

Child & Family Policy Lab

Georgia Policy Labs

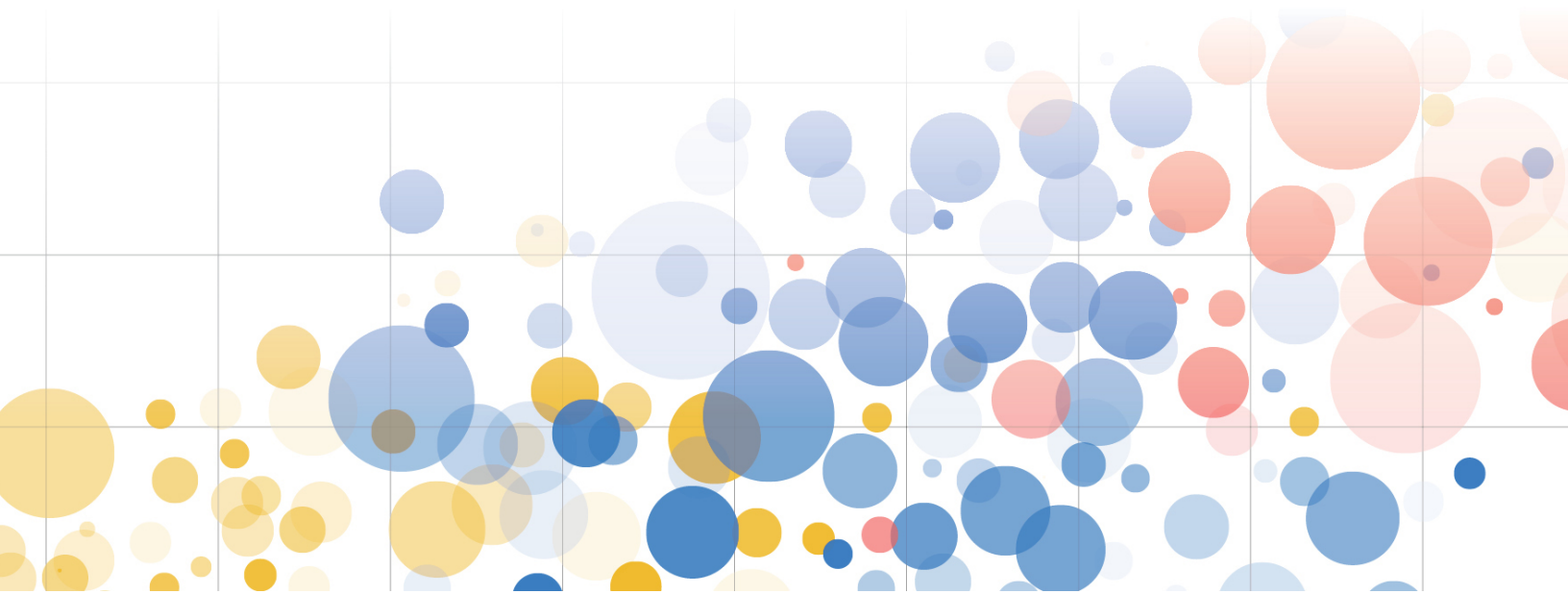
Children in Georgia's Pre-K Program: Characteristics and Trends, 2011-12 to 2018-19

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DISCLAIMER: All opinions expressed herein are those of the author and do not necessarily represent the opinions of the Bright from the Start: Department of Early Care and Learning.



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HIGHLIGHTS

- Over 85,000 children participated in Georgia's Pre-K Program in school year (SY) 2018-19, with enrollment almost evenly divided between public schools and private providers.
- Against the backdrop of a decline in the number of four-year-old children in Georgia, the share of children enrolled in Georgia's Pre-K Program rose from 62 percent in SY 2011-12 to 65 percent in SY 2017-18.
- Children in Georgia's Pre-K Program were more likely to be Black and less likely to be White compared to Georgia's population of four-year-old children in all school years between SY 2011-12 and SY 2018-19.
- Approximately half of all children in Georgia's Pre-K Program (or their families) participated in at least one income-based benefit program, although the share declined from 58 percent in SY 2011-12 to 47 percent in SY 2018-19.
- Black children were overrepresented among those who left Georgia's Pre-K Program early or switched sites mid-year. In both cases, differences by sex were less pronounced than by race.
- Children enrolled in rural site locations for Georgia's Pre-K Program were over twice as likely to attend a public school than children enrolled in a non-rural setting; conversely, children in a non-rural setting were two to three times more likely to attend a private provider.

BACKGROUND AND MOTIVATION

High-quality preschool programs support early learning gains and can have lasting impacts throughout school (Meloy et al., 2019). Georgia's Pre-K Program, administered by Bright from the Start: Georgia Department of Early Care and Learning (DECAL), is an important early childhood education program that is available to all four-year-old children regardless of family income.¹ Enrollment is limited only by the number of slots available, which are funded by Georgia's state lottery. Since 2010, between 31 and 35 percent of total state lottery funding was allocated to Georgia's Pre-K Program, allowing about 85,000 children to participate annually without direct tuition costs to their families.² Now in its twenty-seventh year of operation, more than 1.6 million children have participated in Georgia's Pre-K Program.³

As one of the first state-funded universal pre-K programs, Georgia's Pre-K Program is of keen interest to policymakers and researchers.⁴ In 2011, the Georgia legislature commissioned a series of studies to evaluate Georgia's Pre-K Program, including the quality of Georgia's Pre-K Program classrooms, the effects of participation in Georgia's Pre-K Program on children's school readiness skills, and the outcomes of children who attended Georgia's Pre-K Program through second grade. We highlight some of the findings from this existing literature on Georgia's Pre-K Program. Researchers examining the quality of classroom practices in SY 2011-12 found that they tended to be in the medium range (Peisner-Feinberg et al., 2013),

¹ Children must be four years old by September 1 of their enrollment year.

² Source: Budget In Brief, FY 2010 through FY 2019, Georgia Governor's Office of Planning and Budget. opb.georgia.gov/budget-briefs

³ Sources: decals.ga.gov/Prek/PreKAnniversary.aspx and emailed correspondence with DECAL staff.

⁴ Raden (1999) provides a comprehensive account of the evolution of Georgia's Pre-K Program from its inception through SY 1998-99.

and children who participated in Georgia's Pre-K Program showed improved school readiness on a range of language, literacy, math, and general knowledge measures (Peisner-Feinberg et al., 2014). Growth in multiple domains of learning for children in Georgia's Pre-K Program persisted during kindergarten and first grade but decreased in second grade in the longitudinal study (Peisner-Feinberg et al., 2019), consistent with a large literature showing similar fadeout of early childhood interventions in elementary school (e.g., Jenkins et al., 2018).

This report contributes to our understanding of patterns and trends in enrollment in Georgia's Pre-K Program between SY 2011-12 and SY 2018-19. The Child & Family Policy Lab has a distinct focus on promoting equitable opportunities and outcomes for vulnerable populations as defined in our Research and Policy Framework.⁵ With the available data, in this report, we focus on equitable access to Georgia's Pre-K Program, highlighting disparities, where they exist, in enrollment by race and ethnicity. This report also provides a foundation to understand trends for children living in families experiencing low incomes and children living in rural areas. Moreover, our analyses are intended to complement DECAL's ongoing work to design and implement activities that expand statewide access to high-quality early childhood care and education services and programs.⁶

This is the first report on Georgia's Pre-K Program prepared by researchers in the Child & Family Policy Lab (CFPL) at the Georgia Policy Labs; it marks the start of a long-term research partnership between CFPL and DECAL. Future work will link enrollment in Georgia's Pre-K Program to participation in DECAL's Childcare and Parent Services (CAPS) Program, as well as data from CFPL's other state agency partners, including the Division of Family and Children Services and the University System of Georgia.

DATA AND LIMITATIONS

We analyzed child-level administrative data on all children enrolled in Georgia's Pre-K Program between SY 2011-12 and SY 2018-19. The data include enrollment start and end dates by site and children's characteristics including sex, race, and ethnicity. The data also describe children's (or their family's) receipt of at least one income-based benefit program. Category One child eligibility is defined by DECAL as the child's and/or family's participation in at least one of the following income-based benefit programs: Childcare and Parent Services ([CAPS] a childcare subsidy program), the Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI), Medicaid (or, prior to SY 2013-14, PeachCare for Kids), and Temporary Assistance for Needy Families (TANF).⁷ Category Two children are those who do not meet the requirements for Category One eligibility; the child (or their family) did not participate in any of the aforementioned benefit programs. We estimate the total number of four-year-old children in Georgia by school year using population estimates from the U.S. Census Bureau's American Community Survey. The Data Appendix at the end of this report describes the data in more detail.

There are limitations to the conclusions we can draw based on the administrative data for children enrolled in Georgia's Pre-K Program. First, we have data for children enrolled in Georgia's Pre-K Program

⁵ We define a complete list of vulnerable populations in the Child & Family Policy Lab Research and Policy Framework. *Source:* gpl.gsu.edu/publications/cfpl-research-policy-framework

⁶ *Source:* dec.al.ga.gov/BftS/PreschoolDevelopmentGrant.aspx

⁷ The income-based benefit programs do not include income-based preschool programs such as Head Start.

but not for children who do not participate. The alternatives to attending Georgia's Pre-K Program include participation in Head Start, enrollment in an unsubsidized private pre-K provider, or not enrolling in a pre-K provider outside of the home. We cannot estimate the number of children in each of these alternative settings.

Second, we do not address the question of how many children should be enrolled in Georgia's Pre-K Program. Without data on families' preferences, we are not able to quantify how many four-year-old children in Georgia seek a slot in Georgia's Pre-K Program. Budgetary decisions limit the number of Georgia's Pre-K Program slots, and certain sites are oversubscribed and use admission lotteries to determine enrollment among those who apply. These facts suggest that demand for Georgia's Pre-K Program may, in certain locations, exceed its supply. In this report, we do not address the question of whether the number of Georgia's Pre-K Program slots should be changed, and if so, to what level.

FINDINGS

SUMMARY STATISTICS

Table 1 reports percentages of children by characteristic who were enrolled in Georgia's Pre-K Program between SY 2011-12 and SY 2018-19. The first column lists percentages for all enrolled children, and the second and third columns distinguish between children enrolled in public school and private provider sites, respectively. Children attending Georgia's Pre-K Program at a public school were more likely to be White and less likely to be Black than children at a private provider. Category One children were slightly more likely to enroll in Georgia's Pre-K Program at a public school than with a private provider. Eighty-eight percent of children participated in Georgia's Pre-K Program for at least eight months; DECAL considers these children to have been served by Georgia's Pre-K Program.

Table 1. Characteristics of Children Enrolled in Georgia's Pre-K Program by Site Type, Between SY 2011-12 and SY 2018-19

	All Enrolled Children (%)	Provider Type	
		Public School (%)	Private Provider (%)
Female	49.3	49.2	49.4
<i>Race and ethnicity</i>			
Black	39.8	37.9	41.4
White	36.4	41.4	32.1
Hispanic	15.9	14.6	17.0
Multiracial	3.9	3.9	3.8
Other race	4.1	2.3	5.6
<i>Use of income-based benefit programs</i>			
Category One	53.6	54.3	53.0
<i>Georgia's Pre-K Program participation</i>			
Attended 8+ months (served)	87.7	91.6	84.3
Attended multiple sites	5.3	2.7	7.6
Total	693,150	323,295	369,855

ENROLLMENT OVER TIME

The number of four-year-old children enrolled in Georgia's Pre-K Program fell from approximately 89,000 in SY 2011-12 to 85,000 in SY 2018-19 (Figure 1). Since SY 2012-13, the number of funded program slots remained constant at approximately 84,000.⁸ Enrollment exceeded the number of funded slots because some children left Georgia's Pre-K Program mid-school year, and other children took the empty slots. The number of children enrolled in Georgia's Pre-K Program in public schools rose by about 2,000 children

⁸ Appendix Table 1 shows the funding history, including the approximate number of slots funded, for Georgia's Pre-K Program from SY 1992-93 to SY 2018-19.

from SY 2011-12 to SY 2018-19, while enrollment in private providers decreased by almost 6,000 children during this time period (as shown in Figure 1). As a result, the share of children enrolled in public schools increased from 45 percent in SY 2011-12 to 49 percent in SY 2018-19—close to evenly divided with private providers.

Figure 1. Children Enrolled in Georgia's Pre-K Program, by Provider Type and School Year

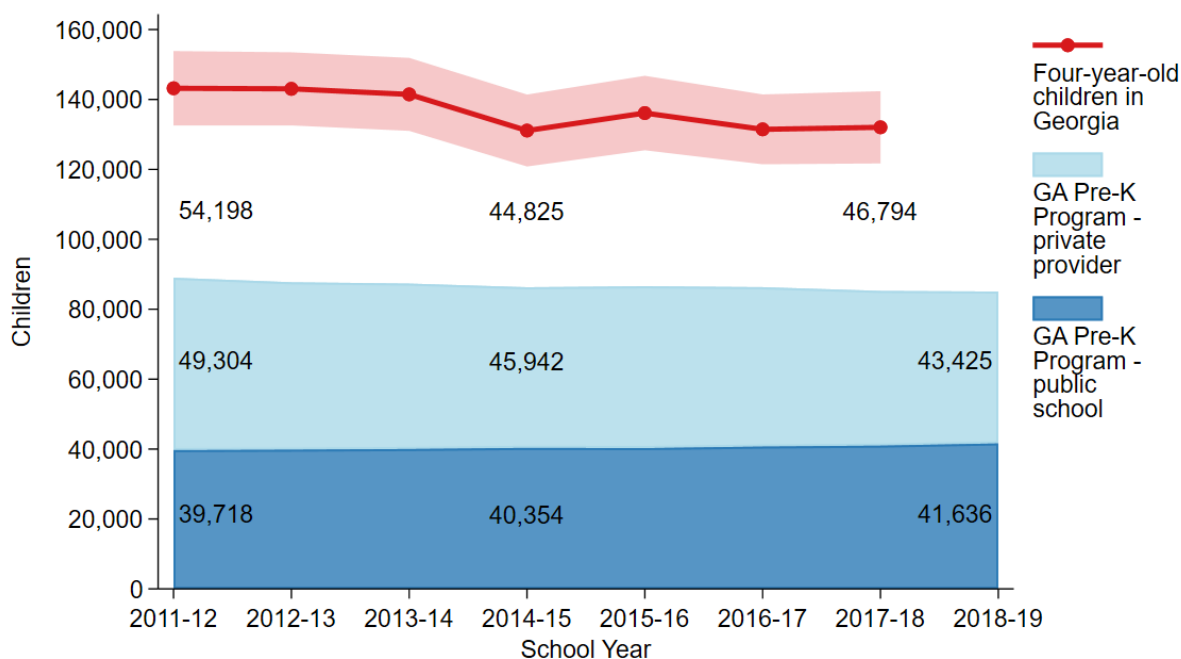


Figure 1 also displays estimates of the total number of four-year-old children in Georgia between SY 2011-12 and SY 2017-18.⁹ The number of four-year-old children in Georgia fell after SY 2013-14, reflecting a lower birth rate during and after the Great Recession. Although enrollment in Georgia's Pre-K Program also declined, the share of four-year-old children enrolled in Georgia's Pre-K Program rose from 62 percent in SY 2011-12 to 65 percent in SY 2017-18.¹⁰

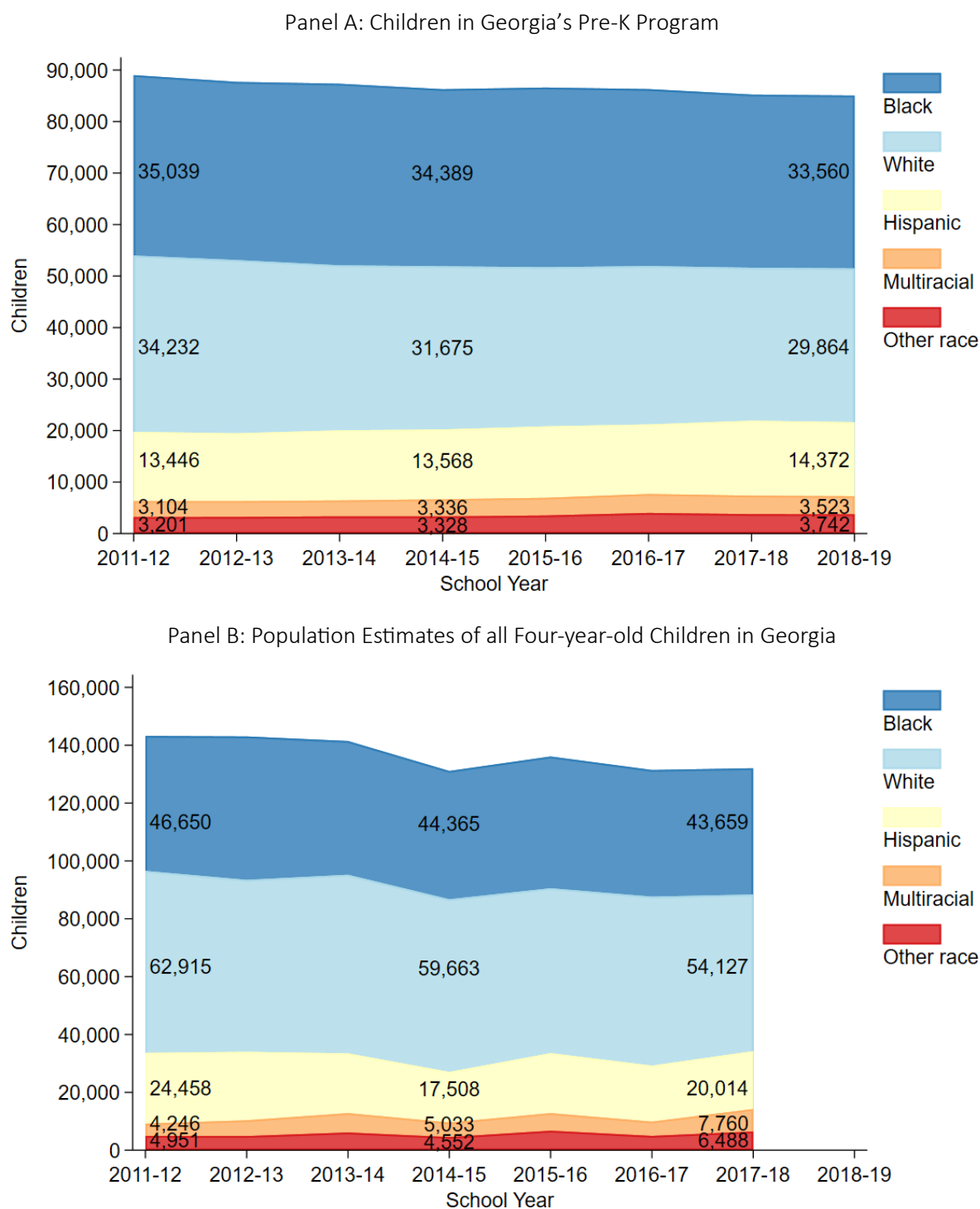
Panel A of Figure 2 shows how the racial and ethnic composition of children in Georgia's Pre-K Program changed over time; Panel B shows the racial and ethnic composition of all four-year-old children in Georgia. There were more Black children in Georgia's Pre-K Program than any other racial or ethnic group in each school year between SY 2011-12 and SY 2018-19 (Panel A of Figure 2), whereas White children were the largest racial or ethnic group of all four-year-old children in Georgia (Panel B). Both Black and White children's enrollment in Georgia's Pre-K Program fell while Hispanic and multiracial children's enrollment grew. Against a backdrop of falling enrollment in Georgia's Pre-K Program (Figure 1), the net effect between SY 2011-12 and SY 2018-19 was a decrease in the share of White children from 38 percent

⁹ The latest year of publicly available data for the American Community Survey is 2018.

¹⁰ Percentage shares for enrollment in Georgia's Pre-K Program are shown in Appendix Figure 1.

to 35 percent, an increase in the share of Hispanic children from 15 percent to 17 percent, and a consistent share of Black children enrolled around 39 percent.¹¹

Figure 2. Four-Year-Old Children and Georgia's Pre-K Program, by Race & Ethnicity and School Year



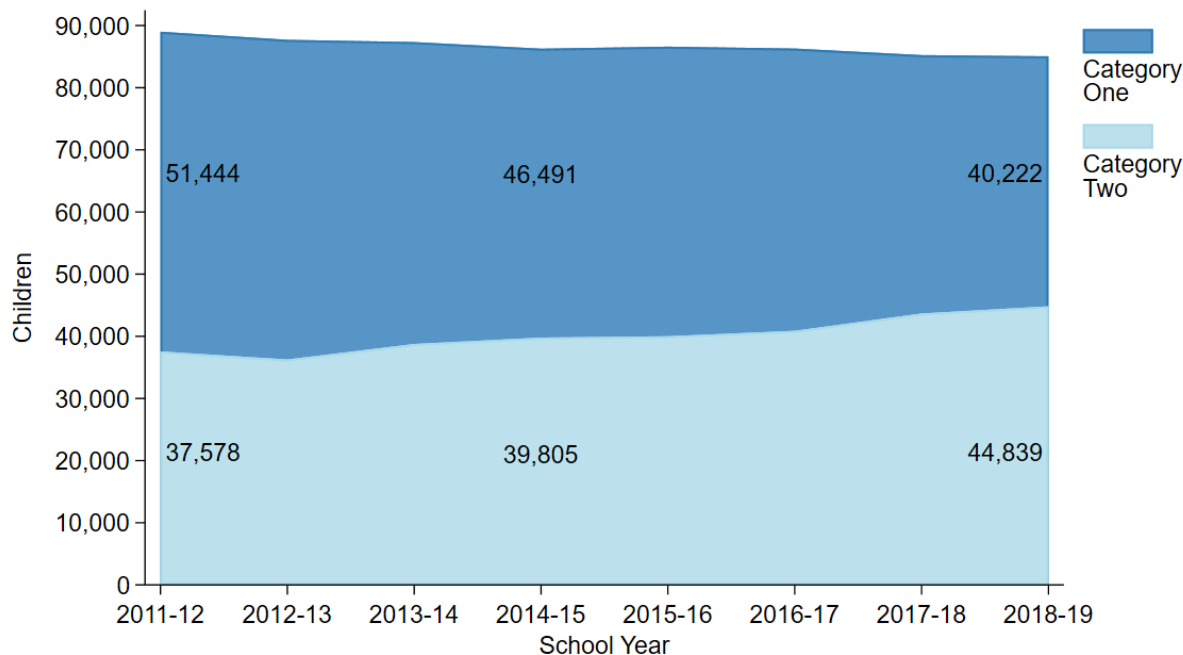
¹¹ Percentage shares for enrollment in Georgia's Pre-K Program by race and ethnicity are shown in Appendix Figure 2.

The changing racial and ethnic characteristics of four-year-old children statewide helps to explain the changes observed in Georgia's Pre-K Program. Georgia's Pre-K Program enrolled a larger share of Black children between SY 2011-12 and SY 2017-18, which was consistently around 39 percent (Panel A of Figure 2), compared to the statewide share at around 33 percent (Panel B).¹² The share of White children statewide was around 6 percentage points higher than the share in Georgia's Pre-K Program; the declining share of White children in Georgia's Pre-K Program mirrored a fall in the share statewide, from 44 percent in SY 2011-12 to 41 percent in SY 2017-18. The share of Hispanic children statewide fell by 2 percentage points in contrast to the rising Hispanic share of children in Georgia's Pre-K Program. The shares of multiracial children in Georgia's Pre-K Program and statewide rose together, albeit by 3 percentage points statewide compared to 1 percentage point in Georgia's Pre-K Program.

USE OF INCOME-BASED BENEFIT PROGRAMS

Children growing up in the least advantaged households, as measured by their eligibility for public pre-K in states without universal pre-K, are particularly likely to benefit from attending high-quality preschool in the form of behavioral benefits, including improved social and emotional skills (Figlio & Roth, 2009). Figure 3 shows children enrolled in Georgia's Pre-K Program by receipt of any income-based benefit program, whom DECAL defines as Category One children. Conversely, Category Two children or their families did not receive any income-based benefit program.

Figure 3. Children Who Participated in Georgia's Pre-K Program, by Use of an Income-Based Benefit Program and School Year

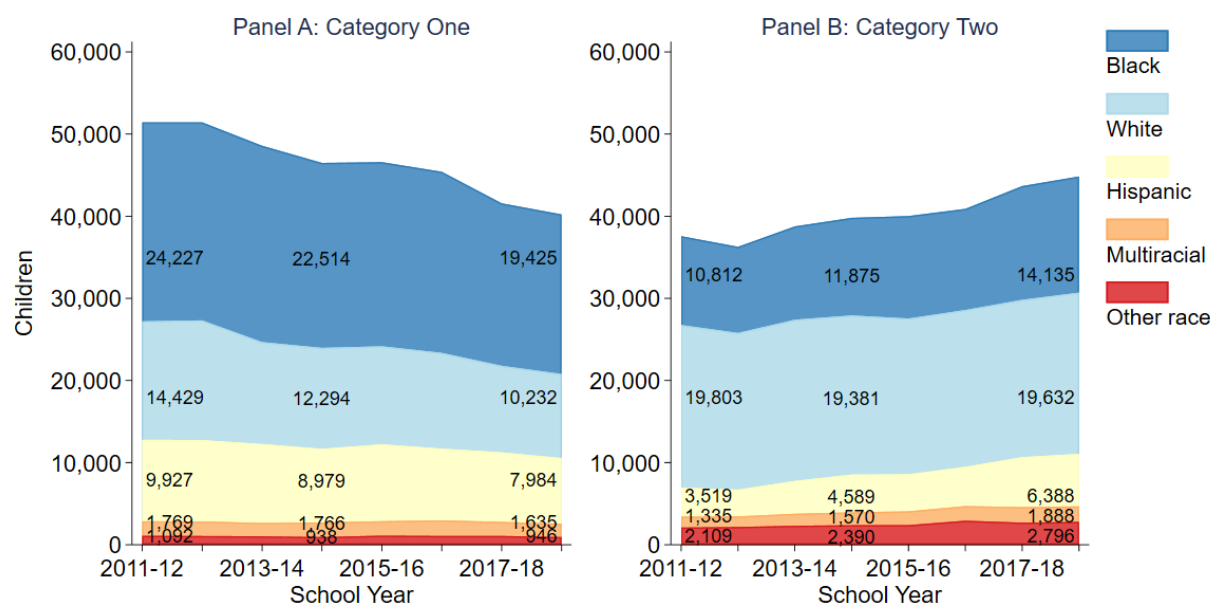


¹² Percentage shares for four-year-old children in Georgia by race and ethnicity are shown in Appendix Figure 3.

Total Category One children enrolled in Georgia's Pre-K Program fell by over 11,000 children between SY 2011-12 and 2018-19, while 6,000 more Category Two children enrolled. Receipt of income-based benefit programs declined statewide in alignment with the economic recovery from the Great Recession throughout the same eight-year time period.¹³ The share of Category One children enrolled in Georgia's Pre-K Program declined from 58 percent in SY 2011-12 to 47 percent in SY 2018-19.¹⁴ By SY 2018-19, just under half of all children enrolled in Georgia's Pre-K Program (or their families) participated in at least one income-based benefit program.

Figure 4 displays trends by race and ethnicity for Category One and Category Two children enrolled in Georgia's Pre-K Program. Among Category One children, fewer White, Black, and Hispanic children enrolled in Georgia's Pre-K Program over time. Conversely, all racial and ethnic groups of Category Two children increased with the notable exception of White children whose enrollment dipped slightly but remained similar over time. Thus, the decline in enrollment of Category One White children accounts for the overall fall in White children's participation in Georgia's Pre-K Program (shown in Figure 2). By contrast, the drop in Category One Black and Hispanic children explains the overall pattern of falling counts of Category One children shown in Figure 3.

Figure 4. Children Who Participated in Georgia's Pre-K Program, by Use of an Income-Based Benefit Program, Race & Ethnicity, and School Year



¹³ One indicator of how the economic recovery from the Great Recession was aligned with a fall in receipt of income-based benefit programs was a decline in the number of SNAP household and TANF family caseloads in Georgia by around one-third between 2012 and 2018. Concurrent policy changes throughout this time period may have also affected receipt of income-based benefit services.

Sources: SNAP: www.fns.usda.gov/pd/supplemental-nutrition-assistance-program-snap

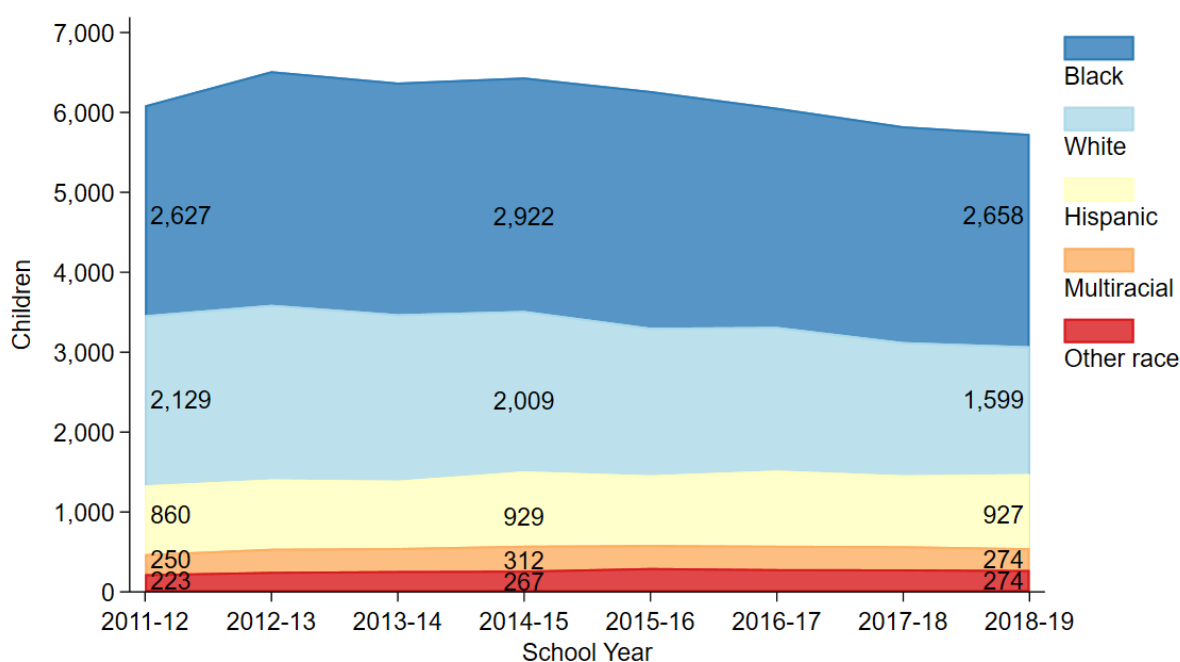
TANF: www.acf.hhs.gov/ofa/programs/tanf/data-reports

¹⁴ Percentage shares for Category One children enrolled in Georgia's Pre-K Program are shown in Appendix Figure 4.

LENGTH OF ENROLLMENT AND EARLY DEPARTURE

DECAL considers children who complete at least eight months to have been served by Georgia's Pre-K Program. Of interest from a policy perspective are children who leave Georgia's Pre-K Program early. Figure 5 displays counts of children who first enrolled in Georgia's Pre-K Program at the start of the school year, between July and September, but who were not subsequently enrolled for at least eight months. The data are presented by race and ethnicity.

Figure 5. Children Enrolled in Georgia's Pre-K Program for Fewer Than Eight Months, by Race & Ethnicity and School Year

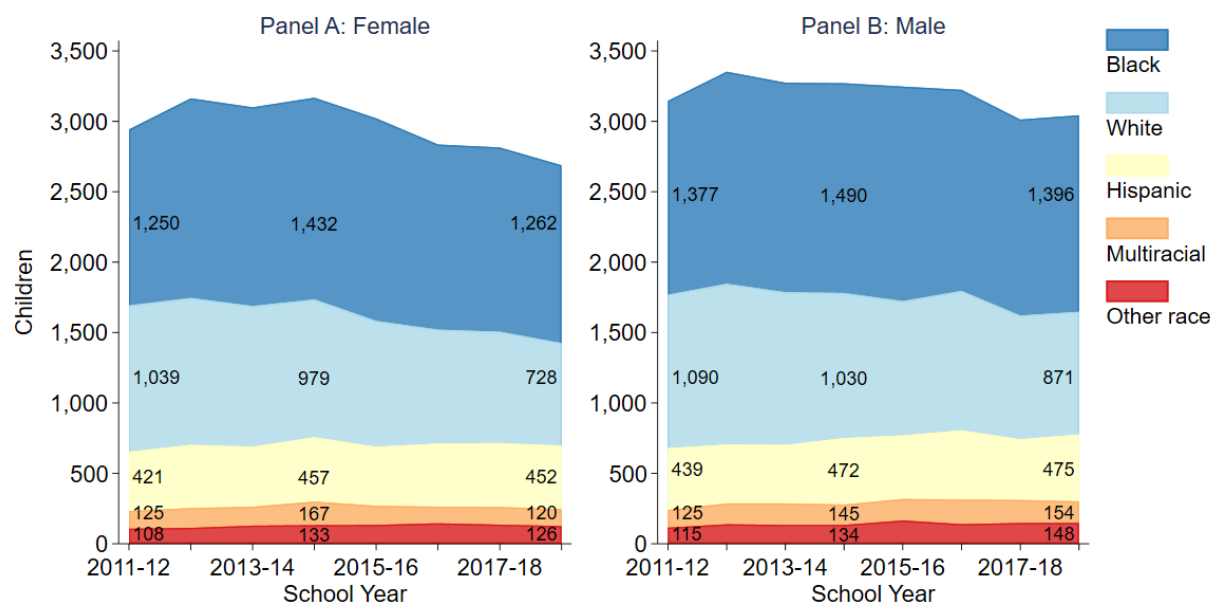


In SY 2018-19, around one in 15 children—approximately 5,700 children—who enrolled in Georgia's Pre-K Program at the start of the school year were enrolled for fewer than eight months. Compared to the racial and ethnic shares of all children enrolled in Georgia's Pre-K Program, those who left early were more likely to be Black (46 percent in SY 2018-19 compared to 40 percent overall) and less likely to be White (28 percent versus 35 percent).¹⁵ Moreover, the share of White children who left Georgia's Pre-K Program early fell by 7 percentage points between SY 2011-12 and SY 2018-19. Overall, the trends over time show persistent racial disparities in the share of children who left Georgia's Pre-K Program early.

¹⁵ Percentage shares by race and ethnicity for children enrolled in Georgia's Pre-K Program for fewer than eight months are shown in Appendix Figure 5.

We further analyze whether there were differences in the counts of children who left Georgia's Pre-K Program early by sex. Figure 6 divides early leavers by sex as well as by race and ethnicity. Black males were more likely to leave Georgia's Pre-K Program early compared to Black females, but the difference in SY 2018-19 was 134 children. A similar pattern is evident for White children, while there is no gap by sex for Hispanic children. Overall, regarding early departure from Georgia's Pre-K Program, differences by sex are less pronounced than by race.

Figure 6. Children Who Participated in Georgia's Pre-K Program for Less Than Eight Months, by Sex, Race & Ethnicity, and School Year

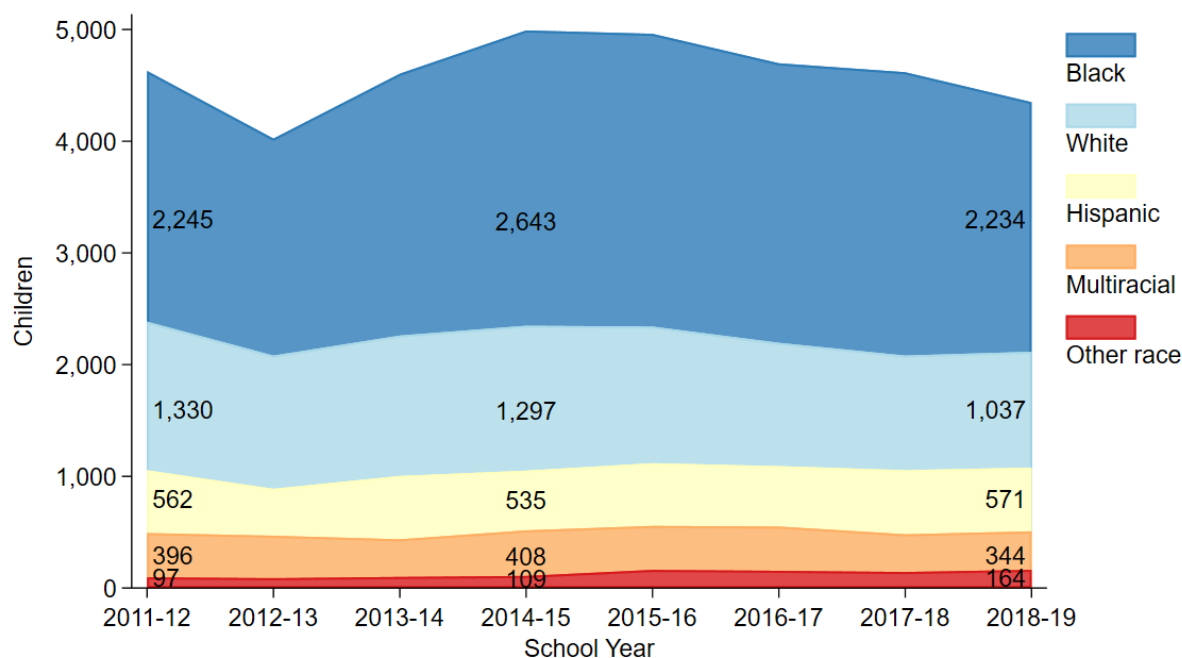


ENROLLMENT AT MULTIPLE PRE-K SITES IN THE SAME YEAR

Five percent of children who were enrolled in Georgia's Pre-K Program switched to a different site at least once in the same school year. Figure 7 shows trends by race and ethnicity in enrollment at multiple sites. The number of Black children switching sites increased between SY 2011-12 and SY 2014-15 before leveling off and decreasing in SY 2018-19. As a share of all children switching sites, Black children rose from 49 percent in SY 2011-12 to 51 percent in SY 2018-19.¹⁶ Conversely, the number and share of White children switching sites both fell; the share decreased from 29 percent to 24 percent. There was little change over time for Hispanic and multiracial children.

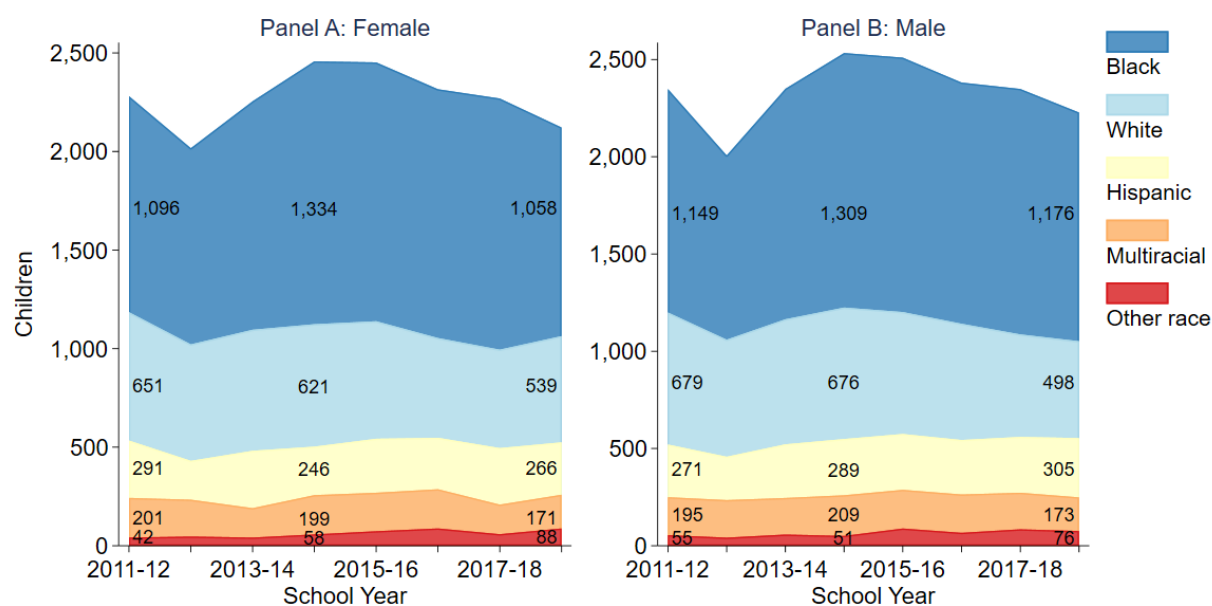
¹⁶ Percentage shares by race and ethnicity for children enrolled in Georgia's Pre-K Program who moved pre-K site mid-school year are shown in Appendix Figure 6.

Figure 7. Children Who Participated in Georgia's Pre-K Program at Multiple Sites, by Race & Ethnicity and School Year



Breaking the same data out by sex, displayed in Figure 8, shows little variation between female and male children switching sites. In SY 2018-19, White females became slightly more likely to switch sites than White males, while Black females were marginally less likely to switch sites than Black males. There were no clear differences by sex for Hispanic or multiracial children.

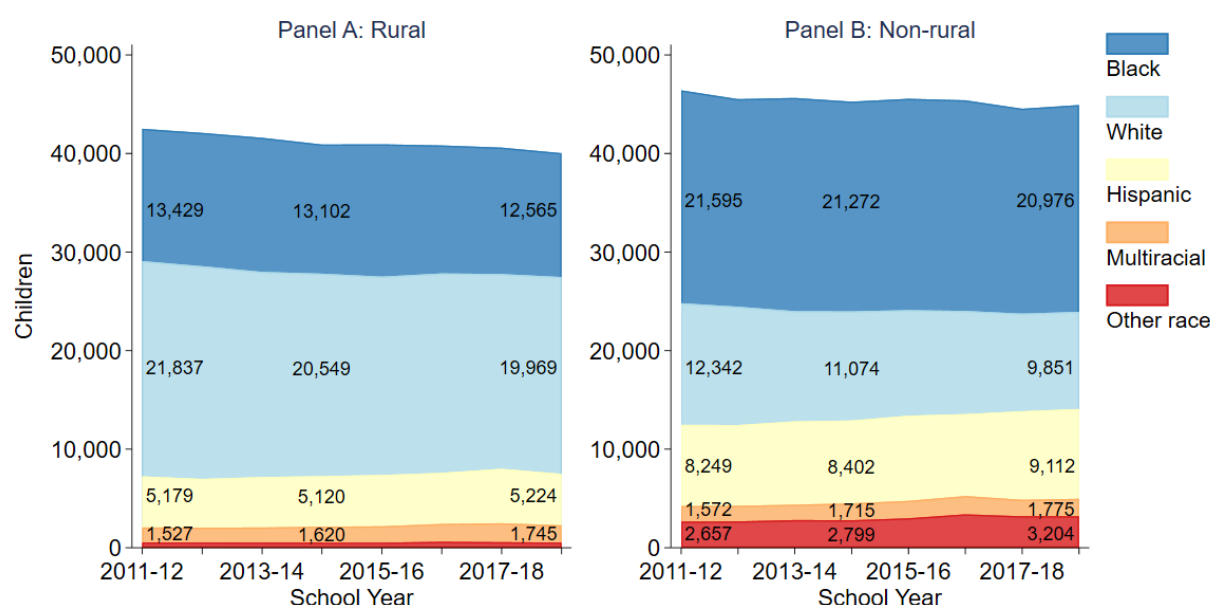
Figure 8. Children Who Participated in Georgia's Pre-K Program at Multiple Sites, by Sex, Race & Ethnicity, and School Year



ENROLLMENT BY SITE LOCATION

Figure 9 displays enrollment in Georgia's Pre-K Program by site location. We classify Georgia's Pre-K Program sites by ZIP code into rural and non-rural categories.¹⁷ Non-rural includes sites in city, suburban, and town settings. Total enrollment was higher in non-rural sites than in rural sites, but the split was close to even. Enrollment fell in both rural and non-rural sites between SY 2011-12 and SY 2018-19. Non-rural enrollment exceeded rural enrollment by approximately 4,000 children over the eight school years.¹⁸ There were, however, significant differences in the racial and ethnic makeup of children across the two location types. A majority of Black children in Georgia's Pre-K Program attended non-rural sites, while twice as many White children attended rural sites compared to non-rural sites. Hispanic children in non-rural sites outnumbered Hispanic children attending rural sites by almost 4,000 children in SY 2018-19, while children in the other race category were almost exclusively enrolled in non-rural sites.

Figure 9. Children Who Participated in Georgia's Pre-K Program, by Site Location, Race & Ethnicity, and School Year



¹⁷ Location assignment by ZIP code follows the Education Demographics and Geographic Estimates (EDGE) created by the National Center for Education Statistics, Institute of Education Sciences. EDGE use the same definitions of location as the Economic Research Service (ERS) in the U.S. Department of Agriculture. Our classifications used in this report match the federal government, the Georgia Department of Community Health, and other government agencies in defining "rural" as a county with 50,000 or less in population.

Sources: EDGE: nces.ed.gov/programs/edge/Geographic/ZCTAAssignments

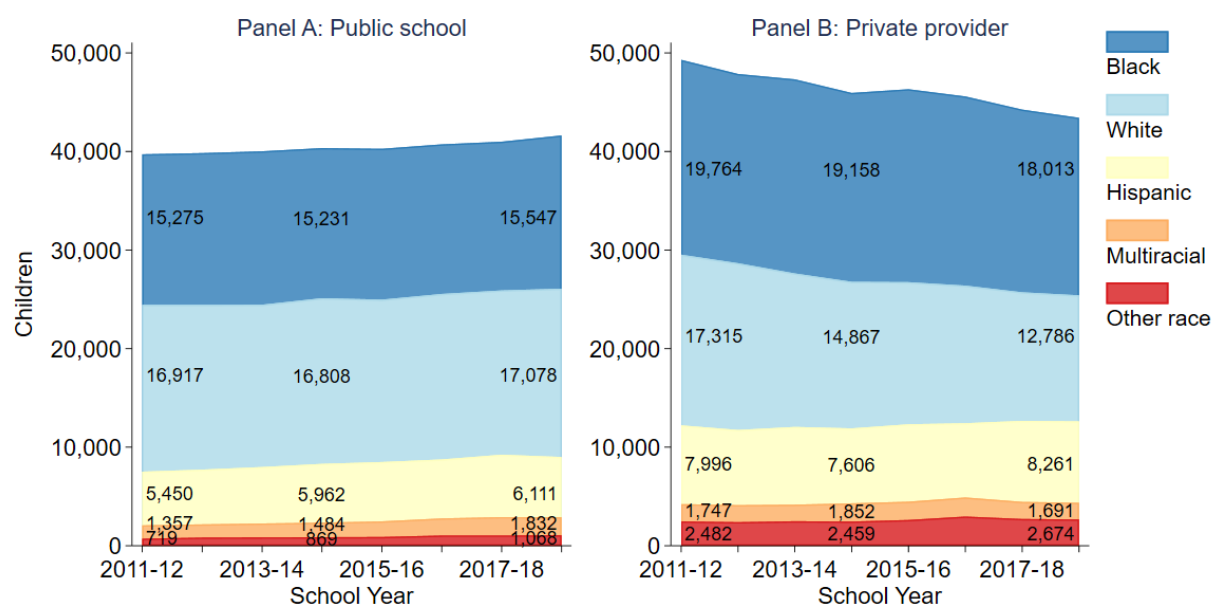
ERS: www.ers.usda.gov/topics/rural-economy-population/rural-classifications

¹⁸ It would be informative to compare the enrollment counts by site location shown in Figure 9 to statewide estimates. However, the American Community Survey reports respondent geography using Public Use Microdata Areas (PUMAs), and some PUMAs incorporate multiple small counties. Therefore, in some cases, PUMAs include counties with different location types (e.g., rural and suburban), making it difficult to assign ACS respondents to a particular category.

ENROLLMENT BY PROVIDER TYPE

Figure 10 displays enrollment in Georgia's Pre-K Program by provider type. Total enrollment in private providers exceeded enrollment in public schools by about 10,000 children in SY 2011-12 (55 percent versus 45 percent, respectively), but this difference fell over time. By SY 2018-19, enrollment in private providers was only 1,800 children more than in public schools (51 percent versus 49 percent, respectively).

Figure 10. Children Who Participated in Georgia's Pre-K Program, by Provider Type, Race & Ethnicity, and School Year



A similar pattern to Figure 10 emerges if enrollment counts by provider type are restricted to children who spent at least eight months in Georgia's Pre-K Program. White children were disproportionately more likely to enroll with public schools, while Black and Hispanic children were more likely to enroll with private providers.

Figure 11. Children Who Participated in Georgia's Pre-K Program, by Provider Type, Location, and School Year

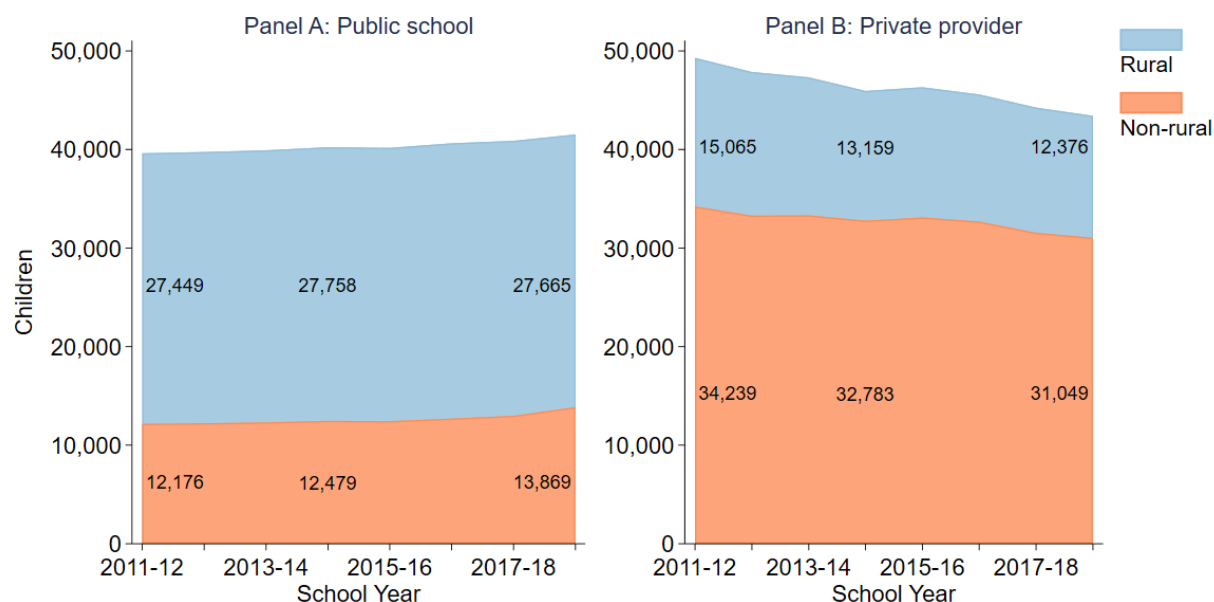


Figure 11 is similar to Figure 10 but displays enrollment in Georgia's Pre-K Program by site location instead of by race and ethnicity. Total enrollment by provider type is identical to Figure 10. There were stark differences in the site location by provider type. Children who attended a site in a rural location were over twice as likely to attend a public school in SY 2018-19; in many rural counties in Georgia, there are very few child care programs to offer Georgia's Pre-K Program (Webb & Gates, 2016).¹⁹ Conversely, children who attended a non-rural site were two to three times more likely to attend a private provider. These disparities decreased between SY 2011-12 and SY 2018-19, yet they both remained large in absolute terms in more recent years. The disparities in Figure 11 were driven by suburban sites; enrollment in city sites was similar over time between public schools and private providers, while sites in towns comprised a tiny fraction of all sites.

CONCLUSION

This report presents patterns and trends in enrollment in Georgia's Pre-K Program between SY 2011-12 and SY 2018-19. Four findings are particularly noteworthy. First, the stable number of slots for Georgia's Pre-K Program, combined with a reduction in the number of four-year-old children in Georgia after the Great Recession, led to a rising share of children enrolled—reaching 65 percent of Georgia's four-year-old children in SY 2017-18. Second, White children enrolled in Georgia's Pre-K Program were overrepresented in public schools compared to private providers. Geography was a factor: Children in rural locations were twice as likely to attend a public school, while children in non-rural locations were two to three times more likely to attend a private provider. Third, the share of children enrolled in public schools increased

¹⁹ Georgia has 159 counties, 109 of which (69 percent) are considered rural by the Georgia Department of Community Health's State Office of Rural Health.

over time; by SY 2018-19, the divide was close to even. Fourth, Black children were disproportionately more likely to leave Georgia's Pre-K Program early.

Our findings naturally lead to a series of follow-up questions, the answers to which may aid the administration of Georgia's Pre-K Program and future policy. First, it is important to understand the causes of the racial disparities in enrollment by provider type. As noted above, geographic differences in the likelihood of attending a public school or private provider were important; in some rural locations, the local public school is the only viable option to participate in Georgia's Pre-K Program. Second, it is unclear why Black children were disproportionately more likely to leave Georgia's Pre-K Program early or change site mid-year. Further study of children who leave early is warranted. Third, an important policy question left unaddressed herein is the extent to which the number of slots meet families' demand for Georgia's Pre-K Program. Understanding the extent to which children are unable to enroll in Georgia's Pre-K Program, for what reasons, and their choice as to an alternative option will inform the number of additional slots necessary to meet unmet demand.

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DATA APPENDIX

SOURCES

The source of the enrollment data presented in all graphs and the table is Georgia's Pre-K Program Administrative Records, SY 2011-12 to 2017-18, Bright from the Start: Georgia Department of Early Care and Learning.

Table 1 and figures 1 and 2 present population estimates from the American Community Survey (ACS), 2011-2018. These data were obtained from IPUMS USA. The ACS is conducted by the United States Census Bureau.

NOTES

Table 1 and All Figures

Race and ethnicity categories are mutually exclusive. Black is Black, non-Hispanic. White is White, non-Hispanic. Multiracial is two or more race categories, non-Hispanic. Other race includes Asian, American Indian or Alaskan, and Hawaiian or Pacific Islander, all non-Hispanic.

Table 1

The figures presented in the table are percentages, where the denominator is children who participated in Georgia's Pre-K Program between SY 2011-12 and 2017-18.

Table 1 and Figures 3 and 4

Use of income-based benefit services was self-reported by families on the Pre-K Roster Information Form. Children are labeled as having used other benefit services if their family or the child participated in at least one of SNAP, SSI, Medicaid, TANF, or Georgia's Childcare and Parent Services (CAPS) Program. Prior to SY 2013-14, the list of benefit services also included PeachCare for Kids.

Table 1 and Figures 5 and 6

Children who enrolled in Georgia's Pre-K Program for at least eight months are considered by DECAL to have been served by Georgia's Pre-K Program.

Figure 1

The red line shows population estimates for the count of four-year-old children in Georgia by school year. The red shaded area shows 95 percent confidence intervals for the population estimates. The graph divides the population of four-year-old children by school year into those who participated in Georgia's Pre-K Program (shaded dark and light blue) and those who did not participate (white space with black text). Within the group of children who participated in Georgia's Pre-K Program, those who attended Pre-K at a public school are dark blue and those who attended at a private provider are light blue. Children who did not participate in Georgia's Pre-K Program (white space) may have attended a private provider with paid tuition, been homeschooled, or not attended pre-K.

Appendix Figure 1

The figure shows the percentage of four-year-old children in Georgia enrolled in Georgia's Pre-K Program by provider type. The percentages on the graph in the unshaded area (i.e., between the light blue shaded area and 100 percent) are the percentage of four-year-old-children not enrolled in Georgia's Pre-K Program. The graph ends in SY 2017-18 because the most recent available year of ACS data is 2018.

Appendix Figure 2

The figure shows the percentage of children enrolled in Georgia's Pre-K Program by race and ethnicity.

Appendix Figure 3

The figure shows the percentage of four-year-old children in Georgia by race and ethnicity.

Appendix Figure 4

The figure shows the percentage of children enrolled in Georgia's Pre-K Program by their (or their family's) use of an income-based benefit program.

Appendix Figure 5

The figure shows the percentage of children enrolled in Georgia's Pre-K Program for fewer than eight months, by race and ethnicity.

Appendix Figure 6

The figure shows the percentage of children enrolled in Georgia's Pre-K Program at more than one site in the same school year, by race and ethnicity.

APPENDIX TABLE

Appendix Table 1. Georgia's Pre-K Program Funding History

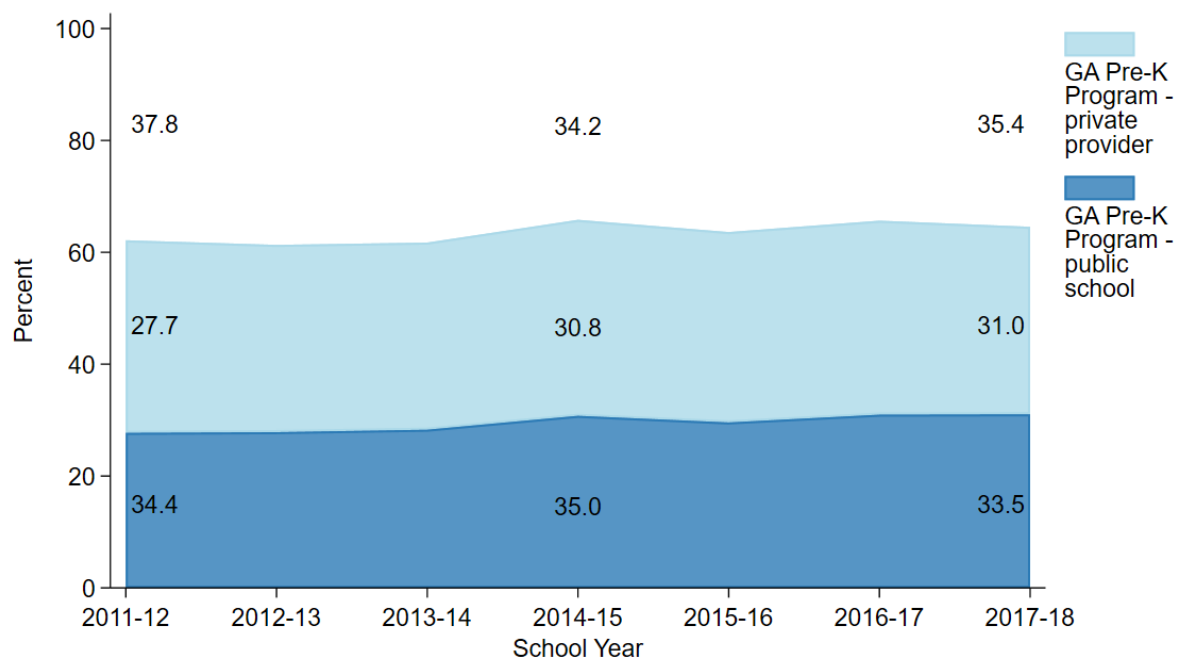
School Year	Funding (\$ Millions)	Slots Funded (Approximately)	Cost Per Child (\$)
1992-93 (Pilot)	3	750	4,000
1993-94	37	8,700	4,253
1994-95	78	15,500	5,032
1995-96	182	44,000	4,136
1996-97	205	57,000	3,596
1997-98	210	60,000	3,500
1998-99	216	61,000	3,540
1999-2000	225	62,000	3,629
2000-01	229	62,500	3,664
2001-02	237	63,500	3,732
2002-03	253	65,900	3,839
2003-04	260	68,200	3,812
2004-05	276	72,000	3,833
2005-06	290	74,000	3,919
2006-07	309	76,600	4,033
2007-08	325	78,000	4,165
2008-09	337	79,000	4,266
2009-10	342	82,000	4,171
2010-11	355	84,000	4,226
2011-12	300	86,000	3,496
2012-13	299	84,000	3,562
2013-14	313	84,000	3,716
2014-15	314	84,000	3,742
2015-16	321	84,000	3,823
2016-17	358	84,000	4,260
2017-18	363	84,000	4,326
2018-19	367	84,000	4,369

Note. Cost per child is unadjusted for inflation.

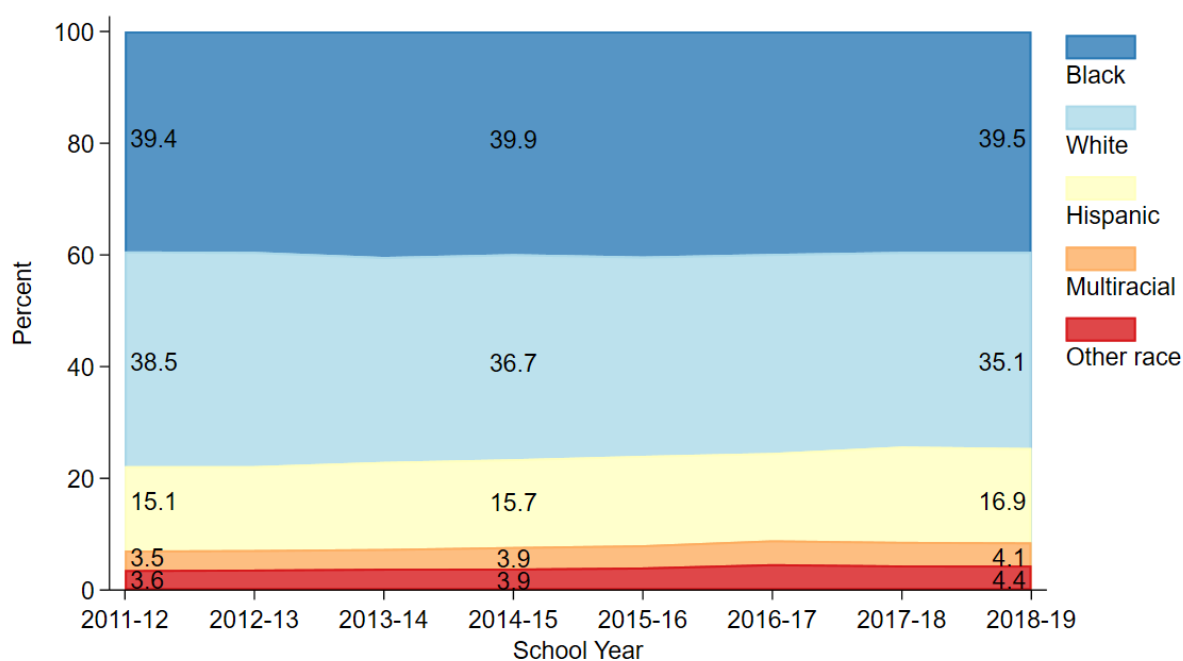
Source: www.decal.ga.gov/documents/attachments/GaPreKFundingHistory.pdf

APPENDIX FIGURES

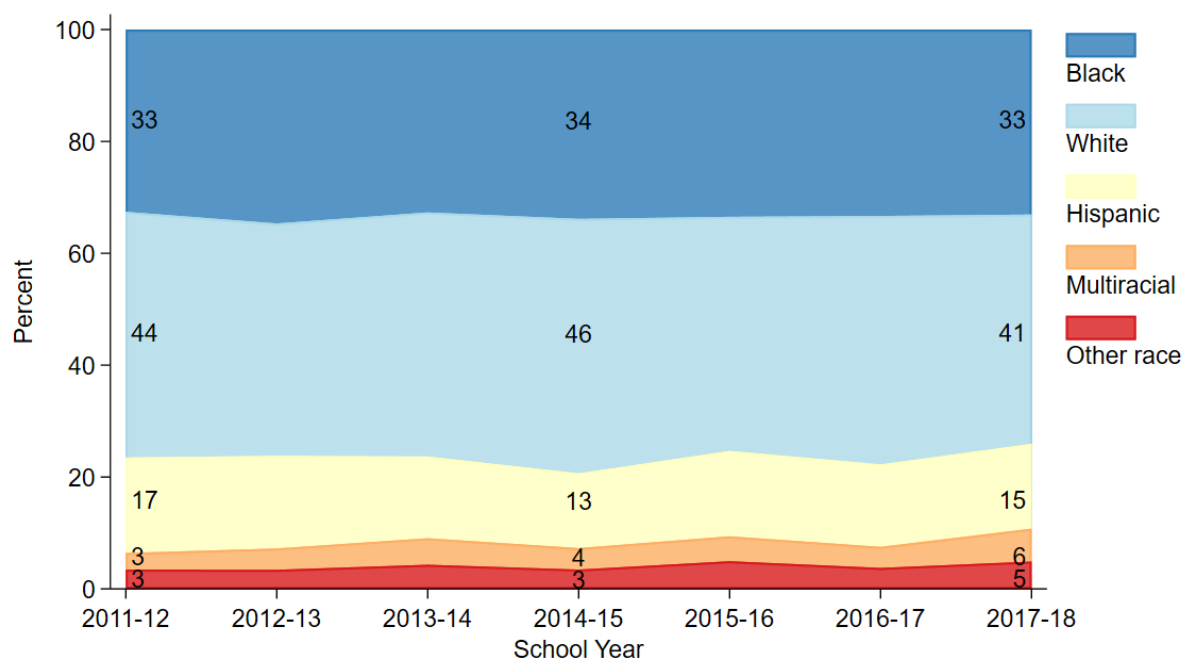
Appendix Figure 1. Children Enrolled in Georgia's Pre-K Program, by Provider Type Percentage and School Year



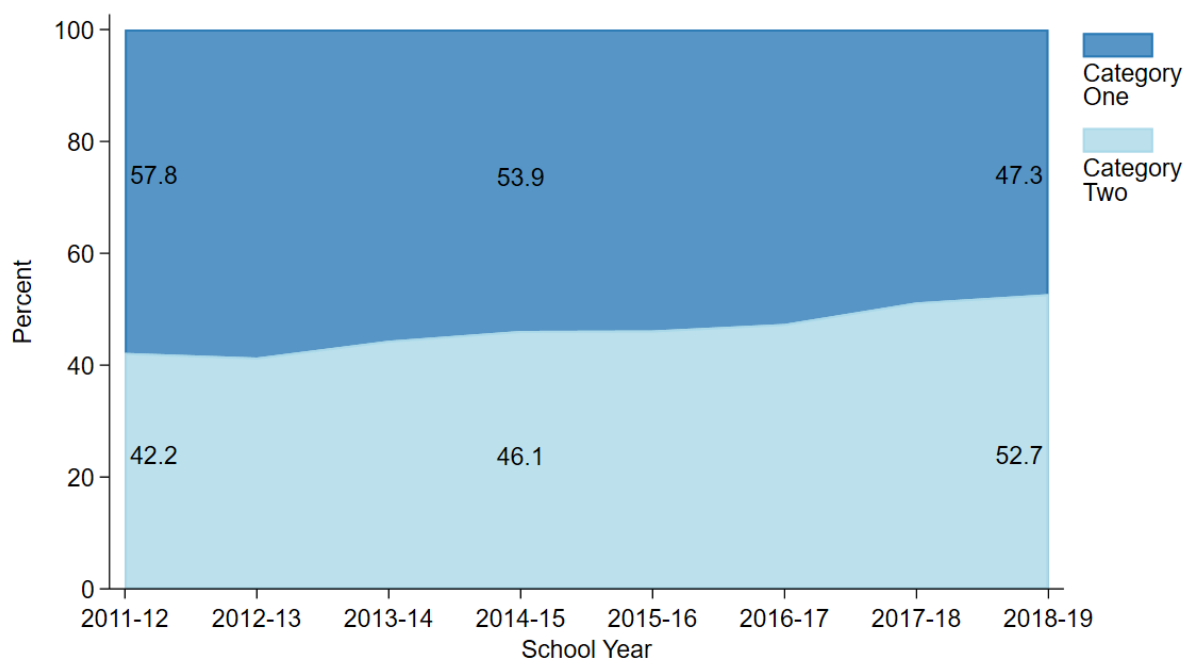
Appendix Figure 2. Children Enrolled in Georgia's Pre-K Program, by Race & Ethnicity Percentage and School Year



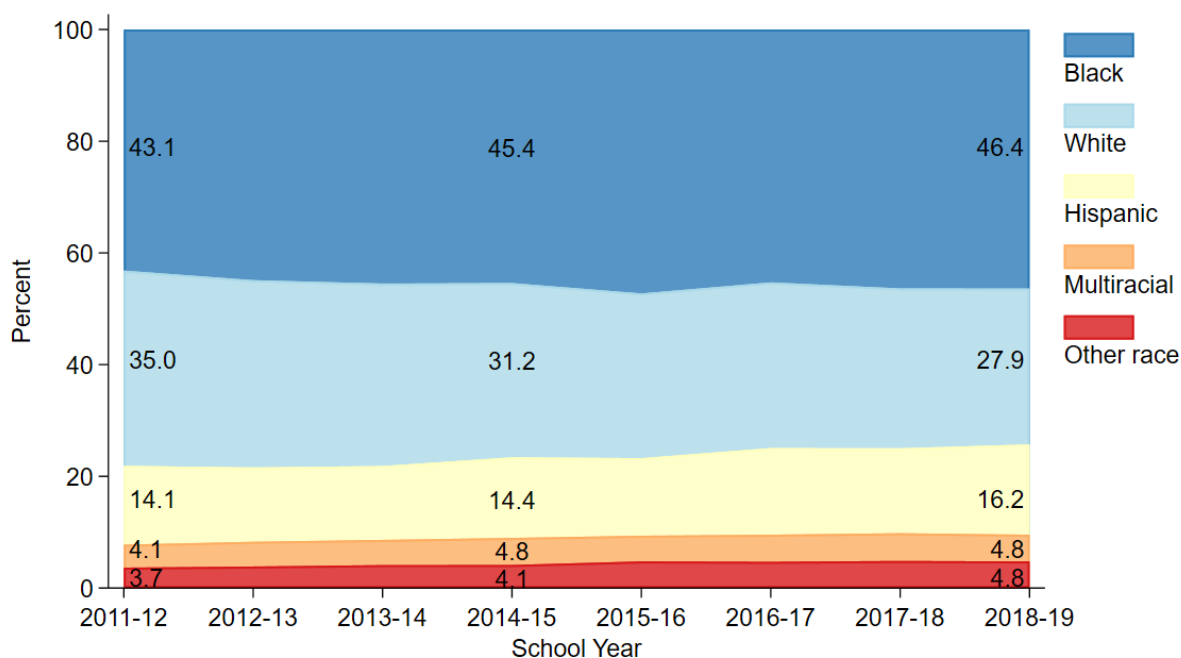
Appendix Figure 3. Four-Year-Old Children in Georgia, by Race & Ethnicity and School Year



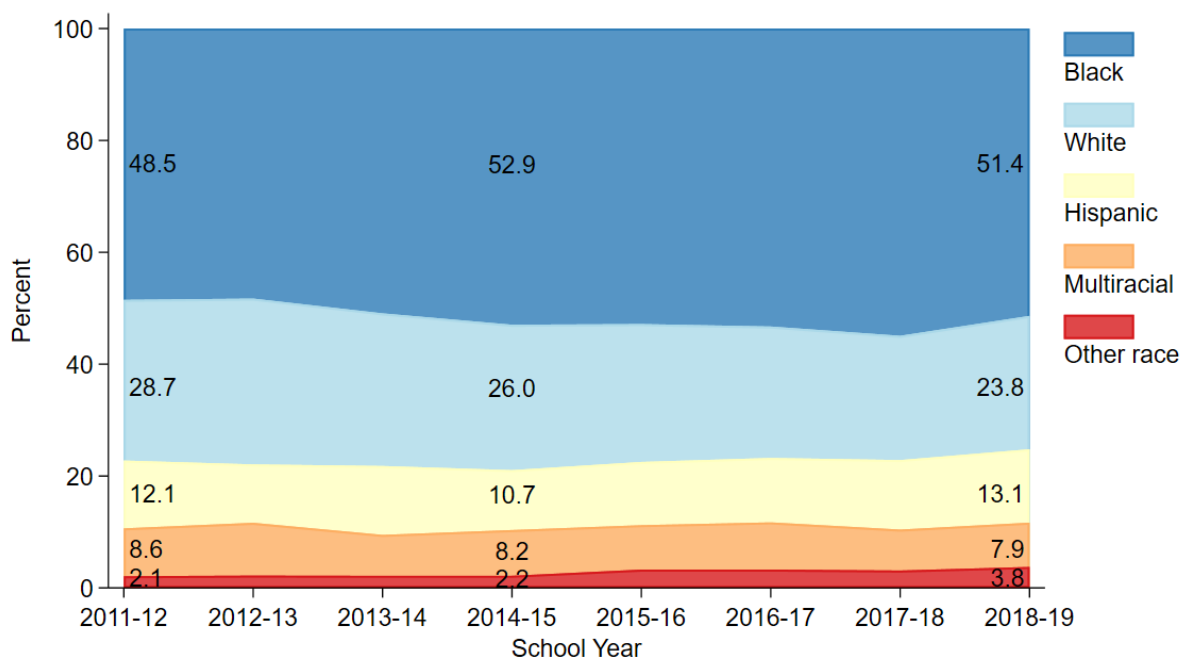
Appendix Figure 4. Children Enrolled in Georgia's Pre-K Program, by Use of an Income-Based Benefit Program and School Year



Appendix Figure 5. Children Enrolled in Georgia's Pre-K Program for Fewer Than Eight Months, by Race & Ethnicity and School Year



Appendix Figure 6. Children Enrolled in Georgia's Pre-K Program at Multiple Sites, by Race & Ethnicity and School Year



ABOUT THE AUTHOR

Thomas Goldring is the Director of Research at the Georgia Policy Labs. He supports the faculty directors in managing research projects and providing analytical and technical support across GPL's three components. He has researched issues in K-12 education, including educational accountability, school finance, and graduation rates; career and technical education; postsecondary education; and education and mortality. He received his doctorate in public policy and management from Carnegie Mellon University and completed a postdoctoral fellowship at the University of Michigan.

ABOUT THE GEORGIA POLICY LABS

The Georgia Policy Labs (GPL) is a collaboration between Georgia State University and a variety of government agencies to promote evidence-based policy development and implementation. Housed in the Andrew Young School of Policy Studies, GPL works to create an environment where policymakers have the information and tools available to improve the effectiveness of existing government policies and programs, try out new ideas for addressing pressing issues, and decide what new initiatives to scale. The goal is to help government entities more effectively use scarce resources and make a positive difference in people's lives. GPL has three components: The Metro Atlanta Policy Lab for Education works to improve K-12 educational outcomes; the Career and Technical Education Policy Exchange focuses on high-school-based career and technical education in multiple U.S. states; and the Child & Family Policy Lab examines how Georgia's state agencies support the whole child and the whole family. In addition to conducting evidence-based policy research, GPL serves as a teaching and learning resource for state officials and policymakers, students, and other constituents. See more at gpl.gsu.edu.