



**NBCDI**

National Black Child  
Development Institute

# STATE OF THE BLACK CHILD REPORT CARD

## GEORGIA

### What's in this Report Card?

The policy recommendations in the "State of the Black Child" Georgia Report Card highlight the racial disparities that affect outcomes for Black children and families. The Report Card provides parents, caregivers, advocates, community leaders and policymakers with high-priority policy recommendations to improve education, health and family support systems for Black children and families.



RECOMMENDATION

**1**

### SUPPORT POSITIVE DISCIPLINE AND END SUSPENSIONS AND EXPULSIONS



In Georgia, children in preschool through 3rd grade can not be suspended for more than five days or expelled without engaging families, administrators, teachers and social service organizations for support (a multi-tiered support system).

NBCDI recommends more intentional action to prevent suspensions and expulsions of

young children by **1)** engaging the multi-tiered support system to support teachers and children before disciplinary action is needed and **2)** providing annual professional development on positive guidance, racial bias and developmentally-appropriate practices for educators.

WHILE BLACK CHILDREN COMPRISE

**37%** OF GEORGIA'S  
PUBLIC SCHOOLS,  
BLACK STUDENTS  
ARE **3.6X**

**MORE LIKELY TO BE SUSPENDED  
AS WHITE STUDENTS.**

(Pro Publica Miseducation Report, 2017)

RECOMMENDATION

**2**

### INCREASE ACCESS TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION FOR BLACK CHILDREN

The current cost of early childhood education (child care) is nearly as expensive as paying for an entire year of college (in Georgia, infant care averages \$8,327 per year while public college tuition is \$8,573 on average). With these high costs, many working families cannot afford child care without financial assistance. The purpose of the Childcare and Parent Services program (CAPS) is to give children from low-income families equal access to high-quality child care by providing financial help to families. However, CAPS only serves 8.5% of Georgia families that are eligible by federal standards. NBCDI recommends changing eligibility rules in Georgia to meet the federal standard and providing more families with access to high-quality child care.

IN 2016,

**12%**

**OF BLACK  
GEORGIANS  
LIVED IN ZIP  
CODES WITH  
LIMITED  
ACCESS TO  
AFFORDABLE,  
HIGH-QUALITY  
CHILD CARE SERVICES.**



(Center for Law and Social Policy,  
Inequitable Access to Child Care Subsidies, 2019)

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# REPORT CARD

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RECOMMENDATION

# 3

### SUPPORT SOCIAL-EMOTIONAL DEVELOPMENT AND MENTAL HEALTH OF BLACK CHILDREN

Research shows that people of color have less access to mental health services, are less likely to receive needed care and are more likely to receive poor quality care when treated, according to a US News & World Report. NBCDI recommends expanding access to behavioral health services by equipping schools with the adequate number of certified school-based specialists required to meet the needs of children. These school-based specialists include psychologists, counselors, social workers and nurses.

## GEORGIA RANKED LAST

IN THE US WITH A RATIO OF **1** SCHOOL PSYCHOLOGIST FOR EVERY **6,389** STUDENTS. THE NATIONAL RECOMMENDED AVERAGE IS **700:1**

*(American Civil Liberties Union, Cops and No Counselors, 2019)*

RECOMMENDATION

# 4

### ENSURE TEACHER DIVERSITY REFLECTS THE DIVERSITY OF STUDENTS

NBCDI recommends implementing strategies to increase recruitment and retention of Black educators at all levels from early childhood education through high school by: **1)** recruiting more diverse participants in teacher preparation and scholarship programs, **2)** updating hiring processes and **3)** improving teachers' work environment. NBCDI challenges policymakers to improve access to higher education for Black early childhood educators by expanding scholarship programs like the Georgia Department of Early Care and Learning (DECAL) Scholarship Program by increasing outreach in Black communities. Studies have found that Black students perform better with Black teachers—academically, socially and behaviorally.

BLACK CHILDREN COMPRISE **37%** OF GEORGIA'S PUBLIC SCHOOLS, YET ONLY **26%** OF TEACHERS ARE BLACK.

*In the national average, Black children comprise 15% of public schools while 7% of the teachers are Black (National Center for Education Statistics, Status and Trends in the Education of Racial and Ethnic Groups, 2018) (Georgia K-12 Teacher and Leader Workforce, 2019)*



RECOMMENDATION

# 5

### EQUIP EDUCATORS TO PARTNER MEANINGFULLY WITH BLACK PARENTS AND CAREGIVERS

Ensure the voices of Black parents and caregivers are represented in decision-making regarding education funding, discipline policies and school climate from early childhood education through high school. Research demonstrates that when families and schools cooperate, children have better educational outcomes but parents often feel excluded. To address this opportunity gap, educators must be equipped to create positive learning environments for Black children and engage parents as partners in their children's education.

IN A UNITED NEGRO COLLEGE FUND SURVEY, BLACK PARENTS MENTIONED THAT ENGAGING IN THEIR CHILDREN'S SCHOOL COMES WITH **OBSTACLES**. MANY SPOKE ABOUT NOT FEELING WELCOME AT THEIR CHILDREN'S SCHOOL AND BEING MADE TO FEEL THAT THEY DO NOT HAVE A RIGHT TO ASK QUESTIONS. THEIR VOICE IS DENIED, **RESULTING IN A LACK OF ENGAGEMENT**. *(UNCF, 2012)*

