



Local Variations in Enrollment Processes in Georgia's Pre-K Program

Findings from the
2012-2013 Evaluation Study

Ellen Peisner-Feinberg, Ph.D.

Doré LaForett, Ph.D.

Jennifer Schaaf, Ph.D.

Lisa Hildebrandt, M.A.

Georgia's
Pre-K
Program
Evaluation
Project



UNC

FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

© December 2013 by Ellen S. Peisner-Feinberg, FPG Child Development Institute, University of North Carolina at Chapel Hill.

We wish to acknowledge the members of our Georgia Pre-K Evaluation Team who assisted with this phase of the research: Research Assistants Diana Knechtel, Judith Owen, and Rickiah Wingfield; Programmer Adam Mack; Statistician Yi Pan; and Data Collectors Amber Alsobrooks, Laura Biediger, Margie Bocchieri, Gloria Cardona, Nancy Frank, Jean Healy, Inessa Holston, Rebecca Levy, Sarah Mack, Julie McManus, Tonantzin Mitre, Jennifer Osborne, Elizabeth Partington, Yalitza Ramos, Jacqueline Schultz, Melissa Silva, Erin Sroka, Karen Van Manen, Jennifer Viemont, Lindsay Wicks, Othondra Williams, and Jo-Anne Woodruff.

Cover by Gina Harrison and photographs by Don Trull, FPG Child Development Institute.

In addition, we offer our appreciation to all those who participated in and assisted with this study, including the Project Directors and Site Directors of Georgia's Pre-K Program, as well as the staff of the Georgia Department of Early Care and Learning.

Suggested citation: Peisner-Feinberg, E. S., LaForett, D. R., Schaaf, J. M., & Hildebrandt, L. (2013). *Local variations in enrollment processes in Georgia's Pre-K Program: Findings from the 2012-2013 evaluation study*. Chapel Hill, NC: FPG Child Development Institute.

This study was funded by the Georgia Department of Early Care and Learning.

For more information about the Evaluation of Georgia's Pre-K Program, visit the website at <http://fpg.unc.edu/projects/georgia-pre-kindergarten-evaluation>

Contents

List of Tables.....	3
Executive Summary.....	4
Overview of Georgia’s Pre-K Program.....	7
Overview of the Current Study.....	8
Methods.....	8
Participants and Procedures.....	8
Measures.....	9
Data Coding and Analysis.....	10
Results.....	11
Program Characteristics.....	11
Recruitment.....	11
Application Process.....	12
Assignment Process.....	13
Enrollment and Waitlist.....	14
Conclusions.....	16

List of Tables

Table 1 Project Directors by Georgia’s Pre-K Program Setting Types.....	18
Table 2 Other Age Groups Served by Georgia’s Pre-K Programs	18
Table 3 Recruitment Methods Used by Georgia’s Pre-K Programs.....	19
Table 4 Collaborating Agencies for Recruitment to Georgia’s Pre-K Program.....	20
Table 5 Barriers During Application Process for Georgia’s Pre-K Program.....	21
Table 6 Additional Georgia’s Pre-K Program Application Information about Children	21
Table 7 Additional Georgia’s Pre-K Program Application Information about Previous Child Care	22
Table 8 Additional Georgia’s Pre-K Program Application Information about Children’s Primary Caregivers.....	22
Table 9 Additional Georgia’s Pre-K Program Application Information about Families	23
Table 10 Beginning Month for Accepting Applications to Georgia’s Pre-K Programs (2012– 2013).....	23
Table 11 Deadlines for Receiving Applications to Georgia’s Pre-K Program (2012–2013).....	24
Table 12 Final Dates Applications Are Retained for Children Not Assigned a Slot in Georgia's Pre-K Program	25
Table 13 Other Programs Involved in Joint Child Assignment Decisions with Georgia’s Pre-K Programs	25
Table 14 Approximate Percentage of Children in Georgia’s Pre-K Programs Previously Served at the Same Site (2011–2012).....	26
Table 15 Month of Assignment Decisions for Georgia’s Pre-K Programs (2012–2013).....	27
Table 16 Number of Classrooms in Georgia’s Pre-K Programs (2011–2012).....	27
Table 17 Average Number of Children Served by Georgia's Pre-K Programs (2009–2012).....	28
Table 18 Frequency of Number of Children Served by Georgia's Pre-K Programs (2009–2012).....	28
Table 19 Number of Children Who Withdrew from Georgia’s Pre-K Programs (2011–2012)	29
Table 20 Reasons Children Withdrew from Georgia’s Pre-K Programs (2011–2012)	30
Table 21 Waitlist Size for Georgia’s Pre-K Programs at Beginning and End of School Year	31
Table 22 Average Number of Children Selected from Georgia's Pre-K Program Waitlists	31
Table 23 Frequency of Number of Children Selected from Georgia's Pre-K Program Waitlists	32
Table 24 Reasons for Removal from Waitlists for Georgia's Pre-K Programs.....	33

Executive Summary

Overview of Georgia's Pre-K Program

Georgia has one of the few state-funded universal pre-kindergarten programs for 4-year-olds, with no fees for program participation regardless of family income level. Offering one of the first universal programs, beginning in 1995, Georgia's Pre-K Program served over 89,000 different children in 2011–2012 and nearly 88,000 different children in 2012–2013¹. Children are served in a variety of settings across the state, including local school systems, private providers, and blended Head Start/pre-k classrooms. About 45% of the classrooms are located in public settings and about 55% in private settings. Bright from the Start: Georgia Department of Early Care and Learning (DECAL) oversees the pre-k program at the state level and provides operating guidelines for local programs. Each local program designates an overall program administrator to serve as Project Director and a Site Director to serve as the local administrator for each individual site. Local programs are responsible for implementing all aspects of the recruitment, application, assignment, and waitlist procedures with children and families prior to entering the program as well as the actual operation of the pre-k program services within the guidelines specified by DECAL.

Overview of the Current Study

The purpose of the current study was to gather information to understand local variations in implementation of recruitment, application, assignment, and waitlist procedures. Questions addressed in the current report include:

- What are the methods of recruitment used by local sites?
- What are the application processes for families?
- How are assignment decisions for the program made?
- What are the waitlist procedures and outcomes?

Results were examined to determine the extent to which local Georgia's Pre-K Programs used common or different procedures, particular processes that were considered useful, barriers to families accessing the program with the current processes, and recommendations for improvement.

The study included two components: an electronic survey sent to all programs operating in the 2012–2013 year, and a supplemental phone interview conducted with a selected group of programs based on survey responses. Project Directors were the primary respondents for both components. The electronic survey was designed to gather information about variations in the processes used by local programs in the areas of recruitment, application, assignment, and waitlist. A total of 806 Project Directors completed the electronic survey, with responses to selected survey items from an additional 366 Site Directors for multi-site programs (92% program response rate). Programs were selected for inclusion in the phone interview if they had a significant waitlist the previous year. Phone interviews were conducted with 175 Project Directors (99% response rate) to gather more detailed information about the nature of, implementation of, and timelines for recruitment, application, assignment, and waitlist processes.

¹ These numbers were determined by calculating the total number of different children served throughout the program year, excluding any potential duplicate entries (i.e., children with matching name, birthdate, and gender).

Results

Recruitment

- Programs use a variety of recruitment methods, including both personal (e.g., open house) and impersonal (e.g., road signs, website) forms of communication.
- Many programs (over 60%) offer recruitment materials in languages other than English; conversely, about 40% do not.
- Most Georgia's Pre-K Programs report collaborating with other agencies to recruit families.
- The most commonly reported barrier to recruiting more families is the lack of enough classrooms or programs in the area to serve additional children.

Application Process

- There are barriers for families with regard to the application process, including the number of forms, application format and language, the submission process, and the availability of support staff for non-English-speaking families within local Georgia's Pre-K Programs.
- About half of the programs gather additional application information about children and families beyond the standard state registration form to help inform the services they provide.

Assignment Process

- Most Georgia's Pre-K Programs make assignment decisions independently from other types of pre-k programs.
- The majority of programs use the first come-first served method for assigning children to Georgia's Pre-K, although many programs also report incorporating other considerations, primarily priority for 3-year-olds already attending their program.
- Programs vary when they make assignment decisions (most mid-spring to mid-summer), with families typically informed by phone and bilingual staff available in some programs.

Enrollment and Waitlist

- Programs served an average of above 70 children and about 10% withdrew before the end of the school year (typically because families moved), although these numbers varied widely.
- Programs eventually served a number of the children who were on their waitlists at the beginning of the year, although this varied greatly across programs.
- Programs tend to update waitlist information either when rosters are due or when slots become available, rather than on a more regular basis, with children typically removed from the waitlist because the family moved or the program was unable to contact them.
- Programs suggested some recommendations for changes to the waitlist system that could help provide a better process for serving families when slots become available.

Conclusions

Local Georgia's Pre-K Programs comprise a variety of pre-k settings, including for-profit and non-profit child care centers, school districts, and Head Start. Although there are some common procedures that are followed statewide with regard to recruiting and selecting children into Georgia's Pre-K Program, there also is a great deal of variation in the processes used by local programs. The specific procedures local Georgia's Pre-K Programs use for recruitment, application, assignment, and waitlist vary, given the flexibility provided by DECAL in local decision-making, what they have found useful in their area, and the particular barriers they have encountered.

A particular question of interest from these findings was whether a randomized controlled trial (RCT) design, which would entail randomly assigning children to the pre-k program or to a control group, would be possible for future studies. Given the relatively small size of the waitlists compared to the number of children enrolled in general, as well as the difficulty of ensuring that a child who would be assigned to the control group would not attend Georgia's Pre-K at a different site (given that families are often on multiple waitlists), it was determined that an RCT design would not be a feasible approach for studying program effectiveness. However, these findings do provide useful information about the extent of local variations in recruitment and selection processes and about potential barriers to services for some populations and with regard to some processes.

Programs use a variety of methods for recruiting families, depending on what works best for them; across programs, no single method has been found to be most effective. There is often good collaboration with other agencies during the recruitment process, though not often with other early care and education programs. Assignment decisions for Georgia's Pre-K generally are made independently, however, and are not constrained by joint decision-making with other types of pre-k programs. Overwhelmingly, the biggest barrier to both recruiting and serving more families in Georgia's Pre-K Program is the availability of slots. There are substantial numbers of children on the waitlists for individual Georgia's Pre-K Program sites, and many programs believe that they could recruit even more children if there were more slots available to serve them.

In most programs, the majority of children are chosen during the initial assignment process, with both limited child turnover and limited opportunity for children on the waitlist to obtain a slot, although there is variability across programs. In many programs, the best way to ensure a slot is to have attended as a 3-year-old, given the high proportion of Georgia's Pre-K participants who attended the same site as 3-year-olds and the preference for enrollment often offered to these families. While many programs do have resources to support non-English-speaking families during recruitment and/or enrollment processes through the use of bilingual staff and/or materials in families' home languages, these often are limited to Spanish, and some programs do not have access to such resources at all. A recurring issue that could result in more disadvantaged families being less likely to be served is the ability for the programs to contact them at all stages—recruitment, application, assignment, and waitlist maintenance.

Recommendations for changes to the waitlist system may help provide programs with a better process for serving families on the waitlist when slots become available. However, the biggest challenge that still remains is ensuring that there are enough slots to meet the demand for this universal program. From the perspective of program providers, there are many more families who would like to see their children benefit from Georgia's Pre-K Program.

Local Variations in Enrollment Processes in Georgia's Pre-K Program: Findings from the 2012-2013 Evaluation Study

Overview of Georgia's Pre-K Program

Georgia has one of the few state-funded universal pre-kindergarten programs for 4-year-olds, with no fees for program participation regardless of family income level. Offering one of the first universal programs, beginning in 1995, Georgia's Pre-K Program served over 89,000 different children in 2011–2012 and nearly 88,000 different children in 2012–2013¹. Children are served in a variety of settings across the state, including local school systems, private providers, and blended Head Start/pre-k classrooms. In the 2011-2012 school year, 45% of classrooms were located in public settings and 55% in private settings; in the 2012-2013 school year, the distribution was similar, with 46% of classrooms located in public settings and 54% in private settings.

Bright from the Start: Georgia Department of Early Care and Learning (DECAL) oversees the pre-k program at the state level and provides operating guidelines² for local programs. Each local program designates an overall program administrator to serve as Project Director and a Site Director to serve as the local administrator for each individual site or facility. (Sometimes Project Directors and Site Directors may be the same person, especially for smaller programs.) Both local school systems and private child care programs can participate as Georgia's Pre-K Program providers, designating differing numbers of sites and classrooms.

Georgia's Pre-K Program is based on a school-day and school-year model, with class sizes of 20-22 children with a lead and assistant teacher and adult:child ratios of 1:11. Lead teachers are required to have at least a bachelor's degree in early childhood education or a related field (unless previously approved), and assistant teachers are required to have at least a Child Development Associate (CDA) credential.

Local programs are responsible for implementing all aspects of the recruitment, application, assignment, and waitlist procedures with children and families prior to entering the program as well as the actual operation of the pre-k program services within the guidelines specified by DECAL. Program operating guidelines neither require nor recommend specific recruitment methods. DECAL provides a standard *Child Registration Form* that all programs must use during the application process. Local programs are responsible for developing comprehensive enrollment policies, including general assignment procedures of first come-first served or lottery drawing, as well as how selections for various populations (e.g., siblings, children with disabilities, children of staff, by school attendance zones) will be considered. DECAL maintains statewide enrollment data based on the *Child Registration Form* information as well as additional information that is gathered once children are enrolled, with programs required to provide regular updates during each roster reporting period (e.g., 4 times per year). Local programs must create and maintain waitlists using the DECAL-provided *Wait List Information Form* for all children who complete a registration form, but for whom no slot was available. Parents may place their children on multiple waitlists for

¹ These numbers were determined by calculating the total number of different children served throughout the program year, excluding any potential duplicate entries (i.e., children with matching name, birthdate, and gender).

² Bright from the Start: Georgia Department of Early Care and Learning 2012–2013 School Year Pre-K Providers' Operating Guidelines.

Georgia's Pre-K Program. In addition, operating guidelines require that this waitlist information be entered into the state database where it may be updated throughout the year as needed, with required updates each roster reporting period (e.g., 4 times per year). DECAL then reviews and cleans the waitlist data, so that waitlist numbers reported by DECAL reflect unduplicated counts (i.e., each child is counted only once).

Overview of the Current Study

The purpose of the current study was to gather information to understand local variations in implementation of recruitment, application, assignment, and waitlist procedures. Questions addressed in the current report include:

- What are the methods of recruitment used by local sites?
- What are the application processes for families?
- How are assignment decisions for the program made?
- What are the waitlist procedures and outcomes?

Results were examined to determine the extent to which local Georgia's Pre-K Programs used common or different procedures, particular processes that were considered useful, barriers to families accessing the program with the current processes, and recommendations for improvement.

The study included two components: an electronic survey sent to all programs operating in the 2012–2013 year; and a supplemental phone interview conducted with a selected group of programs based on survey responses. Project Directors were the primary respondents for both components. The electronic survey was designed to gather information about variations in the processes used by local programs in the areas of recruitment, application, assignment, and waitlist. Programs were selected for inclusion in the phone interview if they had a significant waiting list the previous year. The phone interview gathered more detailed information about the nature of, implementation of, and timelines for recruitment, application, assignment and waitlist processes. A total of 806 Project Directors completed the electronic survey, with responses to selected survey items from an additional 366 Site Directors for multi-site programs (92% program response rate). Phone interviews were conducted with 175 Project Directors (99% response rate).

Methods

Participants and Procedures

As the local administrators responsible for overseeing Georgia's Pre-K Programs, Project Directors were the primary respondents for both components of this study—the electronic survey and the phone interview. However, it is important to note that larger programs, such as school districts and other multi-site programs, tend to have a single Project Director overseeing multiple sites and classrooms within their Georgia's Pre-K Program. Conversely, Project Directors for smaller programs may oversee only a single site or classroom. Therefore, the responses overall may underrepresent sites and classrooms for larger programs and overrepresent them for smaller programs relative to the overall proportion of sites and classrooms statewide, since each Project Director was counted as a single respondent.

Researchers contacted 1,296 individuals via email to complete an electronic survey on topics related to recruitment, application, assignment, and waitlist processes. This group comprised all 872 Project Directors (PDs) identified in June 2012 as currently operating a Georgia's Pre-K Program, who were the primary group of interest for the study. Based on DECAL designations, these PDs were distributed across local school systems (19%, n=169), other public sites (e.g., military-based programs; 2%, n=17), and private child centers (79%, n=686) representing 1,844 unique Georgia's Pre-K Program sites. The classrooms represented by the 872 PDs who were initially contacted were located in 45% public settings and 55% private settings. In cases where PDs in private child care centers oversaw multiple sites, an additional 424 Site Directors (SDs) were contacted to complete survey questions about waitlist processes; in these cases, the PD completed the survey questions about the recruitment, application, and assignment procedures. Electronic surveys were completed July–August 2012.

A total of 806 PDs and 366 SDs (1,109 unique sites) completed the electronic survey delivered via Qualtrics software. The overall response rate was 90% at the individual respondent level and 92% at the program level. The inclusion of the additional SDs from multiple sites who completed the waitlist section yielded a sample size of 1,116 for those questions. Of the 806 PDs, 20% (n=160) represented local school systems, 2% (n=16) represented other public sites, and 78% (n=630) represented private sites, based on DECAL designations. The Georgia's Pre-K classrooms represented by these 806 programs were located in 44% public settings and 56% private settings. A total of 156 of the 159 counties in Georgia were represented in the electronic survey sample.

A subsample of PDs participated in the phone interview to obtain more detailed information about recruitment, application, assignment, and waitlist processes. The rationale for selecting the phone interview subsample was to gather information from programs that reported having a substantial waitlist of applicants to their Georgia's Pre-K Program. Specifically, phone interview respondents were chosen based on whether they reported on the electronic survey having waitlist percentages of at least 75% (private sites) or 50% (public sites) for the 2011–2012 or 2012–2013 school year. Based on these criteria, 182 PDs were identified for participation in the phone interview, 6 of whose programs were no longer in operation. Of the remaining 176 PDs, 175 participated in the phone interview (99% response rate). Among the 175 phone interview respondents, 16% (n=28) represented local school systems, 3% (n=5) represented other public sites, and 81% (n=142) represented private sites. The Georgia's Pre-K classrooms represented by the 175 PDs who participated in the phone interview were located in 24% public settings and 76% private settings. A total of 46 of the 159 counties in Georgia were represented in the phone interview sample. Phone interviews were completed during December 2012–February 2013.

Measures

The purpose of the electronic survey was to learn about local variations in recruitment, application, assignment, and waitlist processes. Question formats included multiple choice (check all that apply, forced choice), selecting dates, and open-ended responses (text or numeric). The survey consisted of 31 questions in 4 sections: 1) the Questions about Your Program section included items about the types of programs represented among study respondents, including characteristics such as program setting, ages of children served, and numbers of sites and classrooms (4 questions); 2) the Questions about Recruitment section included items about the strategies programs used to let families know about Georgia's Pre-K Program, and included items addressing topics such as recruitment methods used and languages of recruitment materials (4 questions); 3) the Questions about Application section included items about application procedures including dates when programs started and stopped taking applications from families to enroll in Georgia's Pre-K (9 questions); 4) the Questions

about Assignment section included items about the procedures programs use to assign children to slots in the program (4 questions); and 5) the Questions about Waitlist section included items about waitlist size and the alternative pre-k experiences of the children from the waitlist who do not enroll (9 questions).

The purpose of the phone interview was to gather more detailed information about the nature of, implementation of, and timeline for recruitment, application, assignment, and waitlist processes asked about in the survey. The interview questions were designed as open-ended responses questions and included a series of probes or follow-up questions to elicit additional information from respondents when needed. The interview consisted of 16 questions in 5 sections: 1) the Recruitment section included items about topics such as who is involved in recruitment efforts and perceptions of whether it is possible to recruit more children in the area to attend Georgia's Pre-K (4 questions); 2) the Application section included items about where and how parents submit applications for Georgia's Pre-K and whether program staff provide support to families during the application process (2 questions); 3) the Assignment section included items about topics such as how programs choose which children receive Georgia's Pre-K (3 questions); 4) the Waitlist section included items about how programs create and use their waitlist and their perceptions of the effectiveness of the waitlist procedures (5 questions); and 5) the Timeline section included items about the overall timing of various program activities, including application processes, when acceptance decisions are made, and how families are notified about acceptance decisions (1 question). Respondents also were asked whether they anticipated any changes in their recruitment, application, assignment, or waitlist procedures for the coming year.

Data Coding and Analysis

To examine local variations in recruitment, application, assignment, and waitlist processes across Georgia's Pre-K Program, descriptive statistics were conducted on responses to the electronic survey questions. Frequencies were computed for multiple-choice questions (check one, check all that apply). Means, standard deviations, and ranges were calculated for numeric responses.

The research team developed a coding scheme for the phone interview data to categorize responses to the open-ended questions using a small sample of interviews (6%, n=10). A categorical analysis of the interview data was conducted by examining the frequency of codes at the question level. Unique codes for each question were generated to capture the specific recruitment, application, assignment, and waitlist processes used by programs; how and when these processes are implemented; who implements these processes; and whether responses could be classified using one code (i.e., "code one") or multiple codes (i.e., "code all that apply") per respondent. The coding scheme consisted of 38 questions across interview sections: recruitment (10), application (5), assignment (8), waitlist (7), and timeline (8).

Using this coding scheme, 10 interviews were master-coded by two project investigators. Training procedures for data collectors included observing a demonstration of an application of the coding scheme to a master-coded interview, and practicing applying the coding scheme to a small number of master-coded interviews (i.e., 3-5 interviews) along with receiving feedback to improve their reliability. Data collectors were then required to demonstrate coding proficiency using a second small sample of master-coded interviews, based on the following criteria: 1) 85% overall match on 3 out of 5 master-coded interviews, and 2) 100% match on each individual master-coded interview question at least once.

Two data collectors independently coded the data for 20% of the interviews (n=34) and inter-rater reliability was examined at the item level. Prevalence-Adjusted Bias-Adjusted Kappa (PABAK)

statistics were calculated for all items to correct for potential presence of bias caused by the distributions of data across the coding categories.¹ PABAK statistics for most of the interview items were above 0.80 indicating outstanding agreement, and were between 0.40 and 0.80 for 5 items indicating moderate to substantial agreement.² The mean PABAK across all items was 0.86; the median was 0.90; the lowest PABAK was 0.41 (one item) and the highest was 1.00 (multiple items).

Results

Program Characteristics

Of the 806 Project Directors who responded to the statewide survey, nearly two-thirds described their programs as for-profit child care centers, with most consisting of a single site (55%) and fewer in multiple sites (9%). The remainder of the respondents described their programs as school districts (19%), non-profit child care centers (11% single sites; 2% multiple sites), Head Start (2% multiple sites; 0.1% single sites), and other types of programs (2%), as seen in Table 1. These programs represented a total of 3,587 classrooms, distributed across 44% public settings and 56% private settings. Programs included an average of 2.1 sites (SD=4.4, range=1-43) and 4.4 classrooms (SD=9.3, range=1-105) in the 2011-2012 school year. Over three-quarters (83%) of programs reported also serving other age groups than those in Georgia's Pre-K, with 80% serving younger children (i.e., infants, toddlers, and/or 3-year-olds) and 38% serving older children (i.e., kindergarten-12th graders), as seen in Table 2.

Recruitment

Based on the interview results, nearly all Georgia's Pre-K Programs are directly involved in advertising and recruitment efforts for their program. In most cases (over 80% of interview respondents), the Project Director is involved in these efforts, with the Site Director and other staff each involved in fewer than half of the programs.

Programs use a variety of recruitment methods, including both personal (e.g., open house) and impersonal (e.g., road signs, web site) forms of communication.

Based on the survey results, a variety of methods were used to purposefully distribute information about Georgia's Pre-K Program, as seen in Table 3. No single method for recruitment was clearly favored, with both personal and impersonal forms of communication used. The most frequently reported methods, used by about 60% or more of the programs, included signage (road signs or in front of the site), open-house meetings, and information posted on their program's websites. Other common, but less frequently reported methods, each used by about one-quarter or more of the programs, included newspaper ads and sending information home via local schools and early education programs. Methods such as radio spots, flyers and newsletters, and external websites were less commonly used (each fewer than 10% of programs). Although not an active recruitment strategy, it is notable that many programs mentioned word-of-mouth as one of their primary and most successful strategies.

¹ Byrt, T., Bishop, J., & Carlin, J.B. (1993). Bias, prevalence, and kappa. *Journal of Clinical Epidemiology*, 46(5), 423-429.

² Landis, J., & Koch, G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 33(1), 159-174.

Many programs (over 60%) offer recruitment materials in languages other than English; conversely, about 40% do not.

Based on the survey, 62% (n=496) of the programs provide recruitment materials in other languages besides English; conversely, 38% (n=309) provide materials only in English. Typically, programs provide other language materials in Spanish (57%, n=462) and occasionally in Vietnamese (2%, n=15), with few programs (2%, n=19) providing materials in any other languages (African languages, Khmer/Cambodian, Chinese, Korean, Russian, Nepali, Burmese, Arabic, Hindi, Gujarati).

Most Georgia's Pre-K Programs report collaborating with other agencies to recruit families.

Based on survey results, most of the Georgia's Pre-K Programs (85%, n=685) report collaborating with other community agencies to recruit families. As seen in Table 4, most of the collaboration revolves around school, child care, and family service agencies (37%–55% of programs for each type of agency). Some collaboration also occurs with community centers, faith-based organizations, and health-care providers (22%–24%). Fewer than 15% of the programs collaborate with other types of organizations, including a variety of family/child, community, and social services agencies.

The most commonly reported barrier to recruiting more families is the lack of enough classrooms or programs in the area to serve additional children.

Based on interview results, many programs believe that more children could be recruited to their Georgia's Pre-K Program. However, the most commonly reported barrier to recruiting more children was that there are not enough classrooms or programs in the area to serve additional children. Another reported barrier included lack of awareness by families about Georgia's Pre-K Program. Less commonly reported barriers included parental preferences for types of child care or home care, lack of transportation, difficulties reaching families, and perceived stigmas associated with utilizing ECE programs.

Application Process

There are barriers for families with regard to the application process, including the number of forms, application format and language, the submission process, and the availability of support staff for non-English-speaking families within local Georgia's Pre-K Programs.

Based on the interview results, nearly all Georgia's Pre-K Programs are directly involved in efforts around the application process and child registration for their program. In almost all cases, families must submit application forms directly to the local program site; there are rarely different location options available for submitting applications. All programs reported using written application forms; very few reported also using electronic forms or including interviews as part of the application or registration process. The vast majority of programs interviewed reported having staff support available to assist English-speaking families with the application process, and a substantial number (nearly two-thirds) had support available for non-English-speaking families, primarily in Spanish, although some provided support in other languages, depending on the needs of their families. Based on the survey results, the most significant barrier families face in the application process is having too many forms to complete (39%); other less frequently reported barriers related to constraints within the application process, including having only a single format available for applications (18%), not having applications available in a family's home language (14%), limited hours for accepting applications (10%), and only accepting applications at a single location (10%), as seen in Table 5.

About half of the programs gather additional application information about children and families beyond the standard state registration form to help inform the services they provide.

The standard application information on the state-required *Child Registration Form* for Georgia's Pre-K Program includes basic information about name, contact information (address(es), emergency contact information, individuals designated to pick up the child, child's living arrangements), medical information (medical provider(s) and medications), and accommodations for special needs. Most programs gather additional information about children and families during the application process. Based on the survey results, about half (52%) of the respondents indicated that they collect additional information about individual children (see Table 6). This includes information about children's health or developmental history (29% of all programs), foster care (26%), Individualized Education Program (IEP)/Individual Family Service Plan (IFSP) information (22%), and Section 504 plan information (12%). Nearly 60% of programs indicated that they collect information about children's previous child care arrangements, including whether the child was previously served at the site (37%), other sites previously attended by the child (35%), and whether any siblings were served at the program site (38%), as seen in Table 7. Nearly two-thirds (62%) of the programs gather additional information about children's primary caregivers, including marital status (50%), income (31%), education (13%), employment (1%), and participation in a food program (1%), as seen in Table 8. With regard to families, programs gather additional information about plans to participate in aftercare at the site (60%), languages spoken in the home (51%), family composition (48%), needs assessment (21%), and homelessness (15%), as seen in Table 9.

Programs generally begin accepting applications for the next school year in the spring (see Table 10), with the deadline for receiving applications generally in July or August (see Table 11), although there was variation in the dates for both of these. The majority of programs (88%) retain application information for children who were not assigned a slot in the program throughout the school year (most until the following May or June), although some (12%) do not retain this information once assignment decisions are made (see Table 12).

Assignment Process

Most Georgia's Pre-K Programs make assignment decisions independently from other types of pre-k programs.

Based on the interview results, nearly all local Georgia's Pre-K Programs are directly involved in assigning children slots, with the Project Director involved in most cases, and the Site Director or other staff often involved as well. According to survey results, about three-quarters (76%) of the programs indicated that they make assignment decisions for Georgia's Pre-K independently from other types of pre-k programs (see Table 13). When decisions are made collaboratively, partners have included a variety of other types of programs, such as special education programs (11%), Childcare and Parent Services (CAPS; 9%), Head Start (8%), other Georgia's Pre-K Program sites (8%), and Title One preschool programs (3%).

The majority of programs use the first come-first served method for assigning children to Georgia's Pre-K, although many programs also report incorporating other considerations, primarily priority for 3-year-olds already attending their program.

At the state level, DECAL recognizes two primary methods for local programs to use in making assignment decisions: first come-first served, used by the majority of programs (77%, n=615), and lottery, used by most of the rest (22%, n=177). Based on both survey and interview data, many

programs report also incorporating other considerations to these approaches, primarily first giving priority to 3-year-olds already attending their program. Other factors taken into account include other child characteristics (disability status, gender, race) and family characteristics (income, siblings attending program, school attendance zone, specific population such as military or university). Based on survey results for the 2011-2012 school year, in about 17% of the programs, more than 50% of the children in Georgia's Pre-K had been previously served at those same sites at younger ages and in another 23% of the programs, between 36%–50% of the Georgia's Pre-K children had been previously served at those same sites; in contrast, in only 14% of the programs, none of the Georgia's Pre-K children had been previously served (see Table 14). Based on survey results, over half (56%) of the programs indicated that they would consider parental requests for placement decisions in certain areas, including specific teachers, sites, and programs.

Programs vary when they make assignment decisions (most mid-spring to mid-summer), with families typically informed by phone and bilingual staff available in some programs.

Programs vary in terms of when they make assignment decisions, with about one-half (49%) in March-May and another one-third (33%) in June-July (see Table 15). Based on interview results, the majority of programs inform families of acceptance decisions by phone, with some by mail and fewer by email. In some cases, including acceptance of in-house families, notification is made at the time of the application. Less commonly, families are informed at the time of the lottery. To help inform families who do not speak English about acceptance decisions, about half of the interview respondents reported relying on bilingual staff, or other families in a few cases, and a smaller number reported using bilingual materials. However, a number of programs reported that they use the same notification procedures for non-English speaking families as for English-speaking families.

Enrollment and Waitlist

Programs served an average of above 70 children and about 10% withdrew before the end of the school year (typically because families moved), although these numbers varied widely.

The maximum allowable class size for Georgia's Pre-K is 22 children, with variability among local programs in the number of classrooms offered. Based on survey results, in the 2011–2012 school year, most Georgia's Pre-K Programs provided 1-3 classrooms, although this number varied greatly up to 105 classrooms (see Table 16). The average Georgia's Pre-K Program served about 73 children in the 2011–2012 school year, although this number ranged widely from 1–1,600 children depending on the number of sites and classrooms operated by the local program (see Table 17). The number of children served represents a slight increase over the previous 2 years (2009–2010 and 2010–2011), when the average was about 71 children, with a similarly wide range across programs. Based on these numbers, about one-quarter of the programs served 22 or fewer children (most likely in 1 classroom), about one-third served 23–44 children (or about 2 classrooms), about one-fifth served 45–66 children (or about 3 classrooms), and the remaining one-quarter served more than 66 children (4 or more classrooms), as seen in Table 18. On average, the number of children who withdrew from Georgia's Pre-K before the end of the program year was 6.5 (SD=9.5, range=0–189). However, the number of withdrawals varied across programs, with 0–2 children withdrawing early in about 25% of the programs, 3–4 children in another 25%, 5–7 in another 25%, and 8 or more in the remaining 25% (see Table 19). When children withdrew from the program, it was most often because the family moved; rarely was it because the family indicated that they were unhappy with the program or did not comply with program requirements (see Table 20).

Programs eventually served a number of the children who were on their waitlists at the beginning of the year, although this varied greatly across programs.

The average size of the waitlist was about 24 children (range=0–765) at the beginning of the school year and about 10–11 children (range=0–450) at the end of the school year, with a great deal of variation across programs, based on survey results (see Table 21). What these numbers do not reflect is the ongoing fluidity to the waitlist in some programs, where children may be added as well as removed throughout the year. Of the children served in Georgia’s Pre-K, the average program selected about 9–10 children from the waitlist in a given school year, representing 13%–14% of the total enrollment (see Table 22). However, there was substantial variation in this number (range=0–484), with about 20% indicating they chose no one from the waitlist, about 40% selecting 1–5 children, almost 20% selecting 6–10 children, and about the remaining 20% selecting more than 10 children (see Table 23). Based on interview results, when children are selected from the waitlist, the majority of programs report choosing the next child on the waitlist, either based on a first come-first served system (the next one in order of applying) or a lottery system (the next one randomly chosen). Occasionally, programs report considering other factors, such as family characteristics (income, siblings attending the program, school attendance zone, specific population such as military or university) or child characteristics (disability status, gender, race), although these considerations are rare. Programs describe using the idea of waitlists in a variety of ways; in addition to using waitlists to maintain a list of children who did not receive a slot in the program but who are waiting for a slot to open up (the standard use), some programs initially use the *Wait List Information Form* to create a list or pool of children prior to the registration or enrollment period, while others do not have waitlists.

Programs tend to update waitlist information either when rosters are due or when slots become available, rather than on a more regular basis, with children typically removed from the waitlist because the family moved or the program was unable to contact them.

Based on survey results, programs were most likely to update their waitlist information when rosters were submitted (42%, n=458), although a substantial proportion also updated waitlists when slots became available (34%, n=378). Fewer programs reported updating waitlists on a more regular basis, such as monthly (12%, n=131). When children are removed from a program’s waitlist, it is most likely due to receiving a slot in one of their Georgia’s Pre-K classrooms or in another Georgia’s Pre-K site, or because the family moved out of the area or the program was unable to contact the family; it is rarely due to the child enrolling in a special education program or a pre-k program other than Georgia’s Pre-K (see Table 24). About two-thirds (62%, n=689) of the survey respondents reported that they work with other local Georgia’s Pre-K Program sites to recruit children from their waitlists to fill available slots.

Programs suggested some recommendations for changes to the waitlist system that could help provide a better process for serving families when slots become available.

Based on interview results, the majority of respondents did not recommend any changes to the waitlist procedures. Changes that were suggested included DECAL creating a single, centralized waitlist system; establishing a policy that prevents parents from signing up on multiple waitlists; allowing for real-time updating of waitlist information; and recommendations for modifications to the waitlist form or the format for submission.

Conclusions

Local Georgia's Pre-K Programs comprise a variety of pre-k settings, including for-profit and non-profit child care centers, school districts, and Head Start, which vary in size and ages served, with most reporting also serving age groups younger or older than those served in Georgia's Pre-K at their sites. Although there are some common procedures that are followed statewide with regard to recruiting and selecting children into Georgia's Pre-K Program, there also is a great deal of variation in the processes used by local programs. The specific procedures local Georgia's Pre-K Programs use for recruitment, application, assignment, and waitlist vary, given the flexibility provided by DECAL in local decision-making, what they have found useful in their area, and the particular barriers they have encountered.

One consideration from reviewing these findings was the possibility for future experimental research designs to examine the effectiveness of Georgia's Pre-K Program, given the processes used and the numbers of children recruited and served. In particular, a question of interest was whether there were sufficient numbers of children on the waitlists within given locales to allow for a randomized controlled trial (RCT) design, which would entail randomly assigning children to the pre-k program or to a control group which would not participate in the program. Given the relatively small size of the waitlists compared to the number of children enrolled in general, as well as the difficulty of ensuring that a child who would be assigned to the control group would not attend Georgia's Pre-K at a different site (given that families are often on multiple waitlists), it was determined that an RCT design would not be a feasible approach for studying program effectiveness. However, these findings do provide useful information about the extent of local variations in recruitment and selection processes and about potential barriers to services for some populations and with regard to some program processes.

With regard to recruiting families, programs use a variety of methods, depending on what works best for them; across programs, no single method has been found to be most effective. Overwhelmingly, the biggest barrier to both recruiting and serving more families in Georgia's Pre-K Program is the availability of slots. There are substantial numbers of children on the waitlists for individual Georgia's Pre-K Program sites, and many programs believe that they could recruit even more children if there were more slots available to serve them. There also may be barriers to applying to the program for some families; for example, families need transportation to obtain and turn in application forms (which are typically accepted at a single location) as well as adequate literacy skills in the appropriate language to complete them (English and sometimes Spanish, but rarely available in other languages). Programs do gather additional information to help them better understand the children and families they are potentially serving, which is valuable, but this can create more forms and paperwork for families to complete. While many programs do have resources to support non-English-speaking families during recruitment and/or enrollment processes through the use of bilingual staff and/or materials in families' home languages, these often are limited to Spanish, and some programs do not have access to such resources at all. A recurring issue that could result in more disadvantaged families being less likely to be served is the ability for the programs to contact them. Families who are harder to reach (i.e., have less consistent or reliable forms of contact) are at a disadvantage for all aspects of these processes, including recruitment, application, assignment, and waitlist maintenance; therefore, they are more likely to lose an opportunity for a slot if the program cannot reach them through common forms of communication (recruitment and application) or with the contact information they have on file (assignment and waitlist maintenance).

There is often good collaboration with other agencies during the recruitment process, though not often with other early care and education programs. Assignment decisions for Georgia's Pre-K

generally are made independently, however, and are not constrained by joint decision-making with other types of pre-k programs. In most programs, the majority of children are chosen during the initial assignment process, with both limited child turnover and limited opportunity for children on the waitlist to obtain a slot at a later point in the year, although there is variability across programs. In many programs with limited availability, the best way to ensure a slot in the program is to have attended as a 3-year-old, given the high proportion of Georgia's Pre-K participants who attended the same site as 3-year-olds and the preference for enrollment often offered to these families.

Recommendations for changes to the waitlist system may help provide programs with a better process for serving families on the waitlist when slots become available. Although Georgia's Pre-K is a statewide program, the current waitlist system allows individual children to be represented across multiple waitlists for different local sites as families may choose to apply to more than one program in order to try to obtain a slot. Although DECAL cleans the waitlist data at a statewide level, it is difficult to determine the actual proportion of children served from the waitlist at the program level, since a given child may be on any different number of program waitlists but can only obtain up to one slot. However, the biggest challenge that still remains is ensuring that there are enough slots to meet the demand for this universal program. From the perspective of program providers, there are many more families who would like to see their children benefit from Georgia's Pre-K Program.

Table 1
Project Directors by Georgia’s Pre-K Program Setting Types
N=805

Project Director Setting Type	% ^a	n
For-profit child care center – single site	55.0	443
School district	18.9	152
Non-profit child care center – single site	11.2	90
For-profit child care center – multiple sites	8.7	70
Head Start – multiple sites	2.4	19
Non-profit child care center – multiple sites	2.0	16
Military site	0.5	4
University site	0.5	4
Head Start – single site	0.1	1
Other ^b	0.8	6

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

^a Total of percentages is not 100 because of rounding.

^b Examples of *Other* responses include charter school and combinations.

Table 2
Other Age Groups Served by Georgia’s Pre-K Programs
N=805

Age Groups Served	%	n
Children younger or older than 4 years old	82.6	654
Children younger than 4 years old	79.8	642
Infants (Birth – <1 year)	70.6	568
Toddlers (1–2 years)	74.3	598
3-year-olds	77.9	627
Children older than 4 years old	37.8	304
Kindergarten	35.7	287
1 st –12 th grade	28.1	226

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

Table 3
Recruitment Methods Used by Georgia’s Pre-K Programs
N=805

Recruitment Methods	%	n
Road signage or signs in front of site	70.1	564
Open-house meetings	67.8	546
Information on their program’s website	59.4	478
Newspaper ads	35.8	288
Send information home via local elementary schools	31.2	251
Send information home via other early education programs	23.0	185
Radio spots	8.8	71
Flyers or newsletters	6.8	55
Send information home via currently enrolled children (e.g., 3-year-olds)	2.7	22
External website	1.5	12
Other ^a	10.1	81
None	2.9	23

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

^a Examples of *Other* responses include other media (placing information on utility bills, TV ads, ads in the yellow pages, and other social media), sharing or posting information through local organizations and businesses, sharing information through other school events, and word of mouth.

Table 4
Collaborating Agencies for Recruitment to Georgia’s Pre-K Program
N=805

Collaborating Agencies for Recruitment	%	n
Schools	54.9	442
Other child care facilities	49.1	395
Department of Family & Children’s Services	48.5	390
Other Georgia’s Pre-K Program sites	42.5	342
Child care resource and referral agencies	36.7	295
Neighborhood and community centers	24.2	195
Faith-based organizations, church/temple bulletins	22.6	182
Pediatricians’ offices	21.7	175
Local public health centers	21.6	174
Family Connection Agency	14.8	119
Local housing authority agencies	12.8	103
Parks and recreation centers	10.9	88
Family resource centers	10.2	82
Local Interagency councils	8.2	66
Ethnic/cultural organizations	5.1	41
Domestic violence shelters	4.1	33
Local mental health centers	3.6	29
Developmental evaluation centers	3.0	24
Family courts	2.2	18
Other ^a	2.9	23
None	14.9	120

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

^a Examples of *Other* responses include military bases, local businesses, public agencies (libraries, post office), adult education programs, and health care agencies.

Table 5
Barriers During Application Process for Georgia’s Pre-K Program
N=805

Barriers	%	n
Too many forms to complete	39.1	315
Applications only available in a single format	18.0	145
Applications not available in family’s home language	14.3	115
Applications only accepted at a central location	10.2	82
Applications only accepted during limited hours	9.7	78
Families being able to provide required documentation	3.7	30
Not enough slots in program	3.1	25
Families do not have transportation	2.2	18
Other	5.7	46
None	20.9	168

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

^a Examples of *Other* responses include families have limited literacy, translated documents are unclear or inaccurate, applicants need to complete forms on site, and families not aware of or have difficulty managing application timelines.

Table 6
Additional Georgia’s Pre-K Program Application Information about Children
N=805

Application Information	%	n
Parent report of child’s health or developmental history	29.1	234
Foster care information	26.0	209
Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) information	21.6	174
Section 504 plan information	11.8	95
Other ^a	3.9	31
None	47.7	384

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

^a Examples of *Other* responses include country of origin, child’s social skills, “All About Me” profile, and identifying documentation.

Table 7
Additional Georgia’s Pre-K Program Application Information about Previous Child Care
N=805

Application Information	%	n
Siblings served at this site	38.0	306
Child previously served at the site	37.1	299
Other previous site(s) attended	34.7	279
None	41.4	333

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

Table 8
Additional Georgia’s Pre-K Program Application Information
about Children’s Primary Caregivers
N=805

Application Information	%	n
Parental marital status	49.6	399
Family income	30.9	249
Parental education levels	12.8	103
Parental employment	1.4	11
Participation in food program	1.0	8
Other ^a	1.4	11
None	38.1	307

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

^a Examples of *Other* responses include parental concerns or expectations, other demographic information (military status, classes completed, race, birthplace), and documentation (insurance information, social security).

Table 9
Additional Georgia’s Pre-K Program Application Information about Families
N=805

Application Information	%	n
Whether family plans to participate in aftercare	60.0	483
Other languages spoken at home	50.6	407
Family size	48.2	388
Number of children younger than 5 years old	38.5	310
Number of children 5 years and older	34.5	278
Number of adults	37.4	301
Family needs assessment information	21.1	170
Whether family is homeless	15.0	121
Other ^a	4.7	38
None	7.6	61

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

^a Examples of *Other* responses include living arrangements, sibling information, transportation, and other programs where parents have applied.

Table 10
Beginning Month for Accepting Applications to Georgia’s Pre-K Programs (2012–2013)
N=783

Month Begin Accepting Applications	%	n
January	12.6	99
February	17.5	137
March	32.7	256
April	13.0	102
May	8.3	65
June	4.5	35
July	6.6	52
August	3.8	30
September	0.4	3
October	0.0	0
November	0.3	2
December	0.3	2

Note. This information is based on responses from Project Directors and was not reported by 23 respondents.

Table 11
Deadlines for Receiving Applications to Georgia's Pre-K Program (2012–2013)
N=800

Month for Receiving Applications	% ^a	n
January	0.5	4
February	2.0	16
March	6.3	50
April	4.1	33
May	6.4	51
June	2.1	17
July	12.0	96
August	25.9	207
September	1.3	10
October	0.1	1
November	0.1	1
December	0.3	2
Undefined/open period	30.6	245
Until slots are filled	8.0	64
Other ^b	0.4	3

Note. This information is based on responses from Project Directors and was not reported by 6 respondents.

^a Total of percentages is not 100 because of rounding.

^b Examples of *Other* responses include first day of school, prior to school, and throughout the year.

Table 12
Final Dates Applications Are Retained for Children
Not Assigned a Slot in Georgia's Pre-K Program
N=803

Date Application Retained	% ^a	n
August 2011	1.7	14
September 2011	1.5	12
October 2011	0.9	7
November 2011	0.1	1
December 2011	3.6	29
January 2012	2.9	23
February 2012	1.6	13
March 2012	2.5	20
April 2012	3.4	27
May 2012	32.3	259
June 2012	37.5	301
Applications not retained	12.1	97

Note. This information is based on responses from Project Directors and was not reported by 3 respondents.

^a Total of percentages is not 100 because of rounding.

Table 13
Other Programs Involved in Joint Child Assignment Decisions with Georgia's Pre-K Programs
N=804

Other Programs in Assignment	%	n
Special education program	10.6	85
Childcare and Parent Services (CAPS)	9.0	72
Head Start	8.2	66
Other Georgia's Pre-K Program site(s)	7.5	60
Title One preschool program	2.6	21
Other ^a	0.5	4
None	75.6	608

Note. This information is based on responses from Project Directors and was not reported by 2 respondents.

^a Examples of *Other* responses include other child care programs and county collaboratives.

Table 14
Approximate Percentage of Children in Georgia’s Pre-K Programs
Previously Served at the Same Site (2011–2012)
N=805

Percentage of Children Previously Served	% ^a	n
0%	14.2	114
1–5%	9.9	80
6–10%	7.5	60
11–15%	5.5	44
16–20%	6.0	48
21–25%	7.6	61
26–30%	4.2	34
31–35%	5.1	41
36–40%	6.6	53
41–45%	5.6	45
46–50%	11.2	90
> 50%	16.8	135

Note. This information is based on responses from Project Directors and was not reported by 1 respondent.

^a Total of percentages is not 100 because of rounding.

Table 15
Month of Assignment Decisions for Georgia's Pre-K Programs (2012–2013)
N=784

Month of Assignment Decisions	%	n
January	4.2	33
February	6.6	52
March	23.9	187
April	13.9	109
May	11.6	91
June	11.1	87
July	21.8	171
August	6.6	52
September	0.3	2
October	0.0	0
November	0.0	0
December	0.0	0

Note. This information is based on responses from Project Directors and was not reported by 22 respondents.

Table 16
Number of Classrooms in Georgia's Pre-K Programs (2011–2012)
N=804

Number of Classrooms	%	n
1	31.7	255
2	23.8	191
3	17.3	139
4	7.7	62
5 or more ^a	19.5	157

Note. This information is based on responses from Project Directors and was not reported by 2 respondents.

^a Responses ranged from 5–105.

Table 17
Average Number of Children Served by Georgia's Pre-K Programs (2009–2012)

Year	N	Mean	(SD)	Range
2009–2010	1,023 ^a	71.2	(116.6)	1–1500
2010–2011	1,063 ^b	71.0	(116.6)	1–1500
2011–2012	1,074 ^c	72.5	(121.2)	1–1600

^a Respondents included Project Directors of local school systems and single-site private child care centers (n=656), along with Site Directors of multi-site private programs (n=367). This information was not reported by 93 respondents for 2009–2010.

^b Respondents included Project Directors of local school systems and single-site private child care centers (n=682), along with Site Directors of multi-site private programs (n=381). This information was not reported by 53 respondents for 2010–2011.

^c Respondents included Project Directors of local school systems and single-site private child care centers (n=686), along with Site Directors of multi-site private programs (n=388). This information was not reported by 42 respondents for 2011–2012.

Table 18
Frequency of Number of Children Served by Georgia's Pre-K Programs (2009–2012)

Number of Children	2009–2010 N=1,023 ^a		2010–2011 N=1,063 ^b		2011–2012 N=1,074 ^c	
	% ^d	n	% ^d	n	%	n
1–22	22.7	232	24.1	256	24.8	266
23–44	32.6	333	31.8	338	31.4	337
45–66	20.9	214	20.5	218	20.8	223
67–88	8.5	87	8.9	95	8.9	95
>88 ^e	15.5	157	14.4	156	14.1	153

^a Respondents included Project Directors of local school systems and single-site private child care centers (n=656), along with Site Directors of multi-site private programs (n=367). This information was not reported by 93 respondents for 2009–2010.

^b Respondents included Project Directors of local school systems and single-site private child care centers (n=682), along with Site Directors of multi-site private programs (n=381). This information was not reported by 53 respondents for 2010–2011.

^c Respondents included Project Directors of local school systems and single-site private child care centers (n=686), along with Site Directors of multi-site private programs (n=388). This information was not reported by 42 respondents for 2011–2012.

^d Total of percentages is not 100 because of rounding.

^e Responses ranged from 89–1,500 for 2009–2010 and 2010–2011, and from 89–1,600 for 2011–2012.

Table 19
Number of Children Who Withdrew from Georgia’s Pre-K Programs (2011–2012)
N=1,108

Number of Withdrawals	%	n
0	5.7	63
1	6.3	70
2	13.0	144
3	16.0	177
4	11.4	126
5	13.1	145
6	6.1	67
7	3.8	42
8	3.8	44
9	1.2	13
10	7.3	81
11–15	5.8	64
>15 ^a	6.5	72

Note. Respondents included Project Directors of local school systems and single-site private child care centers (n=709), along with Site Directors of multi-site private programs (n=399). This information was not reported by 8 respondents.

^a Responses ranged from 16–189.

Table 20
Reasons Children Withdrew from Georgia’s Pre-K Programs (2011–2012)
N=1,108

Reason for Withdrawal	% ^a	n
Family moved		
Frequently	31.8	352
Sometimes	55.1	610
Never/Rarely	13.2	146
Family did not comply with program requirements (e.g., attendance, child discipline/behavior problems)		
Frequently	1.4	16
Sometimes	18.9	209
Never/Rarely	79.7	883
Family unhappy with program		
Frequently	0.4	4
Sometimes	4.3	48
Never/Rarely	95.3	1,056
Do not know reason for withdrawal		
Frequently	1.8	20
Sometimes	22.4	248
Never/Rarely	75.8	840
Other^{b,c}		
Frequently	4.1	43
Sometimes	9.7	103
Never/Rarely	86.3	916

Note. Respondents included Project Directors of local school systems and single-site private child care centers (n=709), along with Site Directors of multi-site private programs (n=399). This information was not reported by 8 respondents.

^a Total of percentages may not be 100 because of rounding.

^b Examples of *Other* responses include attended another program, transportation difficulties, child/family medical issues, and parent felt child not ready for pre-k.

^c *Other* was not indicated as an additional response for this item by 54 respondents.

Table 21
Waitlist Size for Georgia's Pre-K Programs at Beginning and End of School Year

Year	Beginning Waitlist Size				Ending Waitlist Size			
	N	Mean	(SD)	Range	N	Mean	(SD)	Range
2009–2010 ^a	978	23.7	(51.5)	0–680	959	10.2	(29.8)	0–450
2010–2011 ^b	1,027	23.5	(50.7)	0–703	1,002	11.1	(34.1)	0–450
2011–2012 ^c	1,054	23.5	(50.7)	0–765	1,029	10.6	(33.1)	0–450
2012–2013 ^d	980	23.9	(52.8)	0–721	–	–	–	–

^a Respondents included Project Directors of local school systems and single-site private child care centers (n=627 at beginning of the year; n=612 at end of the year), along with Site Directors of multi-site private programs (n=351 at beginning of the year; n=347 at end of the year). This information was not reported by 138 and 157 respondents for the beginning and end of 2009–2010, respectively.

^b Respondents included Project Directors of local school systems and single-site private child care centers (n=658 at beginning of the year; n=640 at end of the year), along with Site Directors of multi-site private programs (n=369 at beginning of the year; n=362 at end of the year). This information was not reported by 89 and 114 respondents for the beginning and end of 2010–2011, respectively.

^c Respondents included Project Directors of local school systems and single-site private child care centers (n=674 at beginning of the year; n=658 at end of the year), along with Site Directors of multi-site private programs (n=380 at beginning of the year; n=371 at end of the year). This information was not reported by 62 and 87 respondents for the beginning and end of 2011–2012, respectively.

^d Respondents included Project Directors of local school systems and single-site private child care centers (n=622 at beginning of the year), along with Site Directors of multi-site private programs (n= 358 at beginning of the year). This information was not reported by 136 respondents for the beginning of 2012–2013.

Table 22
Average Number of Children Selected from Georgia's Pre-K Program Waitlists

Year	N	Mean	(SD)	Range
2009–2010	1,023 ^a	9.3	(20.6)	0–460
2010–2011	1,063 ^b	9.6	(21.0)	0–460
2011–2012	1,074 ^c	9.7	(21.6)	0–484

^a Respondents included Project Directors of local school systems and single-site private child care centers (n=656), along with Site Directors of multi-site private programs (n=367). This information was not reported by 93 respondents for 2009–2010.

^b Respondents included Project Directors of local school systems and single-site private child care centers (n=682), along with Site Directors of multi-site private programs (n=381). This information was not reported by 53 respondents for 2010–2011.

^c Respondents included Project Directors of local school systems and single-site private child care centers (n=686), along with Site Directors of multi-site private programs (n=388). This information was not reported by 42 respondents for 2011–2012.

Table 23
Frequency of Number of Children Selected from Georgia's Pre-K Program Waitlists

Number of Children Selected	2009–2010 N=1,023 ^a		2010–2011 N=1,063 ^b		2011–2012 N=1,074 ^c	
	% ^d	n	% ^d	n	% ^d	n
0	19.8	202	18.6	198	19.8	213
1–5	40.3	412	40.7	433	38.0	408
6–10	18.4	188	18.3	195	19.2	206
11–20	12.5	128	12.6	134	11.6	124
21–120	8.8	89	9.1	97	10.9	117
>120 ^e	0.4	4	0.6	6	0.6	6

^a Respondents included Project Directors of local school systems and single-site private child care centers (n=656), along with Site Directors of multi-site private programs (n=367). This information was not reported by 93 respondents for 2009–2010.

^b Respondents included Project Directors of local school systems and single-site private child care centers (n=682), along with Site Directors of multi-site private programs (n=381). This information was not reported by 53 respondents for 2010–2011.

^c Respondents included Project Directors of local school systems and single-site private child care centers (n=686), along with Site Directors of multi-site private programs (n=388). This information was not reported by 42 respondents for 2011–2012.

^d Total of percentages is not 100 because of rounding.

^e Responses ranged from 121–460 for 2009–2010 and 2010–2011, and from 121–484 for 2011–2012.

Table 24
Reasons for Removal from Waitlists for Georgia's Pre-K Programs
N=1,109

Reason for Removal from Waitlist	% ^a	n
Children received slots in their Georgia's Pre-K Program classrooms		
Frequently	34.9	387
Sometimes	51.1	567
Never/Rarely	14.0	155
Children enrolled in other Georgia's Pre-K Program sites		
Frequently	27.5	305
Sometimes	51.9	576
Never/Rarely	20.6	228
Unable to contact family (e.g., phone disconnected)		
Frequently	21.5	238
Sometimes	50.3	558
Never/Rarely	28.2	313
Family moved out of the area		
Frequently	18.7	207
Sometimes	62.9	697
Never/Rarely	18.5	205
Family no longer interested in enrolling in Georgia's Pre-K Program		
Frequently	6.1	68
Sometimes	24.3	269
Never/Rarely	69.6	772
Children enrolled in different pre-k programs (not Georgia's Pre-K)		
Frequently	5.3	59
Sometimes	38.5	427
Never/Rarely	56.2	623
Children enrolled in special education classrooms (not Georgia's Pre-K)		
Frequently	3.0	33
Sometimes	22.8	253
Never/Rarely	74.2	823
Other^{b,c}		
Frequently	1.7	17
Sometimes	6.5	66
Never/Rarely	91.8	930

Note. Respondents included Project Directors of local school systems and single-site private child care centers (n=710), along with Site Directors of multi-site private programs (n=399). This information was not reported by 7 respondents.

^a Total of percentages may not be 100 because of rounding.

^b Examples of *Other* responses include too late in school year to enroll, transportation difficulties, parent preferred to keep child at home, and parent asked to be removed from waitlist.

^c *Other* was not indicated as an additional response for this item by 103 respondents.