



# GEORGIA

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

## Statewide Initiatives

- ▶ **Statewide Afterschool Network.** In June 2003, the United Way of Metropolitan Atlanta and the Georgia Partnership for Afterschool Education (PASE) convened a meeting of key afterschool stakeholders to develop a strategy that would strengthen Georgia’s ability to expand and improve school-based and school-linked afterschool programs. This meeting prompted the creation of a statewide partnership between school systems, city and state government, foundations, and youth and parent organizations. The purpose of the Afterschool Network is to develop and maintain a comprehensive statewide delivery system of support for youth, families, and providers in achieving positive outcomes for the youth and families they serve. The Network is currently in the process of holding meetings in each of the state’s 12 regions to share information and get feedback on network actions.
- ▶ **The 3:00 Project®.** This Georgia School Age Care Association (GSACA) initiative started in 1994 with the goal of transforming the out-of-school time of early adolescents from unsupervised, unstructured, and unproductive hours to an opportunity for challenge, commitment, and care. The curriculum for the program focuses on four key goals: providing a safe environment for children out of school, encouraging collaboration of community resources, and improving both academic success and skill-building for students. While the program was not funded during the regular 2004 legislative session due to funding reductions in the state, \$50,000 was appropriated in the supplemental budget. Additional funding came from various sources that were iden-

## Quick Facts

### Demographics

Total population: .....8,186,453

Number of children  
ages 5-12: .....988,686

Percent of population: .....12%

Percent of students eligible  
for free and reduced-price  
lunch: .....44.2%

Percent of K-12 students in Title I  
“Schoolwide” schools: ....30.3%

For more demographic information, visit <http://nccic.org/statedata/statepro/georgia.html>

### Child Care and Development Fund (CCDF)

Administering agency:  
Georgia Department of Human  
Resources

Total estimated FFY03 federal and  
state CCDF funds: \$206,891,126

FFY03 total federal  
share: .....\$153,590,589

FFY03 state MOE plus  
match: .....\$53,300,537

School Age & Resource and  
Referral Earmark: .....\$617,837

FFY02 Total Quality  
Expenditures: .....\$844,994

Percent of children receiving  
CCDF subsidies who are  
ages 5-12: .....40.6%



U.S. Department of Health and Human Services  
Administration for Children and Families, Child Care Bureau



tified by the local school system or provider of The 3:00 Project®. During the last year of full state funding, eight sites were operational, serving over 800 students in Columbus, Macon, Atlanta, Statesboro, Cordele, Americus, Decatur, and Albany.

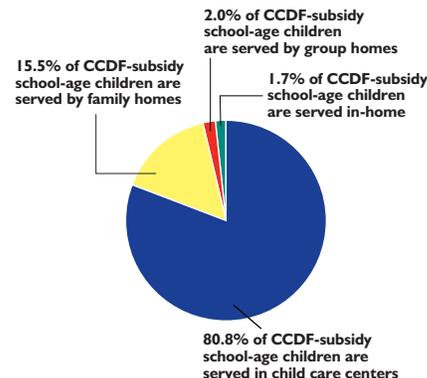
For more information, see [http://www.gsaca.com/current\\_proj.htm#\\_The\\_3:00\\_Project](http://www.gsaca.com/current_proj.htm#_The_3:00_Project).

## Notable Local Initiatives

- ▶ In 1998, Chatham-Savannah Youth Futures Authority (YFA) received a three-year grant from the Wallace Readers Digest Fund to work in partnership with the Chatham-Savannah Board of Education and community-based organizations to establish the **Beacons Schools Adaptation**. The initiative's aim is to transform public school facilities into full-service community centers that will assist students in building academic and social skills necessary to becoming self-sufficient and successful adults. Currently, YFA operates three Beacon sites that serve youth ages 6-18 from five local area schools.
- ▶ **Family Technology Resource Center (FTRC)**. DeKalb County Public Schools created the Family Technology Resource Center (FTRC) program in 1996. The goal of FTRCs are to provide high quality learning opportunities for children during afterschool hours, promote school/family relationships, and build the technological skills of the community. Currently, there are 24 FTRC's located in schools throughout the DeKalb County school system with programs ranging from academic enrichment to technology skills and application training.
- ▶ **The Greensboro Dreamers Program** in Greensboro County began in 2000 and is affiliated with the national "I Have A Dream" Foundation. Fifty-four elementary school children in this rural Georgia county were selected by lottery to be a part of a long-term educational support program that will help them through high school and provide them with tuition assistance to college or vocational school. The Greensboro Dreamers Program is the first rural site in the program's history. It addresses the needs of these children through a comprehensive strategy that includes in-school and out-of-school services throughout the year. Child Care and Development Fund dollars support operational costs related to the afterschool enrichment program for the students enrolled in the program.
- ▶ **A-Star**. In 1991, a needs-assessment conducted by the Wilkes County Family Connection Coordinating Body revealed that the community lacked youth services in the afterschool hours. Consequently, the body decided to create neighborhood afterschool centers in high-poverty neighborhoods. The A-Star afterschool programs in the centers are focusing on literacy and recreation. A-Star serves approximately 175 children in grades 1 through 6, each year. This initiative, which is in its ninth year, promotes school success; health, nutrition and fitness; staying free of the juvenile justice system, teenage pregnancy, substance abuse, and violence; and involvement in boy and girl scouting.
- ▶ **Atlanta's Neighborhood Centers**. The Atlanta Department of Parks, Recreation, and Cultural Affairs manages three neighborhood centers located in the southwest and southeast quadrants of the city. These centers house various public and private agencies that provide services to residents in the surrounding communities, including day care and youth services. In addition, the agencies engage in special community outreach programs and projects throughout the year.

## Quick Facts (continued)

### • Settings



### • Uses of CCDF Quality Dollars for Afterschool

*"Resource and referral and school-age" earmark:*

Funds may be used to furnish training and technical assistance to school-age providers. The state's Department of Human Resources partners with the Department of Education on school-age care activities to maximize efficiency. Funds may also be used to either directly support school-age programs or to provide support to the Georgia School Age Care Association, which is working to expand school-age programs in the state.

*Other quality activities:*

Funds may be used by the Georgia Child Care Council to provide stipends to school age professionals who are working to obtain a certificate in school age care through the School Age Leadership in Education (SALE) Program. In addition, funds may support the Georgia School Age Care Association's (GSACA) Road Show, which will offer training in five cities on building the capacity of afterschool and summer programs. Mini-grants will also be provided to programs that attend training.

### • Provider Reimbursement Rates and Family Copayments

*State rate category that includes school-age (as defined by state):* .....School-age

*Maximum rate for center-based school-age category:* .....\$80.00/week

- ▶ **The United Way Summer Youth Fellows Program** is a collaborative project of the Arthur Blank Foundation, United Way of Metropolitan Atlanta, and State Street Global that provides a three-month internship to rising high school students in Fulton and DeKalb counties. During the pilot phase in 2003, close to 90 students were placed in full- and part-time paid internships at 58 local nonprofit agencies. Interns received leadership and skills training over the course of the program to ensure a meaningful experience for the students and the agencies.
- ▶ **Hands On Atlanta (HOA)** is a nonprofit organization that enables individuals and families, as well as corporate and community groups, to volunteer at more than 400 service organizations and schools in the Atlanta community. One of the largest impacts HOA has made in the city has been in the arena of afterschool programming. In partnership with the Atlanta public schools, HOA supports **Reading Adds Up**, an afterschool program that pairs volunteer mentors with students who are reading below grade level or struggling with math concepts, and **The Discovery Program**, a Saturday program focusing on reading and math assistance. Currently, HOA programs serve approximately 1,200 youths in 32 schools across the Atlanta area.

## Statewide Organizations

**National AfterSchool Association Affiliate:**  
 Georgia School-Age Care Association (GSACA)  
 246 Sycamore Street, Suite 252  
 Decatur, GA 30030  
 Phone: 404-373-7414  
 Fax: 404-373-7428  
 Email: [gsaca@gsaca.com](mailto:gsaca@gsaca.com)  
 Web: <http://www.gsaca.com>

**Statewide Child Care Resource & Referral Network:**  
 Georgia Association of Child Care Resource & Referral Agencies  
 50 Executive Park South, Suite 5015B  
 Atlanta, GA 30329  
 Phone: 404-479-4233  
 Fax: 404-479-4166  
 Web: <http://www.qualitycareforchildren.org>

## Additional Resources

**State Child Care Administrators:**  
<http://www.nccic.org/statedata/dirs/devfund.html>

**State TANF Contacts:**  
[http://www.acf.hhs.gov/programs/ofa/hs\\_dir2.htm](http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm)

**21st Century Community Learning Centers Contacts:**  
<http://www.ed.gov/programs/21stcclc/contacts.html>

## Quick Facts (continued)

*Note:* Rates vary by zone. Rates for Zone 1 given.

*Standardized Monthly Center-Based School Age Rate:* .....\$320

*Notable Features of Rate System:*  
 Tiered reimbursement is being piloted in certain areas of the state. Reimbursement rates depend on the type of provider and whether national accreditation is achieved.

*Is "time in care" a factor in determining family copayment for school-age care?* .....No

### Temporary Assistance for Needy Families (TANF) and Child Care

*FFY02 state TANF transfer to CCDF:* .....\$23,200,000

*FFY02 TANF direct spending on child care:* .....\$0

### Program Licensing and Accreditation Policies

*Are there separate school-age licensing standards?* .....No

*Are school-operated programs exempt from licensing standards?* .....Yes

*Ratio of children to adults in school-age centers:*  
 5 years .....20:1  
 6 years & over .....25:1

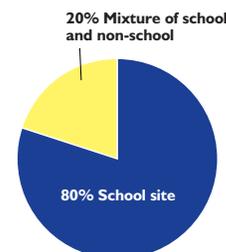
*Number of National AfterSchool Association (NAA) accredited programs:* .....16

### 21st Century Community Learning Centers (21st CCLC)

*FY02 state formula grant amount:* .....\$9,149,225

*Applications funded:* .....15

*Program locations:*



*Licensing required?*  
 Yes, unless license-exempt

## Notes and Sources

### Demographics

**Total population:** *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

**Number of children ages 5-12:** *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

**Percent of students eligible for free and reduced-price lunch rate:** *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

**Percent of K-12 students in Title I "schoolwide" schools:** *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

### Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

**FFY03 state MOE plus match:** In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

**FFY02 total quality expenditures:** Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

**Uses of CCDF Earmarks and Quality Dollars for Afterschool:** Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

**Maximum rate for school-age category:** Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

**Standardized monthly school-age rate:** Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

### Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

### Program Licensing and Accreditation Policies

**Ratio of children to adults in school-age setting:** Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

**Number of NAA-accredited programs:** Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

### 21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

**FFY02 formula grant amount:** Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

**Applications funded:** Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

**In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:**

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

## Contact Us:

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*The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.*