- *I would rather my children get into Pre-K at their districted school in order to get accustomed to their big school*
- *I would think the quality would be better.*
- *I would want my child to experience the classrooms and get used to going to school.*

- *I'm not 100 percent sure but I think they are more organized and structured than those in daycare settings. Also, I feel like school system can provide more support for kids with mental disorders such as Autism.*
- *If another sibling is at that school I would want them to be at the same school*
- *If they are able to stay within the same school to lessen the stress of introducing them to new school and a new environment at once I would like to do so.*
- *In my experience, school systems are much more thorough in who they hire, and the amount of students per adult than a day care.*
- *It allows me to have both of my children in the same school and it is near my home and community*
- *It gets them prepared for big kid school*
- *It gets them ready for kindergarten; the environment is bigger and the routine is more developing. I find 4–5-year-olds in daycare settings - don't necessarily prepare them for elementary there in schools with babies.*
- *It has gotten them ready to be in the school building, the ease of picking up my older child at school at the same time and place.*
- *It makes logical sense that the PreK classes would feed into the elementary grades.*
- *It seems as though preschool within the local school system would provide a more fluid transition, socially and academically.*
- *It would better prepare them to be at a real school for the next year, (kindergarten.)*
- *It would make it easier to get them there as Oconee county is really good at providing transportation. Much better than daycare providers can.*
- *It would make it easier with my oldest picking up and drop in off at the same school*
- *It would prepare them emotionally for being at the school.*
- *It's closer*
- *It's a different mentality. The child is starting to learn how to navigate a big school, hold a lunch tray, visit at the library. Kids feel the difference and step up to big kid school.*
- *Johnson county Headstart*
- *Less of a transition to kindergarten*
- *Likely safer*
- *Más fácil*
- *Maybe because I think a certain level of quality, care, cleanliness, resources will occur in a school setting.*
- *Meeting school system curriculum guidelines*
- *More accountability and professionalism.*
- *More education and security*
- *more school like structure*
- *More school setting like*
- *my child can transition to kindergarten and the school and become familiar with it*

- *My children went through the school system*
- *My daughter is going to be in 1st grade at Jackson next year and would be in 2nd grade if my son gets in preK. Same story for the 3rd kid. Would add convenience.*
- *My local Pre-K is in a school setting, so that is what I am used to. I think it would also prepare my child to be in an actual school setting, not just a daycare setting.*
- *My other child also attends that school. (Convenience)*
- *N/A*
- *older kid already there. when it was my older kid who needed childcare i would have preferred same as daycare. although looking back i think my local school may have been able to better provide high quality care for pre-k*
- *Por qué así se acompañan todos mis hijos*
- *Pre-k is more educational from what I know*
- *prep for the local school*
- *Primarily, because I work in the school system as an educator. But also because the children will be use to the full school day, where as daycares make you pick them up early or pay for aftercare.*
- *Probably better teachers*
- *Public schools seem to have a greater level of support resources already in place available to the students and parents such as MTSS frameworks. These institutions also seem to have an increased awareness of vertical alignment of education standards K-5 which greatly benefit the development of their programs. Also, Pre-K programs at a school also allow the Pre-K student to attend at the same location as older siblings.*
- *Routine*
- *Safer environment*
- *Same school they will be attending afterward / our child will already be familiar with the school. Additionally the same level of pre-K is not the same across daycares*
- *School bus facilities*
- *Seamless transition to kindergarten because they are in the same building*
- *Seems more structured*
- *Since I provide transportation for my children to school, if my Pre-K baby was also at the school it would just be better for my gas tank. Also, the school is very close to our house so it makes it more convenient.*
- *So I can have all of my kids at one location*
- *So my child would already be used to the drop and the routine of going to that location*
- *So my children could all be together at the same school*
- *So she and her brother can be in the same place for bus or drop off and so that when she joins kindergarten she's already familiar and comfortable with the environment*
- *So she is used to the school and schedule*
- *So that all my kids could be together*

- *So that my child is familiar with the school and can transition better to school.*
- *So that my kid can attend same elementary school with his/her older siblings*
- *So that my kids learn about the school they will be going to for years to come and so that they can be with siblings for comfort*
- *So that the children could get used to that school for Kindergarten and beyond. Also so my kids can be together*
- *So the kids can get comfortable*
- *So they can get accustomed to school environment*
- *So they can get used to the school and teaches as they keep moving up.*
- *So they can keep familiar with the school system*
- *So they get to experience what Kindergarten would be like. Both of my children are already attending daycare so it would be the transition that makes it advantageous over staying in daycare.*
- *So they go ahead and start where they will be at the next many years*
- *So, more kids can access the Pre-K program as it is limited to few daycares and selected local schools and it is not widely available for all the parents. Some parents have to drive 10-15 miles to drop their kids in GA funded Pre-K program.*
- *Standardized curriculum, teachers and staff familiarity, oversight.*
- *Standards followed more.*
- *That way, it is streamlined to their actual school*
- *The daycare options in my area are few, expensive, and substandard in meeting requirements for cleanliness, safety, and engagement. They are also not close to my home.*
- *The local school system may be better equipped for students, with experienced teachers and proper curriculum.*
- *The opportunity to attend a Pre-K program at their local school allows for networking and predictability.*
- *The staff is typically significantly better trained and the programs are typically much more robust and inclusive*
- *The structure I assume it would have over a daycare.*
- *They already have same procedures and rules as regular school*
- *They can ride the bus with their siblings. Maintain same schedule*
- *They get an early introduction to the school systems expectations and rules.*
- *they understand the school system better in this case*
- *They will know their school already*
- *This way both of our kids could take the bus to and from school.*
- *To be at the same location my older child is at*
- *To ease the transition to elementary school*
- *To get familiarity for elementary school*

- *To get him used to the school setting*
- *To get my child associated with the school they would be at for the next several years*
- *To get them ready for elementary*
- *To have the same drop off and pick up as the other older kids.*
- *Transition would be easier to elementary school*
- *We have been very fortunate to have received seats at the Cox PreK program at Drew Charter School. The transition from PreK to Elementary school is seamless in this model. It is also super helpful for parents that have kids in multiple grade levels to only have to drop off and pick up at one location. I feel very lucky to have this available to me and wish this model was more available to others in my community.*
- *We have used a pre-k in our local school system and it helped with the transition to their neighborhood school. The only downside is the hours. It would be more convenient to have them at a daycare center so they could transition right into after school care.*
- *We were trying to get her ready for K, not just put her into a daycare system.*
- *When trying to get my kids to school in the morning, it is best to be able to drop them off together. This helps everyone's day run smoothly and happen in a timely manner, without the rush and irritability that scurrying around creates for everyone involved. It is also ideal to have them together so that they have each other in the experience.*
- *Yes*
- *Yes*
- *Yes*
- *Yes*

Why would you prefer Georgia's Pre-K Program at a local child care center (daycare)?

- *Ability to have after school care*
- *After care is more structured because daycares specialize in that.*
- *Al ser más pequeñas que una escuela nos da un poco más de tranquilidad a las mamás de saber que nuestro hijo estará bien atendido*
- *Already familiar with staff and environment.*
- *Because I can choose a high quality daycare and know my children will receive high quality education.*
- *Because it help bring structure.to the daycare environment*
- *Because my child is already going into a daycare that offers that so it just makes more sense to keep her where she's at then changing it*
- *Because she already knows the teachers and the campus and procedures*
- *Child being comfortable in their environment*
- *Considero que al ser guardería están más al pendiente de los niños*

- *Continuity*
- *Cuidado despues de su horario escolar*
- *Cuidados más minuciosos de acuerdo a la edad*
- *Environment is geared toward smaller children. Teachers and staff are more capable to respond to the needs of smaller children. Not surrounded by older children*
- *Gives time to get adjusted to a school environment in a smaller setting that is not overwhelming.*
- *Higher quality of education at my current daycare*
- *I think it is smaller/one-on-one. Easier to focus on a positive environment. Sometimes if it is with older kids, they see them acting up or saying mean things and they might pick up on that influence. She will have to adapt to that environment at some point, but Im not ready to expose her to that much yet. She gets overwhelmed easy.*
- *I was a stay-at-home mom so I had to get comfortable with him being in a smaller setting first*
- *It is more convenient in my opinion*
- *It makes the transition from pre-school to Pre-K easier and more seamless (at this young age) if it is attached to a day care center.*
- *Just seems like it would be a more sheltered environment as compared to the local school system*
- *Kids their age*
- *More toddler friendly .*
- *My child is born at the end of the year*
- *My younger kid can go to the same place*
- *Not a strong preference- maybe it just sounds less sterile?*
- *Porque me daría miedo que los niños grandes les peguen o sean crueles con los pequeños*
- *Porque no tuve una urna experiencia con la escuela asignada*
- *Seamless transitions to before/after care and summer camps*
- *Smaller and fewer classes.*
- *So my child isnt overwhelmed and underprepared for a standard school size. I would prefer a natural progression and allow them time to develop before immersing them in such an environment.*
- *The ability to keep my child in one location through breaks is extremely helpful.*
- *They still need protection and most of their words are still not clear. I think it will keep them safe.*
- *We really like our daycare center. And our other (unborn) child will be there too making drop off and pick up easier*
- *Yes*

What best describes your relationship to the children in your household? – Other – TEXT

- *Cousin*
- *Great-Grandparent*

What is your race? – Other – TEXT

- *Blanco suramericano.*
- *Descendent of Portuguese and/or Italian.*
- *hispanic/dominican*
- *Hispano*
- *Human*
- *Latino*
- *Latino*
- *Mestiza*
- *Muslim American*
- *Soy hispana*
- *Two or more races*

Do you own or rent your home?

- *Homeless but using a room at a family house*
- *I co own with my ex but live in the house while he stays somewhere else and i pay a part of the bills as part of our co parent agreement with the kids. So in a few word I pay a small part of the bills and everything the kids need.*
- *Live with parents*
- *Live with parents*
- *Live with parents*
- *Live with parents*
- *Live with someone*
- *Living in a home owned by my Husbands Aunt*
- *Mortgage*
- *None*
- *Rent apartment*
- *Rent with family*

Please share any additional thoughts you have regarding Georgia's Pre-K Program or other pre-kindergarten programs, activities, pricing, etc.

- *All Pre-K should be free for all kids*
- *All the schools within my district are rated low, I value strong education which is not reflected in how my county uses my tax dollars for my children*
- *As a lifelong resident of Habersham County, I was extremely disappointed when my son was not accepted into the program at our local elementary school. I was told that 253 applications were submitted, but our county only allowed for 150 openings for Pre-K. This came as a total shock to me and my family, which is made up of current and retired school teachers for Habersham County. Because my son has a "late" birthday, he will now be six years old going into kindergarten, which will affect his entire school and sport career. When I asked our Board of Education staff members about this, I was told that there was no plan to expand in the near future, which is also discouraging.*
- *Enjoy the program and staff*
- *Ga pre k program is invaluable for all kids to be prepared for kindergarten.*
- *Good practice for kids before going school*
- *Having more summer program that dont cost*
- *Highly depends on work schedules and child care for my other child. Commute is a big thing and availability of aftercare.*
- *I feel fortunate to have free prek programs*
- *I feel grateful this is a good and quality option in our area*
- *I feel the state of Georgia should invest more funds into the Georgia Pre-K Program in order to open more spots for Georgia children and Parents. From what I understand the state has a \$14.6 billion general fund surplus; I would advocate we invest that money to eliminate the program waitlists and expand the program to ages 3-5. I know a \$2000 cost of living adjustment has been provided to Pre-K teachers, but much more needs to be provided for these vital frontline workers. Their salaries are even lower than K-5 teachers! From my experience, a certified educator carries student debt, is expected to live within a \$43,000 salary budget. Almost impossible for an educator with children.*
- *I just wish it were more available to kids!*
- *I just wish there were more programs available. We live in Fayette county and I believe every elementary school should have a GA PREK.*
- *I love that the pre-K at the school was free, well done, welcoming, and set up my daughters for a successful start to school!*
- *I love the program. Daffodil does an amazing job.*
- *I love the programs*
- *I love this program! Im very thankful to the teachers who genuinely love what they do and the kids! I just wish they sent photos every day to the parents. I also wish at the end of the year they would have given out individual awards to the students that would have*

been cute and sweet! other than that, I appreciate this program so much! the teachers are amazing!

- *I loved it*
- *I prefer private schools that dont accept the GA Pre-K Program for my kids.*
- *I really just wish our preferred provider Oconee Preschool Academy would open more slots and except us.*
- *I strongly believe in GA's PreK program! I want it to be good. I want more to use it and I want teachers and schools to be resourced and supported. However, I was so sad with our experience when it came to our child with a disability. If I could help and support so others don't have our experience, I would. I'm just not sure how.*
- *I strongly believe young children should be allowed significantly more free/play time versus structured academic time*
- *I think all children deserve a helping hand, no matter their familys income level. Keeping free pre-k is the best way to help all children succeed to their fullest abilities*
- *I think it is vitally important for students to get a Headstart on their actual educational career*
- *I think it should be available for low income families who need help with child care and education*
- *I think it's a great opportunity to have!*
- *I think its a great program.*
- *I think prek is unnecessary and does more harm than help. Its simply daycare for working parents*
- *I think PreK should be free and available to all children. I dont like that there are paid PreK programs that wind up being the only option for some parents that arent able to win seats via lotteries. While we have been lucky and gotten seats, many families are left with incredibly high childcare costs for PreK education. Or they wind up with children at multiple schools, which is incredibly taxing on parents. I love our school. Our PreK experience has been incredible. But everyone should have access to it for free. PreK access needs to be expanded across the entire state. Programs integrated within school systems should be a preferred model. Tax the rich to pay for it.*
- *I think state funded pre-k is a gift to many families. I wish there were flexible, part time options for participating in the program.*
- *I think the curriculum should be streamlined. But also, I think it should last regular hours instead of having to pick them up at 2:30/3:30*
- *I think the pre-K program is designed very well in the state of Georgia. My child has learned a plethora of things this year that I never expected him to learn in such an early grade. I'm very pleased with all the activities and to receive it for free is a total blessing.*
- *I think there should be more availability for those who cannot get into pre-k*

- *I think this is a great program to support all types of families and is something that will definitely provide better outcomes for our future generations. We have to invest early and often in education in order for it to be prioritized in a meaningful way.*
- *I wish it was offered at more locations so we had more choices and that we could apply at multiple locations.*
- *I wish the local schools had more room for pre-k*
- *I wish there was a single place to manage applications and enrollment across the daycares and school options. We ended up spending the night in a parking lot for a first-come-first-serve program, which seems crazy. But also juggling trying to find the application processes and lotteries for alternatives - the whole thing was confusing and stressful.*
- *I wish there was better outreach to parents and I wish there were age considerations for those who would be the youngest. Sending my August birthday child to pre-k when he had only been four for two weeks was not something I was comfortable with.*
- *I wish pre k was easier to get into, and at other schools didn't cost. The prices for a pre k program is crazy expensive. Even after putting my daughter into the lottery of 4 different locations she didn't get selected for any.*
- *I would love there to be free universal Pre-K beginning at age 3!*
- *I'm not sure how we missed finding out about it or the deadlines. We lived in Florida previously and they have a similar program which we knew about for my older stepchildren, but for my kids here in Georgia I honestly had never heard about the Georgia pre-K program until well after spots opened up the year my now five-year-old would have been eligible to apply. We heard about it from another parent in her current daycare class that said they were applying, but by the time I looked, There were no spots available at any of the facilities that I would be comfortable with or would work for our logistics*
- *I'm not sure if there are any paid Pre-K programs in Georgia, as I am only familiar with the ones closest to me (which are free), but I would highly suggest ALL Pre-K's be free. All children deserve access to early childhood education!*
- *If possible, making the time span longer for the parents that work*
- *Im new to the pre k environment so I don't have much to say*
- *It is a great program. Tax money well spent!*
- *it was a great experience for my child*
- *It was a great program*
- *It was excellent for all 3 of my children.*
- *it will be nice if there were more available seats.*
- *It would be great if Montessori schools would also be included*
- *It would have been good to actually be able to have my daughter attend pre-k. More spots need to be available in our actual zoned school. Toomer didn't even have pre-k, which is*

our ONLY zoned school for this whole area. We should have been able to choose our zoned school and 3 other schools. Maybe increasing the number of schools people can choose would help with the waitlist also. Thank you for the opportunity, we would have really loved to be able to have pre-k for our child.

- *its sponsored by Georgia state which is amazing and also has a syllabus*
- *Its unfortunate that its a lottery especially since the rest of school grades arent. I now feel my child is behind as she will be starting kindergarten*
- *Its very important to offer before and after school care options for the working parent*
- *La tengo en Decayre desde 1 año pagando 200 dll semanales*
- *lottery system sucks. it would be nice to have everyone get in*
- *Love that Georgia has a pre k program, wish it was universal so that there was not a drawing*
- *Loved Prek at East Newton Elem. It really was the teachers love of the students and that the students could feel it, that made all the difference.*
- *Más cupos para más niños*
- *Muy bien, me encanta, muy util*
- *My daughter got selected for the lottery pre-k program at her school when she was 4, but a year later, my son was not. I understand how the lottery system works and how not every applicant is guaranteed a spot. However, the area that I live in and the school/pre-k program I am zoned for has been rapidly expanding for many years and the number of pre-k classrooms needs to grow with it. My son was put on the waitlist, but I found out the waitlist had 22 applicants on it. That is another whole class size. Barrow county touches Gwinnett county and while Auburn is rapidly growing, it is still considered rural and there are not a lot of daycares with Georgia Pre-k programs.*
- *My twin grandchildren attended pre-k at daycare when they were 3-4 then started the Ga pre-k program in 2025 right before they turned 5 on 8/31/25.*
- *n/a*
- *n/a*
- *N/a*
- *N/a*
- *N/a*
- *N/A*
- *N/A*
- *N/A*
- *N/A*
- *N/A*
- *Na*
- *Needs to be more accessible to rural.*
- *no*

- *No*
- *No additional thoughts*
- *No additional thoughts*
- *No comment*
- *None*
- *None*
- *None*
- *None*
- *None*
- *None*
- *None*
- *None - its a great program*
- *None at the moment*
- *None at this time*
- *Nothing*
- *Other countries, including emergent nations (i.e. Brazil) offer Pre-K in public schools. We expected that it would be the same here in the US, and this was frustrating.*
- *Parents need to be equipped to connect with their own children. No one makes a better teacher or mentor than a child's parent. Parents need help knowing what to do with their emotions and their children's. Parents need education on the lasting effects of prolonged screen time or limited interaction with their children. Our young children need to be read to regularly as their life depends on it. Parents aren't experts by default.*
- *Parents really don't have access to information on these programs unless they know to search.*
- *PE would be nice to have*
- *please add pre-k for 3 year olds*
- *Please fully fund and remove the lottery nature of this program. Kids and families need these support systems in place.*
- *Please support expanding pre-k so all eligible children have the option to attend free instead of a lottery system. Also please make all county schools offer pre-k. The school right beside our neighborhood did not offer pre-k so we drove 20 minutes each way daily to take our son to prek at another county school. I cannot recommend the prek program enough, especially for children that need more time to learn or acclimate to new routines and skills.*
- *Pre K need more spots available so the kids don't have to sit on the waiting list all year*
- *Programs*
- *Thank you for the services you have provided to our Youth, the future of civilization!*
- *Thankful for WLA*

- *Thankful that they're offered*
- *Thanks to Cobb County for offering this incredible program. There needs to be more awareness of it especially when seeking daycares that offer it. Difficult to find lists of daycare that host the program so lots of work up front! I applied my child to 4 daycares offering it, and it was very competitive.*
- *The lottery is ridiculous and kids and parents alike take it extremely hard when not chosen. I'm lucky to be in a position where we can afford paying for a pre-k but I feel terribly for single parents/low income parents who have to struggle to set their children up for success.*
- *The pre k programs attached to daycare facilities are horrible. I watched and reported so many teachers who put their hands on kids to use corporal punishment, but nothing was done about it. It happened in my own child's classroom and I was concerned for my child's safety and wellbeing. I would not recommend that daycare to anyone because of it. They should not be considered for funding at all!*
- *The pre-k lottery is bogus.*
- *The process was easy and helpful and greatly appreciated..staff were awesome and I knew my child was safe and taken care of not far from home regardless of no vehicle of my own..wish there were more options of availability regarding transportation to and from location though it all worked out..*
- *The program should allow kids that are a little older to participate in PreK. If their parent chooses to hold them back a year so they are "ready", they should still be allowed to complete PreK first.*
- *There should be more GA pre-k programs for children with autism*
- *They need to consider changing the curriculum to fit all students. If they are ahead, teach them where they are at so they can grow and not be at a stand still.*
- *They should offer it at all elementary schools*
- *This program is so helpful to working families and their ability to know their children are being set up for success in school with hands-on learning, especially while also trying to provide for their families. This being a lottery-funded, free educational service for citizens is some of the best use of our resources and I'm very thankful it exists.*
- *To have more spots*
- *Transportation would be helpful, or more funds for before and after care.*
- *Very beneficial for kids to have a program to attend to help them emotionally and socially*
- *We chose our church school, but free affordable childcare is so important. This age of children are also ready to begin learning in a structured way.*
- *We had a wonderful experience and I highly recommend it.*
- *We have loved the pre-k program. The transition from BCW to special needs pre-k, then to pre-k, then to kindergarten has been seamless and so helpful in navigating services available to our daughter with a physical disability.*

- *We LOVE GA pre-k as one of our kids already went through it and we are hoping to have our second go through it if we get off the waitlist*
- *We love the PreK option at our daycare, but because they moved PreK into toomer, we no longer have a neutral PreK site. We were waitlisted on the 20 seats at our zoned school. Also the day care is not being supported beyond next year as PreK option. Soon we may have even less options*
- *We loved it with our two older children and look forward to it with our 3 year old.*
- *We need another prek class at brooklet elementary school!! Ours is always full and no one can get in!!*
- *We used a private pre k and now use a private school for the education.*
- *We weren't able to get in at our local school (#8 on the waiting list of more than 100 children).*
- *Wish there is more structured support for kids with mental disorders such as Autism.*
- *Would be more helpful if it didn't have to be a lottery system and every child was guaranteed a spot*
- *Would like to have more information provided earlier on.*
- *Would like to see the program extended to a full day rather than 6 1/2 hours*
- *Would love for the information to be more easily accessible.*
- *Would love it if there were more options. My understanding from neighbors is that the options are limited and that it is difficult to get in.*
- *Yo necesito ayuda para inscribir a mi niña para el siguiente año porque ella tiene 3 años ahora*