



WELCOME!

Best Practices in Afterschool &
Engaging with the Georgia
Statewide Afterschool Network

Today we will discuss...



- Who is GSAN?
- Overview of the Georgia ASYD Quality Standards
- Putting the Standards into Practice
- Upcoming Events, Opportunities, and Resources



Who is GSAN?



- Mission:
 - Georgia Statewide Afterschool Network is a public-private collaborative dedicated to advancing, connecting and supporting quality afterschool programs to promote the success of children and youth throughout Georgia.
- Vision:
 - All of Georgia's youth have access to quality afterschool programs.



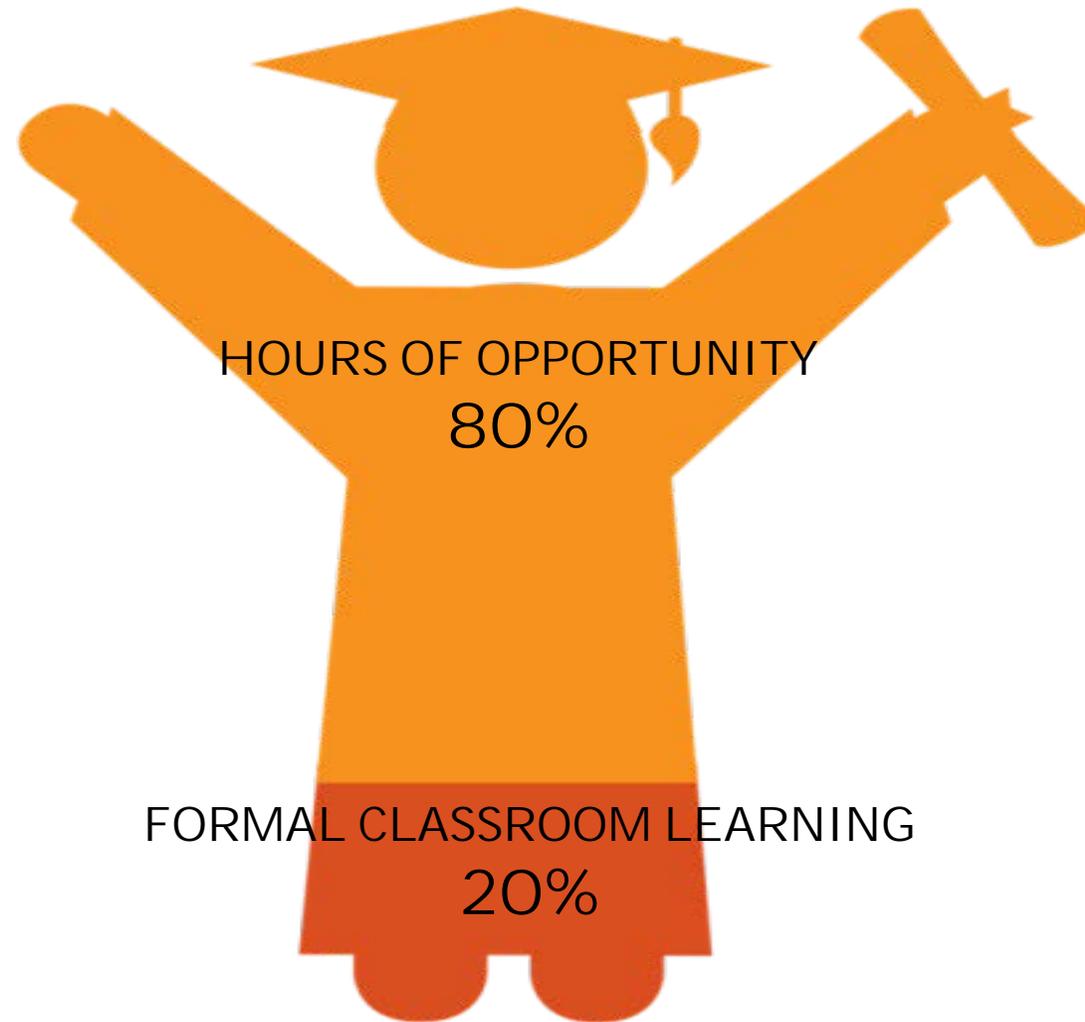
What Do We Do?

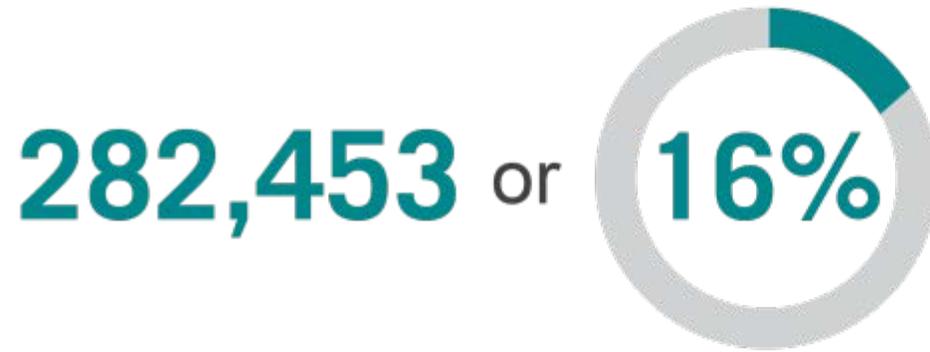


- Provide access to professional development, best practices, and enrichments.
- Support the development of policy priorities and advocacy strategies at the local, state, and federal level.
- Engage families, communities, businesses, and local and state leaders while educating them on the impacts of afterschool programming.



Why Afterschool?





of Georgia's school-aged children participated in afterschool programs in 2014



more children would enroll if a program was available in their community

What the Research Says



Improving Academic Performance
& Outcomes



Reducing Juvenile Crime



Reducing Drug & Alcohol
Dependence



Supporting Working Families



Promoting Healthy Lifestyles



Creating the Workforce of
Tomorrow

New Report on Afterschool



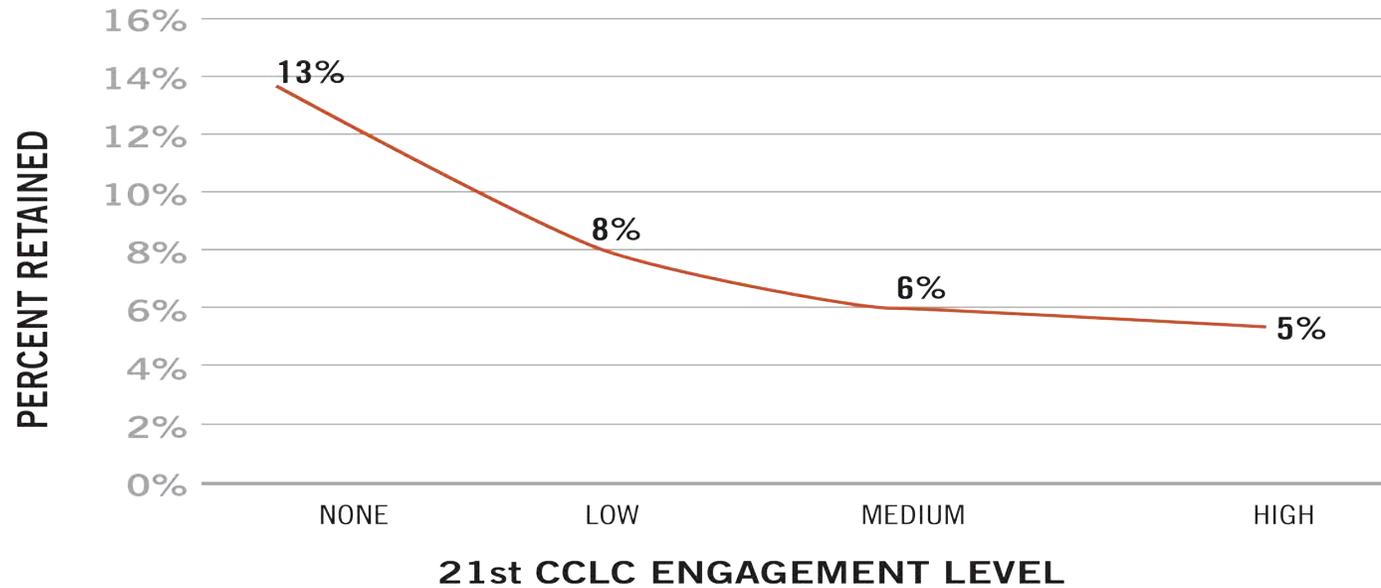
Investing in Georgia's Youth *Why Afterschool Makes "Cents"*

To determine the return on investment and explore other key student outcomes of Georgia's two major sources of funding for afterschool and summer learning:

- 1) Georgia's 21st Century Community Learning Centers (CCLC) Program
- 2) Afterschool Care Program



Impact on Retention Rates



As engagement in 21st CCLC increases, there is strong decrease in grade retention.

Impact on School Day Attendance

PARTICIPATION IN 21ST CCLC ALSO IMPROVES SCHOOL DAY ATTENDANCE.

	5 OR FEWER DAYS ABSENT	6 TO 15 DAYS ABSENT	MORE THAN 15 DAYS ABSENT
State Free or Reduced Lunch	53%	35%	12%
State Overall	55.8%	34.1%	10.1%
21st CCLC	60% 	33.6% 	6.4% 

Every \$1
invested in afterschool
leads to a return of
\$2.64

#AfterschoolWorks for GA!

Roadmap of Benefits

Let's start with an investment of
\$25 MILLION

This investment would allow communities to leverage an estimated
\$4,225,000

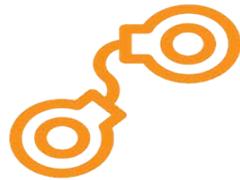
In total, this investment would provide an additional
45,409 YOUTH

to increase access to high quality afterschool and summer learning programs for Georgia's youth.

in additional funds from community partners and businesses to support programming

with high quality programming that puts them on track for success in college, career, and life.

We know that regular participation in high quality afterschool and summer learning programs support Georgia's youth by:



Reducing juvenile crime between the peak hours of 3 and 7 PM



Increasing graduation rates by reducing grade retention and increasing school day attendance



Decreasing the number of teens dependent on drugs and alcohol

By providing 45,409 of Georgia's youth access to high quality afterschool and summer learning programs, immediate and long-term savings and benefits to taxpayers would be:

\$2 MILLION

for reducing drug and alcohol dependence

\$3 MILLION

for reducing grade retention

\$18 MILLION

for reducing Juvenile crime

Leads to
**\$154
MILLION**

in benefits to Georgia taxpayers for increasing access to high quality afterschool and summer learning programs.

\$131 MILLION

from increased tax payments, reduced reliance on welfare systems, and reduced criminal justice costs over the years due to a reduction in crime and dropout rates

Investing in Georgia's Youth: Why Afterschool Makes "Cents"



At www.afterschoolga.org/roi you can find:

- Full report
- Video on report highlights
- Social media memes and content
- PowerPoint slides
- One-pagers

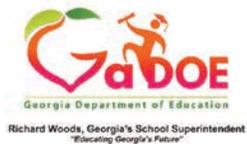


A Unified
Vision
to **Serve**
Georgia's
Youth

Georgia Afterschool
& Youth Development
Initiative

A collaboration between GSAN & GUIDE, Inc.

Supported by



What are the Georgia ASYD Quality Standards?

Framework for providers to evaluate and continue improving the quality of their programming

Grounded in the widely held and well-established understanding that children, youth, and families benefit when programs increase their capacity to provide high quality programming.

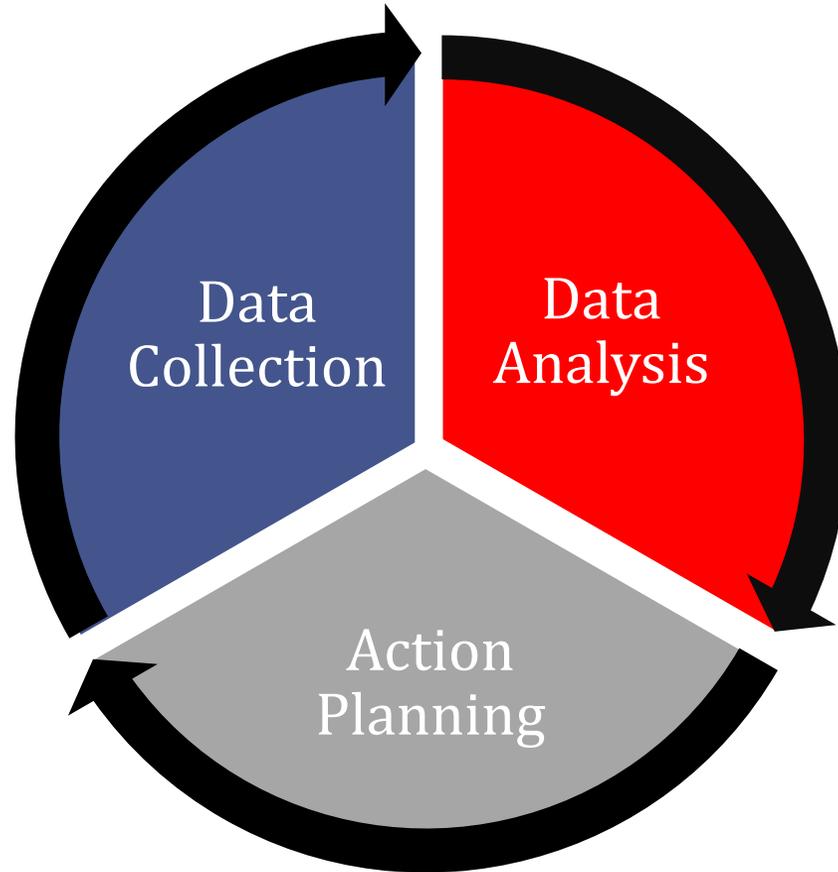
Common language around what quality afterschool programming looks like

The ASYD Assessment System

Designed for programs that:

- Serve children and youth between the ages of 5 and 18
- Serve youth who attend regularly
- Are well established
- Offer youth a range of enriching experiences

The ASYD Assessment System



Why Use The ASYD System?

Can help you answer key questions:

- What is the quality of our program?
- What are we doing well? Where are our strengths? What practices should we sustain?
- Where should we focus our program improvement efforts? What program practices should we target in facilitating this improvement?
- Where should we focus our professional development efforts?
- How can we work as a team to ensure program improvement?

Principles of Quality Improvement

1. There is always room for improvement.
2. Change that involves everyone is the most successful.
3. Slow, gradual change will last.
4. People working together are the best resource.
5. Sharing the leadership role will increase participation.

Continuous Improvement

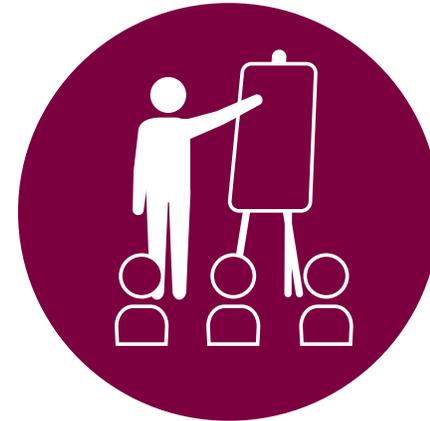
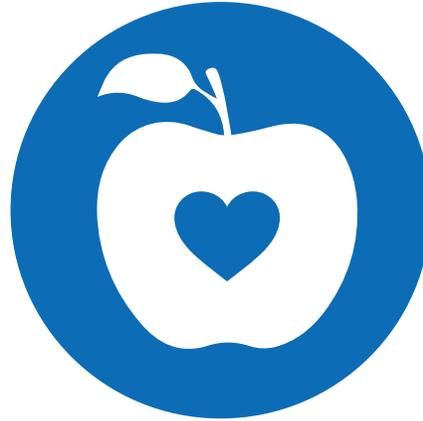


The Standards, Quality Elements and Indicators

The standards are organized into nine distinct categories called **quality elements**.

Each of these nine quality elements includes a series of related **standards**.

Each standard includes **indicators** that demonstrate what the standard looks like in practice.



Quality Element 1: Programming & Youth Development

Guiding Principle: A quality program designs and implements a flexible, well-rounded daily schedule that supports the physical, social, and cognitive development of all youth by providing programming and activities that are well organized, developmentally appropriate, and offer opportunities to gain new knowledge and skill.

Sample Standards

- 1.2 Offers project-based, experiential and hands-on activities
- 1.12 Ensures that programming is culturally appropriate and linguistically sensitive



Quality Element 2: Linkages with the School Day

Guiding Principle: A quality program communicates and collaborates with school personnel to ensure that afterschool programming and activities complement and support school day learning, support performance standards, and build strong content knowledge and academic skills in youth.

Sample Standards

2.1 Establishes and maintains strong and intentional links to the school day

2.4 When appropriate, incorporates academic support, including homework assistance and/or tutoring



Quality Element 3: Environment & Climate

Guiding Principle: A quality program provides a safe, clean, and developmentally appropriate environment that meets the physical needs of all youth, supports best practice programming, and reflects the needs and interests of youth.

Sample Standards

3.3 Adheres to state and local licensing requirements

3.7 Allows for the inclusion and engagement of differently-abled youth



Quality Element 4: Relationships

Guiding Principle: A quality program fosters and nurtures positive relationships and interactions among staff, youth, families, and communities; provides a tolerant and respectful environment that is safe from teasing, bullying, and violence; and promotes diversity.

Sample Standards

4.2 Ensures that staff are role models of positive and respectful adult relationships

4.4 Teaches and encourages use of conflict resolution skills among youth



Quality Element 5: Health and Well-Being

Guiding Principle: A quality program supports and promotes the social and emotional needs of youth, is committed to diversity, tolerance and inclusion, and provides opportunities for youth to be physically active and learn and practice healthy habits.

Sample Standards

5.1 Provides a socio-emotionally safe and supportive environment that is free of bullying and harassment for youth

5.3 When suitable to program duration, incorporates nutritious snack and/or meal options, if provided



Quality Element 6: Staffing & Professional Development

Guiding Principle: A quality program employs staff and volunteers who value each youth, understand youths' developmental needs, and develop working relationships with coworkers, youth, families and caregivers and other partners. A quality program supports the professional growth of staff and volunteers by providing ongoing professional development that bolsters the knowledge and skill necessary for implementing best practice programming.

Sample Standards

6.2 Offers all staff and volunteers ongoing professional development and fosters a commitment to continual growth



Quality Element 7: Organizational Practices

Guiding Principle: A quality program has a clear mission and well-defined goals, sound fiscal management, and clear policies and procedures that support quality and sustainability.

Sample Standards

7.3 Establishes program policies and procedures and makes them available to families and caregivers and stakeholders

7.5 Maintains a system for the collection and monitoring of youth attendance data



Quality Element 8: Evaluation & Outcomes

Guiding Principle: A quality program has measurable program and outcomes-based goals; and a system and plan in place for gathering data, engaging in data-driven decision-making, implementing program improvement strategies, and regularly reassessing outcomes.

Sample Standards

8.1 Delineates measurable program goals and objectives that reflect the organization's mission

8.6 Develops the capacity in staff to carry out the data-driven decision-making process as a team



Quality Element 9: Family & Community Partnerships

Guiding Principle: A quality program builds meaningful relationships and collaborates with families and caregivers to enhance programming and foster the healthy development of youth. A quality program develops community partnerships to establish an educative community and form an interconnected network that supports the holistic well-being of youth.

Sample Standard

9.1 Builds meaningful relationships with families and caregivers and interacts with them in respectful and welcoming ways



Putting the Standards into Practice: *Random Object Introductions*

1.8 Includes opportunities for reflection and promotes critical thinking and problem solving skills

3.2 Ensures that the space, equipment, and materials are suitable for the ages and skill levels of youth and meets the program's needs

4.3 Incorporates relationship-building opportunities among peers and ensures that youth interact with one another in positive ways

Implementing the Georgia Afterschool & Youth Development Quality Standards: Tips, Strategies & Questions to Consider



GEORGIA AFTERSCHOOL & YOUTH DEVELOPMENT

Selecting Your Self-Assessment Team



Team Leader:

- **Select one person** to coordinate the assessment and serve as team leader.
- Site Director or Program Supervisor may be a natural fit for the job...but a staff member, volunteer, parent, or other stakeholder may be better suited for team leader.
- Consider if someone outside your program would be necessary **to ensure objectivity**.

Remember: Every team will look different – do what **makes sense** for your program!

Team Members:

- Be sure to include a **variety of stakeholders** on the assessment team to include different perspectives of the program.
- The team should **consist of 4-5 members** and could include: parents, volunteers, school staff, site directors, front line staff, partner organizations, or external evaluators.

Preparing Your Team



Once the team members and team leader are selected, meet with **all members** to provide each member with the self-assessment tool, review it, and prepare for the observation.

During this step, make sure to:

- **Determine** which Quality Elements will be assessed.
- **Decide** the frequency of assessment.
- **Explain** how the information you collect will be compiled, shared, and used.

Remember: With everyone on the same page, change and growth will be **more effective and meaningful**.

Which Quality Elements Should Be Assessed?



While it is great to assess all nine Quality Elements, it may not be the best place for your program to start. It is better to complete a **thorough assessment of some Quality Elements** than stretch your team thin by assessing all Quality Elements. Focus on the Quality Elements that are **most critical** to your program's growth.

Remember: You do not need to assess **all Quality Elements**, but you must complete **all standards** within each Quality Element you select.

When Should We Assess and How Often?



Questions to Consider:

When will you conduct the assessment? Will it be over a day, week or month? Consider time investments, holidays and ideal program days.

How often will your program complete the self-assessment? Will it be done yearly? Quarterly? At some other interval? Note that it is recommended that the assessment be administered at least once annually.

Your team's goals will help determine when you want to implement the assessment:

- Assess at the **beginning of the program year** if you want a baseline measure.
- Assess your program **mid-year** if you want to see what's going well and identify potential areas for improvement or check on progress since your baseline measure.
- Assess at the **end of the program year** if you want to identify areas of improvement for next year.

Remember: Stick to your timeline once it's been created. The assessment is **most effective** when you measure how your program changes over time!

Observation Best Practices



The entire self-assessment team should:

- Observe the program **together**.
- Observe the typical program day.
- Spend **at least 20 minutes** observing each age group and program area.

Each team member should:

- **Independently** use the rating scale to generate one rating for **each standard and Quality Element**.
- Recognize any bias you may have.
- Be a **"fly on the wall"** and don't interrupt normal activities.

Remember: Take lots of notes, pictures, and videos to describe what you saw and to support your group's discussion later.

Coming to Consensus



Team members should meet **immediately** following the assessment to come to a consensus and ensure no details of the observation are forgotten. Discuss each individual rating, and explore any different views in order to agree on a single rating as a team. Remember that each rating for a standard or Quality Element must be a **whole number**.

Consider:

- What would the **'perfect'** practice look like to you?
- Did my team member see something different than I did?
- Do we all understand the rating system in the same way?
- Are we letting our perceptions of the program **cloud our judgment**?

Remember: Ratings are based on observations and are decided upon **through discussion**, not a vote or average!

Moving Forward



Within a few days of reaching a consensus, the team should **meet again** to discuss the results and come up with a plan to **continue to improve quality** particularly in weaker areas.

Consider:

- Which Quality Elements are our program's strengths? Which are our program's weaknesses?
- Which standards **rated the highest and lowest** in each Quality Element? What does our program do (or not do) to accomplish this?
- Are there standards that rated higher or lower than expected? Why?

Think through any potential short, intermediate, and long-term changes:

- Are there any **'easy wins'**?
- Does this information suggest the need for **additional training, resources, or planning**?
- What is the timeline for these next steps? Who will be involved? Write it down!

Remember: The self-assessment supports a process of **continuous quality improvement** that can make a real impact on the lives of the children and youth you serve!



To learn more about the Georgia Afterschool & Youth Development Standards please visit www.georgiaaasyd.org.
To learn more about afterschool afterschool in Georgia please visit www.afterschoolga.org.



GEORGIA STATEWIDE AFTERSCHOOL NETWORK

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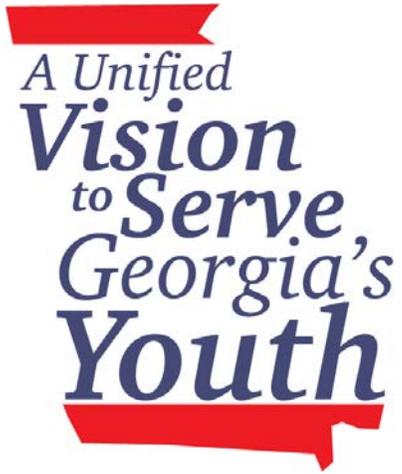


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Georgia Afterschool
& Youth Development
Initiative

A collaboration between GSAN & GUIDE, Inc.

- Conference
- Quality Standards
- Training
- E-Learning
- Quality Coaching
- Awards

Save the Date

A Unified
Vision
to **Serve**
Georgia's
Youth

Georgia Afterschool
& Youth Development
Conference

September 16-18, 2020

The Classic Center, Athens, Georgia

Three dynamic and engaging days of:

* research-based best practices

* information, tools and resources that are framed by Georgia's ASYD Quality Standards

* networking, collaboration and partnership formation

Stay connected: www.georgiaASYD.org

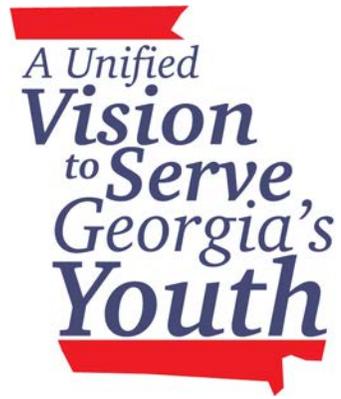


Upcoming Youth Development Trainings

September 12 – Health and Well-Being (Valdosta)

September 2019 (Date TBD) – ASYD Quality Standards (Atlanta)

October 19 – SEL Workshops and ASYD Awards Ceremony (Atlanta)



Georgia Afterschool & Youth Development Awards

A collaboration between GSAN & GUIDE, Inc.

Applications for the 2019 Georgia Afterschool & Youth Development Awards are open! Applications due August 9, 2019.

Join ASYD on October 19th for training and to find out winners!



Excellence Award



Recognizing outstanding afterschool and youth development programs that meet the highest standards of quality and demonstrates capacity to meet the needs of children, youth and families in their communities.

Leadership Award



Recognizing outstanding afterschool and youth development professionals who exemplify excellence in meeting the highest standards of quality and meeting the needs of children, youth, and families in their community.

Trailblazer Award



Recognizing outstanding afterschool and youth development programs that meet the highest standards of quality and demonstrate innovative approaches to using the Georgia ASYD Quality Standards in their programs.

Rising Star Awards



Recognizing outstanding youth who exemplify excellence in leadership and program and community engagement.

New This Year!

Service Learning Award

Recognizing outstanding afterschool and youth development programs that demonstrates excellence in completing an impactful service learning project.

A photograph of two young girls, one white and one Black, blowing bubbles in a grassy field. The white girl is on the left, holding a yellow bubble wand. The Black girl is on the right, blowing a bubble. The background is a soft-focus green field.

SUMMER CHANGES nsia EVERYTHING™

Atlanta, Georgia / Oct 21-23, 2019

*National summer learning conference
coming to Atlanta in October.*

GSAN, along with United Way of Greater Atlanta and NSLA, will also be releasing a report on summer learning in Atlanta.



Mark Your
Calendar!

Lights on
Afterschool 2019
will be on October
24. Lights On
Afterschool is the
national
celebration of
afterschool.



LIGHTS ON
AFTERSCHOOL

A PROJECT OF THE AFTERSCHOOL ALLIANCE

Over 315,000 of Georgia's youth are alone and unsupervised after the school day ends



#GaLightsOn

94% of Georgians view afterschool as extremely or very important

#GaLightsOn



Afterschool Day at
the Capitol will be
on February 25,
2020.

Participation is
free, registration
required!

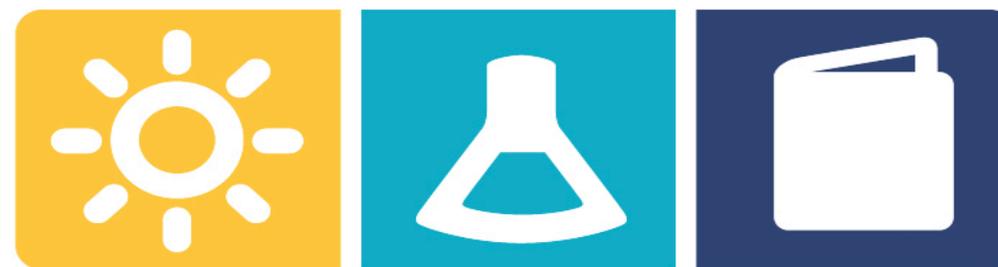


*A powerful, unifying
voice for afterschool.*



Summer Learning Day is the national celebration of summer learning.

Summer Learning Week was held on July 8-12, 2019. Be on the lookout for 2020's date!



NATIONAL
SUMMER
LEARNING DAY



Afterschool
Community
Champions
is a 10-month
fellowship for
passionate
afterschool
supporters.

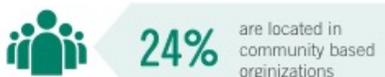


A Snapshot of 21st CCLC in Georgia

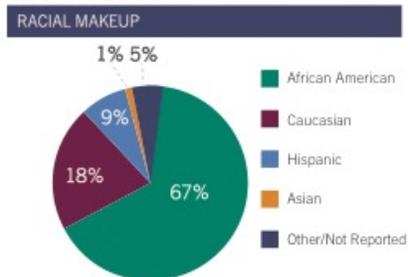
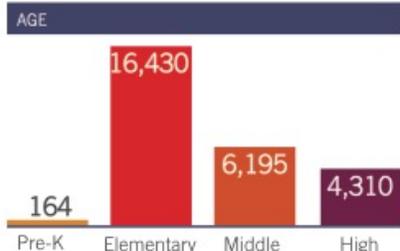
The 21st Century Community Learning Centers (CCLC) Program is the only federal funding stream dedicated to afterschool, before school, and summer learning.



Out of the **237** program sites that serve Georgia's children:



Demographics of students served by 21st CCLC in Georgia:

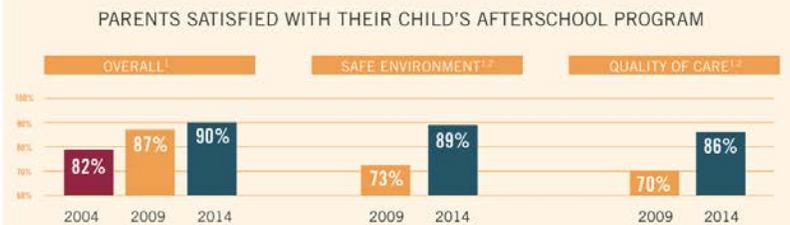


87% are eligible for **free or reduced lunch**

Support for Afterschool in Georgia



PARENT SATISFACTION WITH AFTERSCHOOL PROGRAMS HAS RISEN IN THE LAST DECADE.



PARENTS REPORT A RANGE OF BENEFITS OF AFTERSCHOOL PROGRAMS.¹



SUPPORT EXTENDS BEYOND JUST PARENTS WHO ARE SERVED BY AFTERSCHOOL PROGRAMS:

OVER 200 ORGANIZATIONS

are involved as partners, supporters or local leaders in afterschool including:⁷

- US Department of Education
- United Way of America
- National Association of School Psychologists
- National Education Association

92% of working mothers say afterschool programs are important in 2012⁵

82% of school superintendents say afterschool programs are important in 2011⁵

88% of parents in Georgia support public funding for afterschool programs¹

CONTACT US | For more information on afterschool in Georgia go to www.afterschoolga.org

¹ http://afterschoolalliance.org/RAIPM/Detail.html?GA/mandat/vp_of_children_in_programs_2014
² Personal communication with Nikki Yoshino, July 2, 2015 Email
³ http://afterschoolalliance.org/press_archives/04-04y-01-102134.pdf
⁴ <http://www.afterschoolalliance.org/foia/Partners.cfm>
⁵ http://www.afterschoolalliance.org/documents/5/sms01a1_and_Polling_2014_010714.pdf
⁶ <http://www.afterschoolalliance.org/research/PollingData/Elect2008.cfm>
⁷ <http://www.afterschoolalliance.org/foia/Partners.cfm>

Afterschool Supports Healthy Lifestyles

Increasing children's access to healthy foods and time for physical activity is essential for helping kids grow into healthy, thriving adults. With children spending less than 25% of their time in school¹, afterschool and summer learning programs are critical partners in supporting the health of Georgia's youth by providing access to nutritious foods, keeping kids physically active, and promoting healthy habits.



Are Georgia's Kids Healthy?

Unfortunately, Georgia's youth are struggling to meet basic standards of health and well-being. In 2016-17, 14% of Georgia's youth aged 10 to 17 were overweight and 18.4% were obese, making Georgia 8th in the nation for childhood obesity prevalence.² In addition, obesity among Georgia's children is not equal, with research showing major disparities based on gender and race. For example, 19.7% of males aged 10 to 17 are obese in comparison to 17.1% of females.³ Although other factors, such as behavioral health⁴, have an impact on physical health and well-being, this research brief focuses on how the lack of access to healthy meals and adequate physical activity are impacting Georgia's youth.

Georgia's Kids and Nutrition

Regular access to healthy meals is essential for children to learn and develop at the same rates as their peers. Children who suffer from hunger have been shown to have lower grades, higher rates of absenteeism, and are more likely to repeat a grade. Unfortunately, 523,470 of Georgia's children are food insecure — meaning that they lack reliable and regular access to food.⁵

In addition, lack of adequate consumption of healthy foods, such as fruits, vegetables, or dairy products, is also a problem for Georgia's youth, with 43% of Georgia's high school youth eating fruits and vegetables less than once a day.⁶ Lack of adequate consumption of healthy foods is associated with lower grades and higher rates of tardiness and absenteeism.⁷

523,470
of Georgia's children
are food insecure.

Georgia's Kids and Physical Activity

Regular physical activity helps children build strong bones and muscles, improves cardiorespiratory fitness, reduces symptoms of anxiety and depression, and decreases the likelihood of serious health conditions as an adult, such as heart disease, Type 2 diabetes, and cancer.⁸ Beyond physical health, regular physical activity has been shown to have a positive impact on academic achievement, classroom behavior, and indicators of cognitive skills, such as concentration, memory, and verbal skills.⁹

47.2%
aged 12 to 17 were
physically active at least
60 minute per day on
more than three
days a week

The Centers for Disease Control (CDC) recommends that school aged youth participate in at least 60 minutes of moderate to vigorous activity each day.¹⁰ Only 56.1% of Georgia's children aged 6 to 11 and 47.2% aged 12 to 17 were physically active at least 60 minute per day on more than three days a week.¹¹ There are disparities in physical activity based on gender and race. For example, only 11.7% of white children aged 12 to 17 did not exercise at least 60 minutes per day on any day of the week in comparison to 20% of black children.¹²

There are many factors contributing to lack of exercise in Georgia's children. Only 46.1% of middle-school students and 33.6% of high-school students in Georgia attend daily physical education classes in school.¹³ Beyond school, many children do not have access to safe places to play with only 64.1% of Georgia's children living in a neighborhood with a park or playground area, lower than the national average of 76.1%.¹⁴ With a lack of safe places to play, it is not surprising that 35.5% of high school students spend three or more hours a day playing video games or using a computer.¹⁵

Impact of Afterschool Programs

Youth who actively participate in high quality afterschool programs show less prevalence of obesity when compared to their non-participating peers.¹⁶ One study of 18 schools in Georgia operating an afterschool program that used a fitness curriculum developed by the Medical College of Georgia showed a reduction in childhood obesity on a number of different measures, including body fat percentage, bone mass density, and cardiovascular fitness.¹⁷ Afterschool programs also tend to serve children most at risk for being overweight, including minorities and children from families with lower socio-economic status.¹⁸



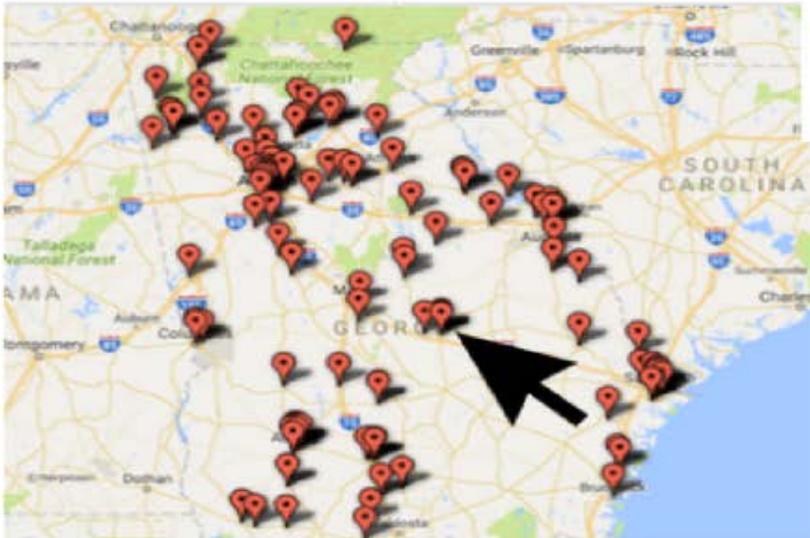
Afterschool and Healthy Nutrition

Afterschool and summer learning programs often provide healthy meals and/or snacks when kids are out of school that curb hunger and improve nutrition standards. A 2014 survey by the Afterschool Alliance found that 79% of Georgia parents reported that their child's afterschool program offers beverages, snacks, and/or meals.¹⁹

This is particularly critical for low-income children. Most federally funded afterschool programs that prioritize serving low-income kids require their grantees to serve snacks and/or meals, including the 21st Century Community Learning Centers (21st CCLC) housed at the Georgia Department of Education (GaDOE).²⁰ To serve low-income youth outside the school day, many afterschool and summer learning programs rely on federal nutrition programs, particularly the Child and Adult Care Food Program (CACFP) and the Summer Nutrition Programs.

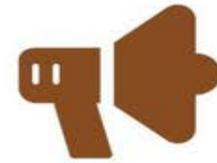
Housed at Bright from the Start: Georgia Department of Early Care and Learning (DECAL), CACFP is a federal program that reimburses afterschool programs that provide snacks and meals to children who are eligible for free or reduced lunch during the school day. In 2017, 677 organizations operating at 3,940 facilities in 157 of Georgia's 159 counties served a total of 74,971,855 meals through CACFP, with an average daily attendance of 116,328. To qualify for federally reimbursed afterschool snacks and meals, afterschool programs must offer educational and enrichment activities, allowing children to feed their minds and bodies.

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