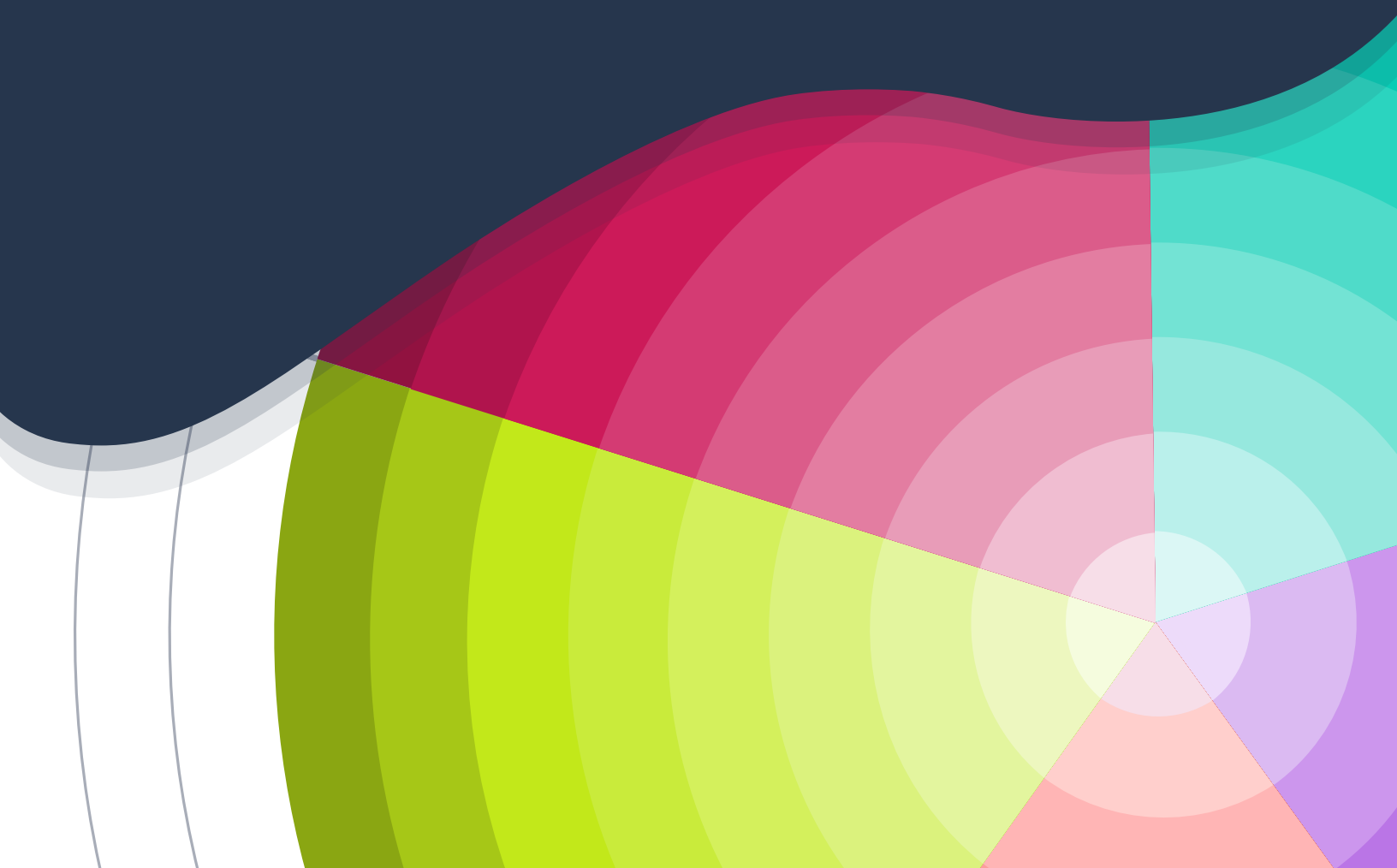




The State of Educational Opportunity in Georgia

A Survey of Georgia Parents

October 2024



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Dear Friends,

Since our founding, GeorgiaCAN has always sought to be a voice for the needs of students and parents across our state. We have invested in numerous programs to support parents and provide them with the information and confidence to be effective advocates for educational change. We also know that by listening we can identify new areas of opportunity as we strive to create an educational system that works for every child.

Produced in partnership with 50CAN and Edge Research, this 50-state survey provides a unique insight into not only how Georgians view the many aspects of our educational system but allows us to compare their responses to those of parents in every state across the country.

The survey is organized into five categories of learning that families tell us are crucial for them and their children: 1) school quality and opportunity, 2) tutoring, summer and mental health, 3) out of school activities, 4) information and engagement, and 5) college and career readiness. A representative sample of 413 parents and guardians of school-aged children in our state were surveyed between July 8 and August 22, 2024 as part of a nationwide research effort that reached more than 20,000 respondents.

Here is what parents told us:



Georgians' perceptions of their education systems are more positive than those of most parents in America. Across nearly every category surveyed, Georgia parents rate the conditions in our state at or above the national average. Furthermore, large national gaps between low-income and middle- and upper-income families on school quality and opportunity were largely absent in our state.

School satisfaction is split. At 48 percent, the Georgia average for school satisfaction is three percentage points higher than the national average of 45 percent. However, that also means more than half of parents in the state are not very satisfied with their child's school. And, among those sending their child to the local public school, the number drops to only 39 percent who say they are very satisfied—27 points below the parental satisfaction level of the other schools in the state.



The largest gaps in access between low-income families and middle- and upper-income families are found in out-of-school experiences. There is a large participation gap that exists along household income lines in nearly every out-of-school category. That includes participation in tutoring (6

points), afterschool programs (15 points), art, dance or music (19 points), summer programming (27 points) and organized sports (31 points).

Georgia is a national leader in a problematic category: unmet demand. Not only is there a large gap along economic lines in tutoring and afterschool, but Georgia is also the national leader in unmet demand in both of these categories. Of those not currently utilizing the programs, 22 percent of parents said they were very interested in their child taking part in afterschool programs and 23 percent of those not receiving academic tutoring said they were very interested in having it available for their child.



Georgia leads in college and career preparation indicators but has room to grow. When it comes to preparation for post-secondary opportunities, the number of Georgians saying they are extremely confident their child will be well prepared for the workforce (39 percent) or college (40 percent) exceeds the national averages (34 and 32 percent, respectively). However, it is still disheartening that 3 in 5 parents do not feel this way, showing that more can be done to bridge the gap between K-12 and college and career.

Our survey produced other revealing insights, shared here in a visually descriptive summary, along with details on the survey's construction. A digital copy of this report is available at gacan.org. Visit 50can.org to view the nationwide report and access the full data set.

Michael O'Sullivan
Executive Director
GeorgiaCAN

Methodology

Edge Research conducted a nationwide survey of 20,090 U.S. parents and guardians of school-aged children (K-12th grade) in each of the 50 states plus the District of Columbia. **In Georgia, 413 parents and guardians of K-12 children were surveyed.** Respondents could take the survey in either English or Spanish, based on their preference. The survey was in the field from July 8 to August 22, 2024.

DATA COLLECTION

The survey used a mixed-mode methodology to reach as many households as possible. First, survey respondents were recruited using online, non-probability samples obtained via national opt-in consumer research panels. These surveys were mobile-optimized (meaning participants can take the survey on a PC or mobile device, which helps reach those who do not have internet access but do have a mobile data plan). In states where Edge Research was not able to collect at least 300 surveys using this method, they obtained supplementary text-to-web interviews.

SURVEY REPRESENTATIVENESS

As respondents entered the survey, they submitted demographic information, and quotas were set to ensure the sample is proportionately distributed in accordance with the most recent U.S. Census¹ and National Center for Education Statistics (NCES)² data on U.S. parents in each state. Quotas functioned by predetermining the number of desired respondents by gender identity, race, ethnicity, child’s grade and grade level in each state. Once the desired number was reached with each quota group, it closed, and additional respondents were turned away. After the survey came out of the field, Edge Research reviewed the data and applied additional weights by income, race/ethnicity, school level, and school type within states.

The following tables provide the demographics of survey respondents in Georgia after weighting.

RACE/ETHNICITY							
Hispanic/Latino of Any Race	White Alone	Black/African American Alone	Asian Alone	American Indian or Alaska Native Alone	Native Hawaiian or Pacific Islander Alone	Some Other Race Alone	Two or More Races
12%	51%	29%	6%	0.1%	–	0.3%	2%

INCOME DISTRIBUTION		
Low Income	Middle Income	High Income
41%	48%	11%

¹ Annual Social and Economic Supplements, United States Census, [Annual Social and Economic Supplements \(census.gov\)](https://www.census.gov/programs-surveys/asea)
² Education Demographic and Geographic Estimates, National Center for Education Statistics (NCES), [Index \(ed.gov\)](https://nces.ed.gov/ipeds/data/)

SCHOOL LEVEL

K-5th	6th-8th	9th-12th
45%	24%	31%

GRADE OF CHILD

K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7%	9%	6%	8%	8%	7%	8%	10%	6%	7%	8%	8%	8%

SCHOOL TYPE

Local or Traditional Public School	Public Magnet School	Public Charter School	Private Independent School	Parochial/Religious School	Virtual/Online Public School	Homeschool	Microschool	Other Type of School
70%	4%	8%	9%	2%	3%	3%	–	–

INCOME DEFINITIONS

In the pages that follow, we provide results for low, middle and high-income parents. These income buckets were calculated using the Pew Research Center’s study “The State of the American Middle Class”³ and their category definitions:

- Middle-income households are defined as those with an income that is two-thirds to double that of the U.S. median household income, after being adjusted for household size.
- Lower-income households have incomes less than two-thirds of the median.
- High-income households have incomes that are more than double the median.

Following these definitions, Edge Research adjusted the incomes reported in the survey to reflect a 3-person household using the equivalence scales technique. Pulling from the U.S. Census 2023 Annual Social and Economic Supplements, they used the 3-person household income breaks of \$61,000 to \$183,000 as middle, and values above and below those thresholds as lower and upper income respectively.

DATA QUALITY CONTROL AND STANDARDS

Edge Research employed several practices to ensure data quality. The survey platform used reCAPTCHA to screen for bots. They also applied a third-party tool called Research Defender to screen out known bad actors and respondents with high survey-taking rates. In addition, data was monitored regularly while in the field. Once all responses were collected, they applied additional data cleaning processes, clearing data for cheating, speeding, inattentiveness, and AI-generated responses.

Edge Research follows the American Association for Public Opinion Research (AAPOR) Code of Professional Ethics and Practices⁴ to maintain the highest standards of competence, integrity, accountability, and transparency in public opinion and survey research work.

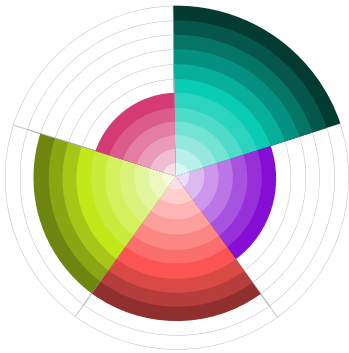
³ Kochhar, Rakesh, “The State of the American Middle Class,” [Pew Research Center](#), 5/31/24

⁴ Code of Professional Ethics and Practices, [American Association For Public Opinion Research \(AAPOR\)](#)

How to Read the Results

One challenge with a survey of this size was how to present the results in an accessible way that doesn't sacrifice the depth of insights. We decided to present the answers in two ways: first with an overview of the results across 15 questions for our state and then with a more in-depth look at how our state compared to all the other states for a few key questions.

OUR STATE SUMMARY



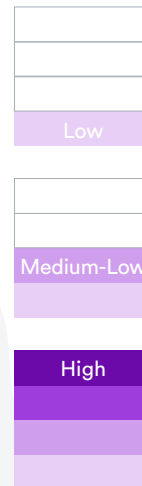
To help make it easier to look at our state's full results at a glance, we present the answers from our parents over two pages. At the top of the first page is the number of parents who participated in the survey.

We also provide a way to view our state's **relative strengths and weaknesses through a circle with five wedges**, one for each of the five categories of the survey: 1) School quality and opportunity (**pink**), 2) Tutoring, summer, and mental health (**green**), 3) Out of school activities (**teal**), 4) Information and engagement (**purple**), and 5) College and career readiness (**orange**).

Each of the five categories is made up of three questions. These are presented below each category with **our state's results compared to other states represented by a tier** shown to the right of each question, from low to high. These tiers are scored from 1 (low) to 4 (high) and the scores across the three questions determine how many rows are colored in for the wedge (up to a possible number of 12 rows).

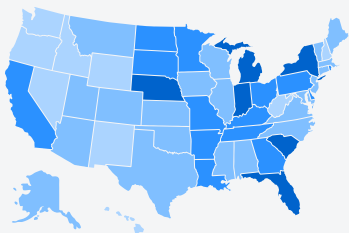
The state results for each question are presented in four circles: low-income, middle and high income, state average and national average. For yes/no questions, the results are presented as the percentage who said yes, rounded to the nearest whole number. For questions about parents' opinions and attitudes, we utilized a Likert scale and **reported out the percentage choosing the highest option**. For example, on question 1, which measures parents' satisfaction with their child's school, we present the percentage who answered that they were "very satisfied." This helps ground the comparison discussion in a high bar for success.

State Tier



OUR STATE IN CONTEXT

The second section of this report provides the results **for all 50 states plus D.C.**, one question at a time. For each of the questions, we provide the results either in the form of a map or an ordered list of states.



For the **maps**, a key provides the scale for the map and explains the numbers behind each of the four shades of blue. The darkest shade of blue is always the highest numbers and the lightest shade of blue is always the lowest numbers. Our state is outlined in red.

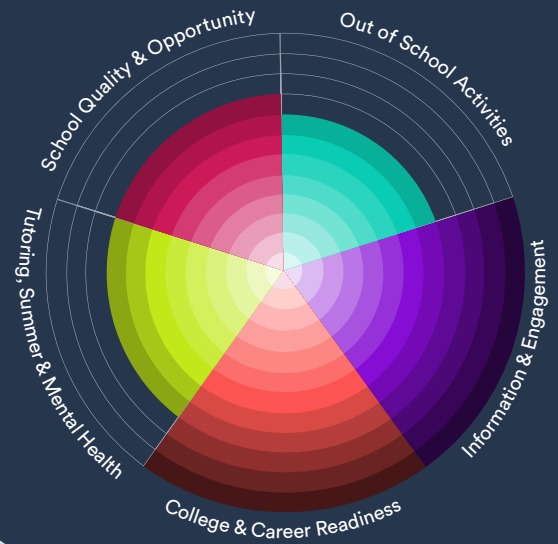
For the **list**, states are ordered from highest performing states at the top to lowest performing states at the bottom. This list shows the state average as a dark blue dot and the results for low-income families in a light shade of the section color and the results for middle- and high-income families as a darker shade of that color. Our state is identified with a red box to make it easier to spot.

GEORGIA



Surveyed July 8-August 22, 2024

Sample size (N) = 413 parents and guardians



SCHOOL QUALITY AND OPPORTUNITY

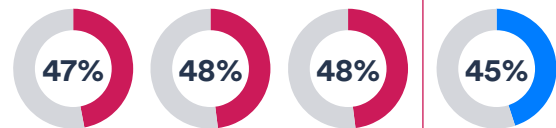
State Tier



School Satisfaction

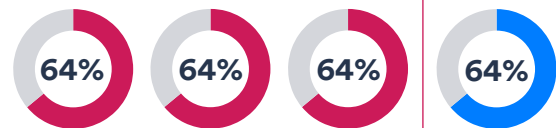
Percentage answering they are very satisfied with their child's school

Low Income Mid-High Income GA Average National Average



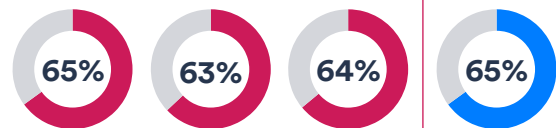
Would Make the Same Choice

Percentage answering that they would send their child to the school they go to today



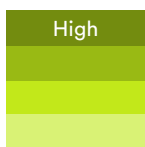
Feel They Have a Choice

Percentage answering they feel like they have a choice in what school their child attends



TUTORING, SUMMER AND MENTAL HEALTH

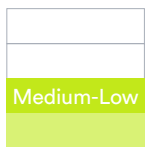
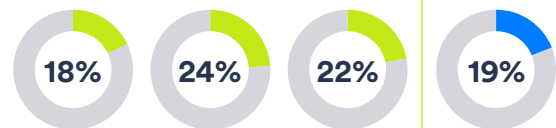
State Tier



Tutoring Participation

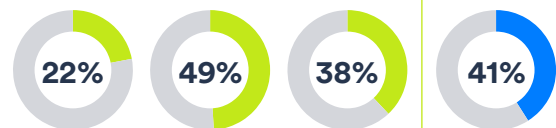
Percentage of children who have received academic tutoring in this past school year

Low Income Mid-High Income GA Average National Average



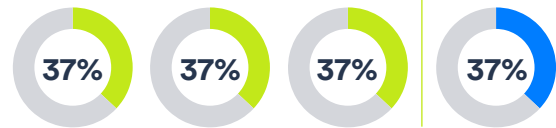
Summer Program Participation

Percentage of children who participated in a supervised summer program

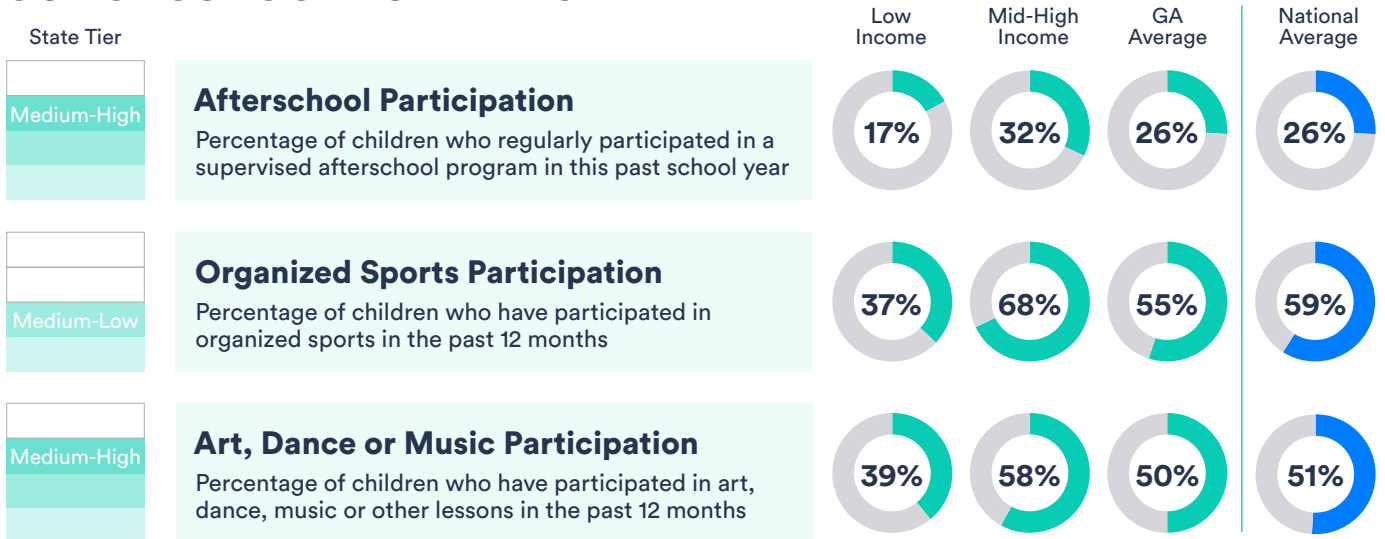


Mental Health Satisfaction

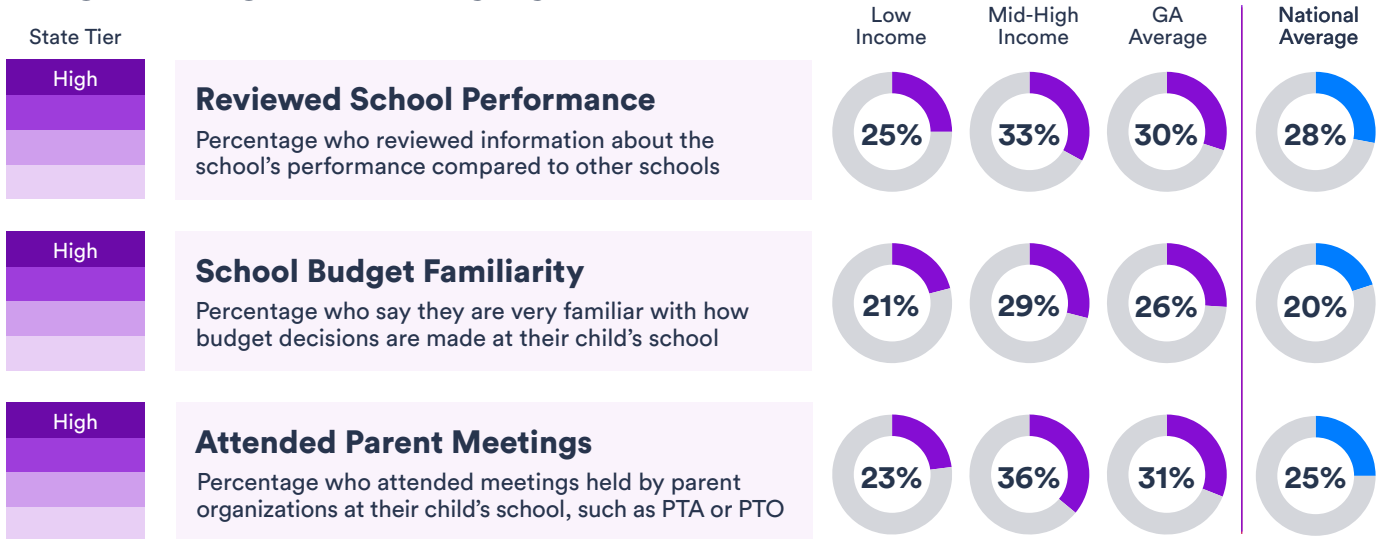
Percentage answering they are very satisfied with how the school supports their child's mental health needs



OUT OF SCHOOL ACTIVITIES



INFORMATION AND ENGAGEMENT



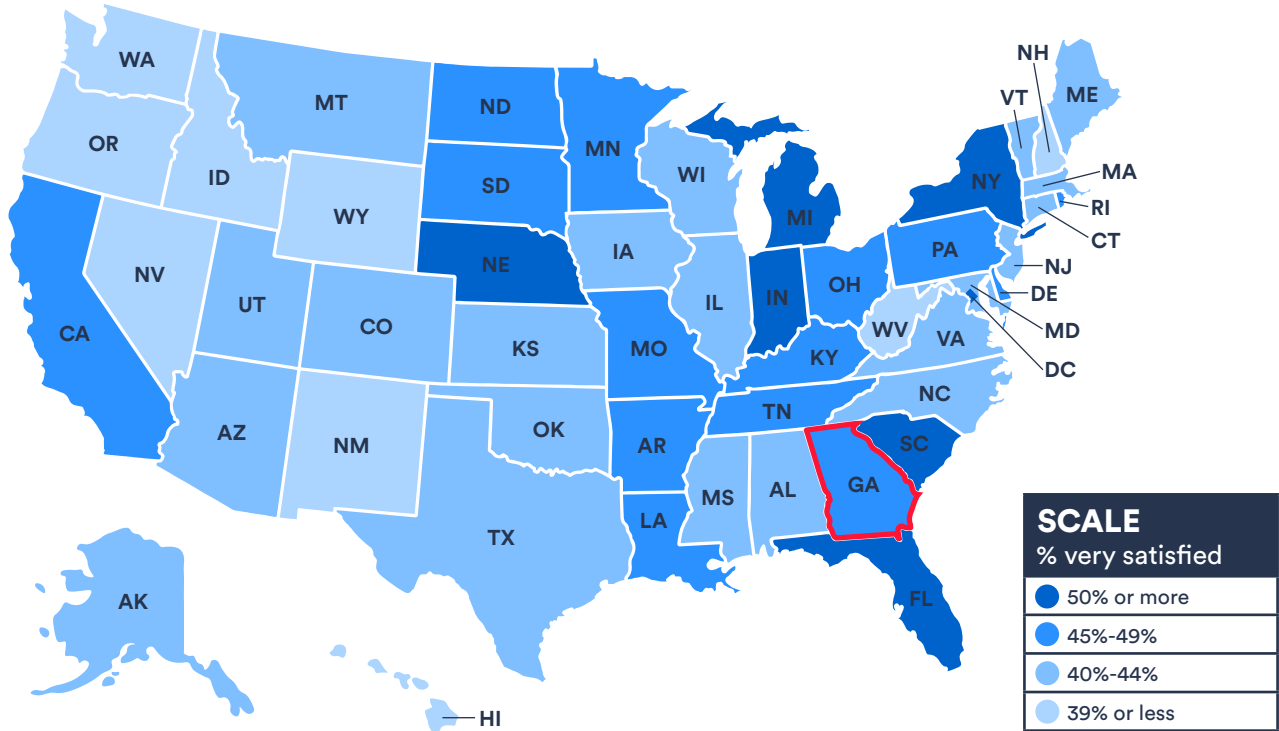
COLLEGE AND CAREER READINESS



Georgia in Context: A 50-State Perspective

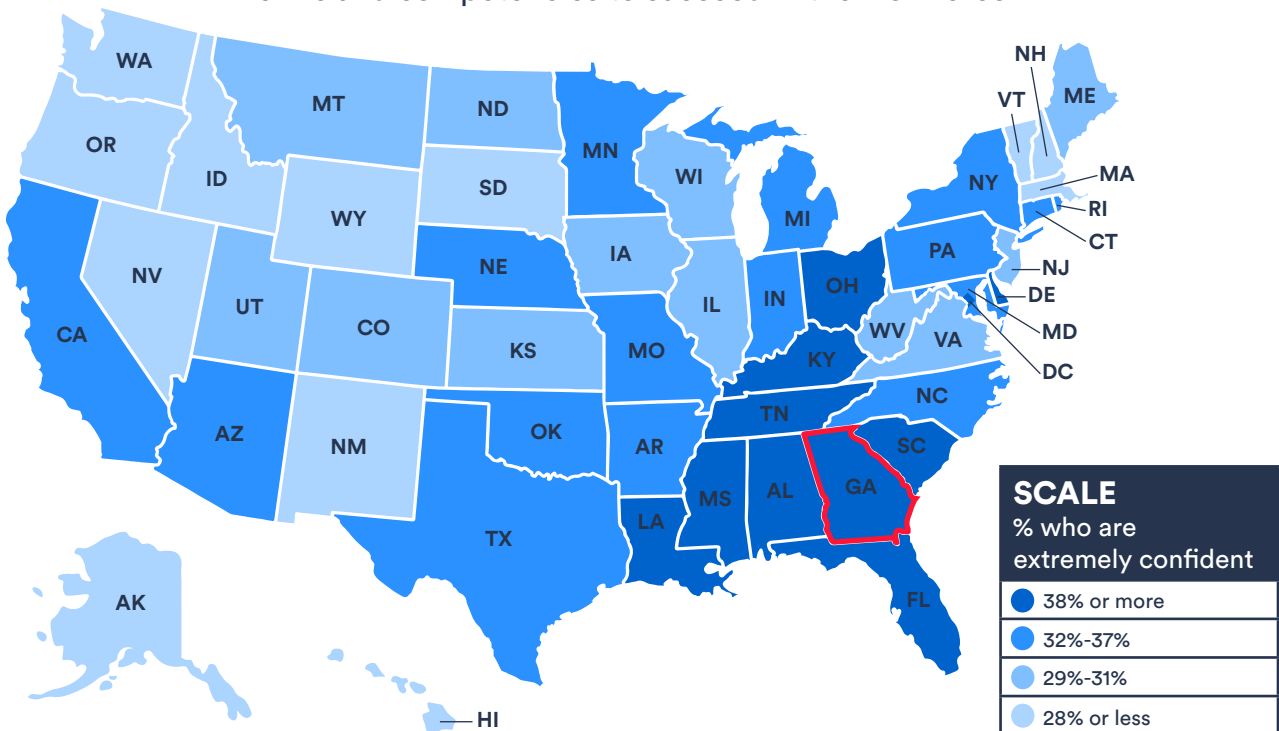
SCHOOL SATISFACTION BY STATE

Percentage answering they are very satisfied with their child's school



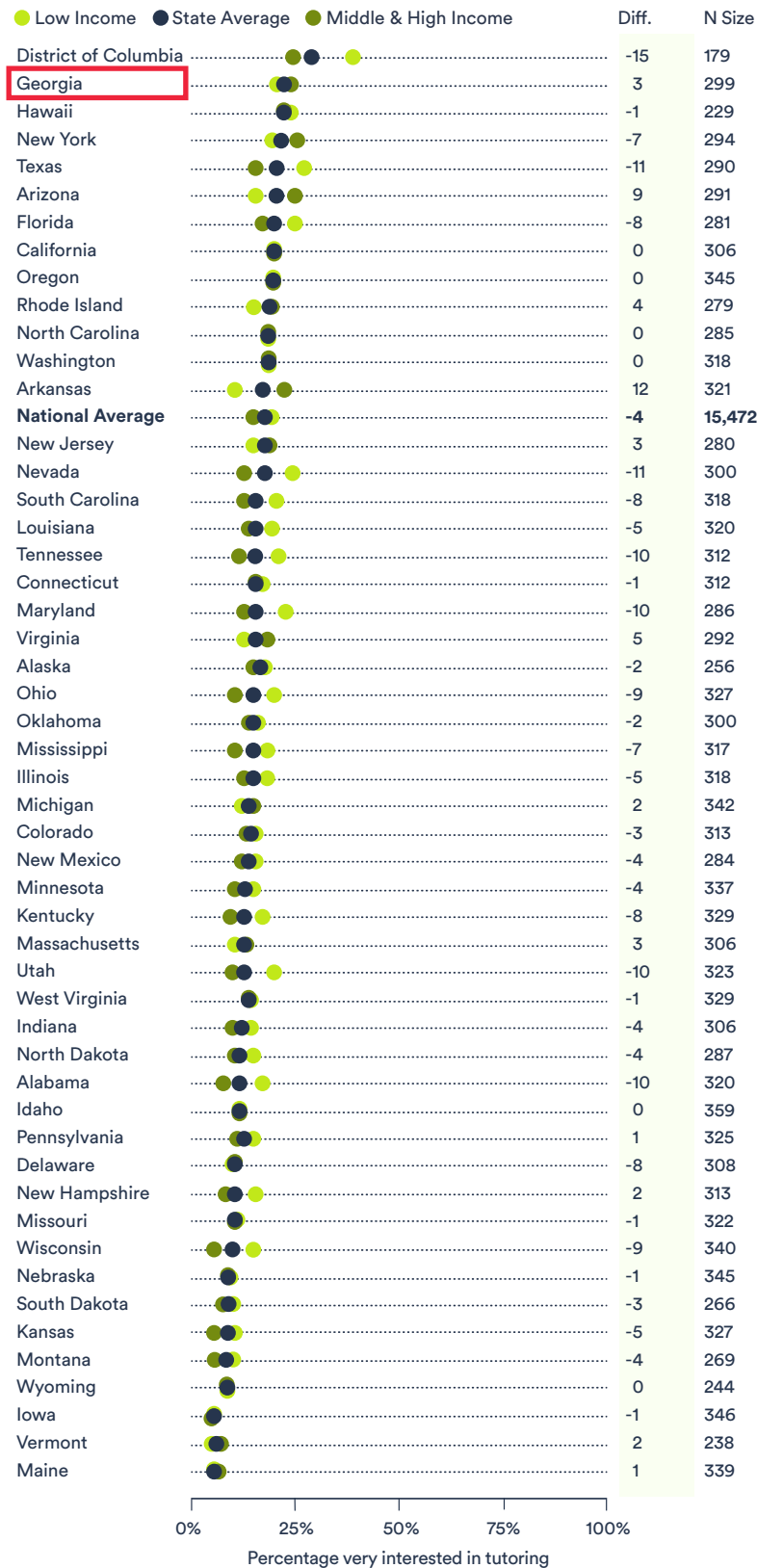
CONFIDENCE IN WORKFORCE PREPARATION BY STATE

Percentage who are extremely confident their child will be equipped with the knowledge, skills and competencies to succeed in the workforce



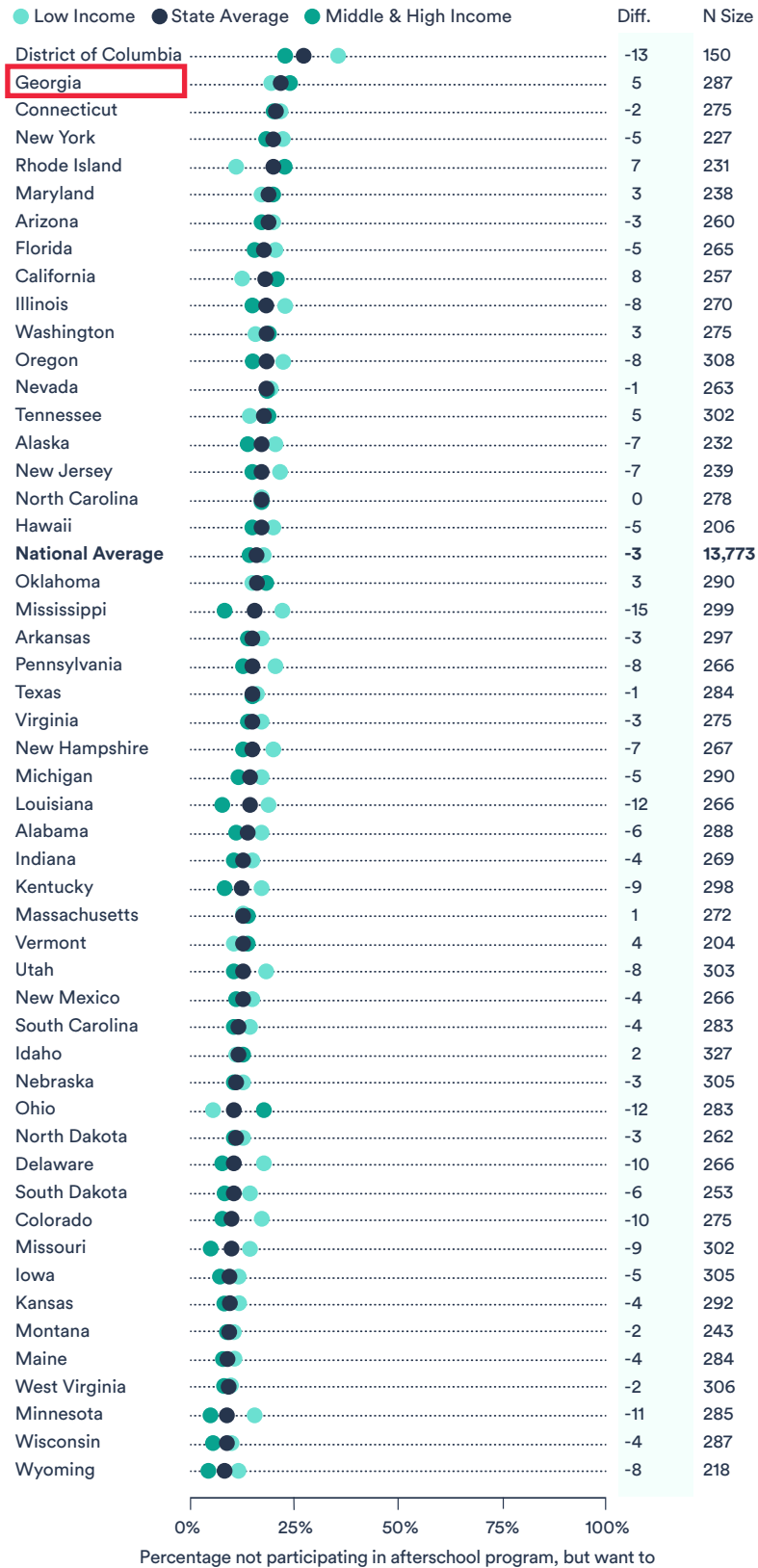
UNMET DEMAND FOR TUTORING BY STATE & INCOME

Percentage of families who don't have a tutor who are very interested in tutoring



AFTERSCHOOL UNMET DEMAND BY STATE & INCOME

Percentage of families whose child did not participate in an afterschool program but are very interested in doing so



ABOUT GEORGIACAN

GeorgiaCAN seeks to identify and advance common-sense policies that put the needs of students first. We engage local stakeholders—from community members to policy makers—to advocate for student success throughout the entire public education system. We believe parents are the most important decision-makers in a child’s life, that in the right environment every student can succeed and that exceptional educators are the cornerstone of student success.

ABOUT 50CAN

50CAN is an education advocacy organization focused on building the dynamic, student-centered education system of the future so that all kids, regardless of address, receive a high quality education. At the center of this work is our support for local education advocates who together have secured more than 250 transformative policy wins since our founding in 2011. This advocacy work is complemented by fellowships to spark and amplify the voices of changemakers, support for educational entrepreneurs as they build proof points of a better tomorrow, and efforts to help elected leaders better serve the public through a deeper understanding of education policy.

ABOUT EDGE RESEARCH

Edge Research tells data-driven stories that make our clients’ programs, products, and brands successful. One of Edge’s key verticals is education, which ranges from early childhood development, to K-12 and postsecondary education, to lifelong learning. We work for dozens of foundations, advocacy organizations, curriculum providers, associations, districts, schools and universities. Edge is constantly in the field talking to parents, students, teachers, administrators, and other education decision makers – getting the pulse on the issues that matter most.

