The Federal Backfill Problem

Independent Fiscal & Workforce Policy Analysis

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Executive Summary

Georgia's FY27 budget proposal continues the state's established education funding trajectory within a materially shifting fiscal landscape shaped by the expected contraction of federal support. State formula increases offset only a portion of these losses, particularly in rural districts with limited local tax capacity, creating a staggered adjustment that will propagate through the education pipeline rather than appearing as an immediate system disruption. The likely near-term manifestations include staffing constraints, expanded remediation needs, and widening regional variation in student preparedness, which secondary and postsecondary institutions will encounter as enrollment quality and support demand change.

At the same time, Georgia remains structurally below national benchmarks in per-student investment across both K–12 and higher education. Scholarship programs such as HOPE and the proposed DREAMS initiative expand participation and retain high-performing students but do not materially address institutional funding depth or distributional skews tied to merit-based aid structures. The result is a system that prioritizes access and throughput while operating under constrained capacity, thereby limiting resilience to funding shocks and reducing flexibility in scaling capital-intensive or technically specialized training pathways.

These funding and incentive dynamics carry sector-specific implications for industries central to the state's economic strategy. Healthcare pipelines face geographic fragility driven by remediation pressure and infrastructure costs, logistics and manufacturing pipelines may shift workforce development burdens toward employers, and technology sectors encounter constraints in program scaling tied to institutional investment limits. The central risk is not labor supply contraction but increasing variance in preparation and geographic distribution, shaping recruitment patterns, training investment, and long-term cost structures for organizations dependent on Georgia's workforce pipeline.

Federal Funding & Rural Fragility

Georgia's FY27 budget proposal implicitly assumes that the state can absorb a major contraction in federal education funding without a corresponding shift in how it finances its own school systems. Over the coming fiscal year, Georgia is set to lose roughly $3 billion annually from U.S. Department of Education programs that have historically flowed disproportionately to rural districts, particularly in Central and South Georgia. These funds were not marginal. They underwrote teacher salaries, special education services, and instructional support in school systems that already operate on thin local tax bases. The Governor's proposal increases QBE funding by roughly $550 million, which represents a meaningful commitment at the state level but still replaces less than one-fifth of the federal dollars being withdrawn. The remainder of that gap is not closed in the FY27 proposal and will instead be pushed outward into local systems and, eventually, into the postsecondary and workforce institutions that serve their graduates.

In practical terms, this creates a staggered adjustment rather than a single, visible funding crisis. Rural school districts will not collapse immediately, but they will be forced to respond by trimming staffing, reducing instructional support, and deferring investments in student services. These decisions will show up first in teacher vacancy rates, class sizes, and the availability of special education and remediation resources. Over time, they will be reflected in the academic readiness of graduating students. The impact will not be evenly distributed across the state. Districts in Metro Atlanta and in wealthier suburban counties have the local tax base to cushion a federal pullback. Many rural systems do not, which means that Georgia's education pipeline will increasingly diverge along geographic and fiscal lines even if statewide averages remain stable.

That divergence matters most at the point where students transition from K-12 into higher education and the workforce. Universities, technical colleges, and employer-based training programs in federally exposed counties will begin to see more students arriving with greater academic and support needs. Remedial coursework, tutoring, counseling, and retention services will become more heavily utilized, even as institutional funding remains tied to formulas that assume relatively stable input quality. The state budget does not yet price this shift into postsecondary appropriations. In effect, the cost of federal education cuts is being passed along the pipeline, from K-12 balance sheets to colleges, training providers, and employers, without being explicitly acknowledged as such.

This dynamic also interacts with Georgia's broader workforce goals. The state is positioning itself as a hub for logistics, healthcare, advanced manufacturing, and professional services, all of which require a steadily improving labor force. If the educational foundation feeding that labor force weakens in large parts of the state, the long-term supply of qualified workers will become more uneven, and employers will increasingly have to recruit from a narrower set of regions or invest more heavily in training. From a strategic perspective, this means that Georgia's human capital profile is likely to become more polarized, with strong metro pipelines coexisting alongside rural systems that struggle to keep pace.

None of this implies that Georgia is moving away from education as a priority. The FY27 budget continues to increase QBE funding, supports pay raises, and expands programs such as HOPE and the proposed DREAMS Scholarship. What it does imply is that the state is choosing, at least for now, to use a significant portion of its fiscal capacity for tax rebates and one-time bonuses rather than for fully backfilling a structural loss of federal support. That choice shifts risk downstream. The consequences will be felt less in the budget tables of FY27 than in the enrollment patterns, remediation costs, and workforce readiness metrics of the years that follow.

Per-Pupil & Higher-Ed Spending Gaps

Georgia's FY27 budget continues a pattern that has defined the state's education finance strategy for more than a decade: steady nominal increases that nonetheless leave the state structurally behind its peers in per-student investment. On a per-pupil basis, Georgia's K-12 spending remains well below the national average, with current figures around $14,660 per student compared to a national average of roughly $17,277. That gap is not merely an accounting artifact. It represents a persistent difference in the resources available for class size, instructional support, special education services, and teacher compensation, all of which compound over time. While Georgia's student performance has broadly tracked national averages, particularly in areas such as eighth-grade reading, those outcomes are being achieved with a materially thinner funding margin. States like Massachusetts, Wisconsin, and Minnesota, which consistently outperform Georgia on academic indicators, also spend significantly more per student, suggesting that Georgia's current model relies on operational efficiency and workforce strain rather than surplus capacity.

As enrollment continues to grow, this funding structure becomes more fragile. Population growth increases total education spending through formula adjustments, but it does not close the per-student gap. In effect, Georgia is scaling a system that is already undercapitalized relative to the national norm. That dynamic becomes particularly relevant when combined with the federal funding contraction. As federal dollars recede and state formula increases fail to compensate fully, the effective per-pupil investment in many districts will decline even as nominal budgets rise. The result is a slow erosion of educational quality that is difficult to detect in statewide averages but increasingly visible in classroom-level conditions, teacher retention, and student readiness.

This pattern carries forward into higher education. On a per-student basis, Georgia's public universities receive materially less state support than their national counterparts, with spending figures that trail the U.S. average by a wide margin even before adjusting for cost of living. While lottery-funded programs such as HOPE and the newly proposed DREAMS Scholarship partially offset this gap for individual students, they do not fully substitute for institutional operating support. Scholarships reduce the price students pay, but they do not directly fund faculty, laboratories, advising, or research infrastructure. The budget's emphasis on

financial aid, therefore, improves access while leaving the underlying capacity of the system constrained.

For institutions, this creates a structural tradeoff. Universities and technical colleges are being asked to educate a growing and increasingly diverse student population with fewer real dollars per enrollee than comparable systems in other states. That pressure shows up in larger class sizes, heavier reliance on adjunct faculty, deferred maintenance, and limited investment in emerging fields. Over time, it also affects the kinds of programs that can be offered at scale. High-cost, high-return disciplines such as engineering, healthcare, and advanced manufacturing require sustained capital investment. When per-student funding lags, institutions are pushed toward lower-cost instructional models even as the economy demands more technically sophisticated graduates.

The introduction of the DREAMS Scholarship and the Career Navigation initiative signals that the state recognizes the importance of access and alignment between education and employment. Yet these programs operate on top of a funding base that remains thinner than the national norm. As workforce requirements rise, particularly in healthcare, logistics, and technology, Georgia's ability to meet employer demand will depend not only on how many students it enrolls but also on the quality and depth of the training it can provide. Underinvestment at the institutional level risks turning higher education into a volume business rather than a capacity-building engine.

Taken together, the budget implies that Georgia is attempting to maintain competitive workforce outcomes while operating with below-average per-student investment across both K-12 and higher education. That approach can succeed for a time, particularly in a growing state with a favorable business climate, but it leaves little margin for error. Any additional shocks, whether from federal funding, healthcare costs, or demographic shifts, will fall on a system that is already stretched. For employers, universities, and workforce planners, the key risk is not that Georgia will stop producing graduates, but that the depth of preparation those graduates receive will become increasingly uneven across regions and institutions, shaping the state's labor market in ways that budget tables alone do not reveal.

HOPE, DREAMS, and Who Gets Subsidized

Georgia's use of lottery-funded scholarships has long been one of the state's most distinctive education policy tools, and the FY27 budget continues to deepen that approach rather than replace it. Programs like HOPE and the newly proposed DREAMS Scholarship shape not only who can afford to attend college, but which segments of the population are implicitly prioritized for public investment. While these programs are often described in terms of access and affordability, they also function as powerful filters that determine where state subsidy flows within the higher-education ecosystem.

HOPE, by design, rewards academic performance rather than financial need. That structure channels a large share of lottery dollars toward students who attend well-resourced high schools, have access to test preparation, and can maintain high GPAs across demanding coursework. These students are more likely to come from middle- and upper-income households and from districts with stronger K-12 funding bases. As a result, HOPE tends to reinforce existing geographic and socioeconomic advantages even as it expands overall participation in higher education. It lowers the price of college for students who are already well-positioned to succeed, which in turn makes Georgia's universities more attractive to academically strong in-state students and helps retain talent that might otherwise leave.

The introduction of the DREAMS Scholarship represents a partial attempt to rebalance that system by adding a need-based component. By targeting students with financial barriers, DREAMS has the potential to broaden the pool of Georgians who can realistically pursue a degree, particularly in high-demand fields. However, the scale and structure of DREAMS matter as much as its intent. If funded primarily as an endowment drawing from surplus rather than as a recurring appropriation, its impact will be meaningful but bounded. It will ease the burden for a subset of students without fundamentally altering the financial model under which most low-income students navigate college. In practice, this means that while DREAMS can improve individual outcomes, it does not fully counteract the structural tilt created by a predominantly merit-based aid system.

From the perspective of universities and workforce planners, this funding architecture produces predictable patterns. Institutions that enroll large numbers of HOPE-eligible students enjoy a relatively stable and subsidy-rich revenue stream, because those students arrive with tuition largely covered. Schools serving more first-generation, low-income, or academically underprepared students face a more precarious financial profile, even if they are central to the state's workforce needs. This dynamic incentivizes institutions to compete for HOPE students while struggling to fully support those who fall outside that category, particularly in regions where K-12 preparation is uneven.

The distributional effects extend into the labor market. By subsidizing students who are already positioned for success, Georgia increases the likelihood that its most academically prepared graduates will remain in state and enter high-skill occupations. That supports sectors such as healthcare, engineering, and professional services, which depend on a steady supply of credentialed workers. At the same time, students from under-resourced districts, who might fill critical roles in teaching, skilled trades, or frontline healthcare, face higher financial and academic barriers. Unless DREAMS or similar programs are scaled substantially, those pipelines will remain more fragile, limiting the state's ability to address workforce shortages in exactly the areas where demand is growing fastest.

In this sense, HOPE and DREAMS are not simply scholarship programs. They are levers that shape the composition of Georgia's future workforce. The FY27 budget signals that the state

remains committed to using merit-based aid as its primary tool, with need-based support layered on top rather than integrated at the core. That choice prioritizes the retention and development of high-achieving students, but it also leaves significant portions of the potential labor force under-supported. For employers, educators, and policymakers, the long-term implication is that Georgia's economic competitiveness will be driven not only by how many students it educates, but by which students its aid system is designed to lift.

What This Means for Labor Supply in Healthcare, Logistics, and Tech

The combined effect of Georgia's education funding, scholarship structure, and federal aid exposure is not abstract. It will express itself most clearly in the state's ability to supply workers to the sectors that are driving its economic growth. Healthcare, logistics, and technology sit at the center of that equation, and each interacts with the education system in a different way, which means the budget's assumptions will shape their labor pipelines unevenly.

Healthcare is the most immediately exposed. Training nurses, allied health professionals, technicians, and physicians requires both strong K-12 preparation and expensive postsecondary infrastructure. These programs depend on laboratories, clinical placements, and faculty that cannot be scaled cheaply. Georgia's below-average per-student investment and the expected decline in federal support in rural districts will increase the number of students arriving at community colleges and universities needing remediation before they can enter these programs. At the same time, hospitals and clinics in rural and semi-rural areas already struggle to recruit and retain staff. As local school systems weaken, those regions will produce fewer qualified candidates, forcing providers to rely more heavily on out-of-area recruitment, travel staff, or international hiring. The FY27 budget does not directly address this pipeline fragility, which means healthcare labor shortages are likely to become more geographically concentrated even as statewide training capacity expands modestly.

Logistics and advanced manufacturing occupy a different position. These industries rely less on four-year degrees and more on technical training, certifications, and work-based learning. Georgia has invested heavily in attracting warehouses, ports, and production facilities, and the state's technical college system plays a central role in supplying the workforce for those operations. However, these pipelines are highly sensitive to K-12 quality and to the availability of affordable, accessible training. Federal education cuts that weaken rural districts will reduce the pool of students who are ready to enter technical programs, while underinvestment in institutional capacity limits how quickly those programs can scale. The result is that while Georgia may continue to attract logistics and manufacturing employers, the burden of workforce development will increasingly fall on companies themselves, through in-house training and higher wages, rather than on a fully funded public pipeline.

Technology and knowledge-based industries face a subtler but equally important constraint. These sectors draw primarily from universities and graduate programs, and they compete nationally for talent. Georgia's scholarship programs help retain high-performing in-state students, but the relatively low level of institutional funding limits the state's ability to build and sustain cutting-edge programs in engineering, computer science, and applied research. As the federal funding environment tightens and per-student state support remains below average, universities will find it harder to expand high-cost, high-demand fields at the pace the tech economy requires. That does not mean Georgia will fail to produce tech workers, but it does mean that the state will rely more heavily on attracting talent from elsewhere rather than fully cultivating it at home.

Taken together, the FY27 budget implies that Georgia's labor supply will grow, but not evenly across sectors or regions. Healthcare will feel the strain first in rural and underserved areas, logistics will face rising training and recruitment costs as technical pipelines thin, and technology will confront capacity limits that constrain how quickly the state can move up the value chain. These pressures do not show up directly in the budget tables, but they are embedded in the way education is funded and in who that funding ultimately reaches. For employers and workforce planners, the key question is not whether Georgia will have workers, but whether it will have them in the right places, with the right skills, and at a cost structure that sustains the state's long-term competitiveness.

Analytical Scope & Further Engagement

This analysis reflects an independent assessment of policy-driven structural dynamics affecting education funding, workforce formation, and sectoral labor supply within Georgia. Organizations seeking deeper scenario modeling, sector-specific impact evaluation, or customized interpretation aligned to strategic planning objectives may engage in tailored advisory work building on the frameworks presented here.

Inquiries regarding collaboration or commissioned analysis are welcome.

Appendix:

Table 1: Revenue & Federal Exposure

	Total	State	Local	Federal	% State	% Local	% Federal
Total	$35.8	$13.8	$15.4	$6.5	38%	43%	18%
Metro Atlanta	$17.4	$8.2	$6.8	$2.3	47%	39%	14%
Non-Metro	$18.4	$5.5	$8.5	$4.2	30%	47%	23%

w/ Cuts	Total	State	Local	Federal	% State	% Local	% Federal
Total	$32.7	$13.7	$15.4	$3.5	42%	47%	11%
Metro Atlanta	$16.3	$8.2	$6.8	$1.2	50%	42%	8%
Non-Metro	$16.4	$5.5	$8.5	$2.3	34%	52%	14%

Notes: Figures shown in billions and from 2024, the most recent complete year's data. Atlanta counties, as determined by the Atlanta Regional Commission.

Table 2: Per-Pupil & Per-Student Spending Benchmarks

Metric	Georgia	National Average	High-Performing States*
K-12 per Pupil	$14,660	$17,277	$19,720
Higher-Ed per Student	$22,110	$30,228	$25,848
State & Local Funding per Pupil	$7,012	$8,370	$9,541
Teacher Salary	$67,641	$72,030	$76,756

* Massachusetts, Minnesota, Wisconsin

Table 3: HOPE & Zell Miller Scholarship Distribution Tables

	Students	Awards	Average Award per Student per Year
Public Schools (USG)	144,235	$848,181,630	$5,881
Private Schools	15,188	$71,923,300	$4,736
Grants	64,064	$66,622,640	$1,040
Total	223,487	$986,727,570	$4,415

Table 4: Students with Lottery Scholarships by School (USG)

School Type	Total Students w/ HOPE	% of In-State Students w/ HOPE	% of Student Body w/ HOPE	Lottery Funds / Year
Research Universities	50,297	51%	33%	$222,061,255
Comprehensive Universities	37,168	53%	39%	$164,096,720
State Universities	21,254	38%	34%	$93,836,410
State Colleges	10,047	29%	27%	$44,357,505
System Total	118,766	43%	34%	$524,351,890

Table 5: Public Higher-Education Capacity Metrics

USG Type	# of Schools	Total Student Body	Total Faculty	Faculty: Student Ratio	Graduation Rate (System)	Retention Rate (System)
Research University	4	150,643	5,700	1:26	59.3%	89.8%
Comprehensive University	4	94,117	2,822	1:33	28.6%	84.7%
State University	9	62,332	2,689	1:23	30.7%	78.3%
State College	9	36,580	1,047	1:35	14.6%	66.3%
System Total	26	343,672	12,258	1:28	38.6%	82.3%

Table 6: Workforce Demand Growth 2032 Projections

Occupational Classification	2022 Base Employment	2032 Projected Employment	Total Change in Employment	% Change in Employment	Annual Growth Rate
Total, All Occupations	4,884,460	5,423,810	539,350	11.0%	1.1%
Business and Financial Operations Occupations	357,030	402,870	45,840	12.8%	1.2%
Computer and Mathematical Occupations	155,260	184,440	29,180	18.8%	1.7%

Architecture and Engineering Occupations	64,340	72,310	7,970	12.5%	1.2%
Healthcare Practitioners and Technical Occupations	266,120	309,670	43,550	16.4%	1.5%
Healthcare Support Occupations	137,550	163,880	26,330	19.1%	1.8%
Transportation and Material Moving Occupations	519,180	594,780	75,600	14.6%	1.4%

All figures pulled from the Georgia Department of Labor Workforce Projections

Table 7: Early Warning Indicators

This dataset summarizes county-level indicators used to identify emerging stress signals within Georgia's education pipeline. Metrics reflect the most recent available reporting and are included to provide transparency into the underlying analytical inputs supporting the narrative conclusions. The table is not intended for interpretive review in isolation but as reference material for validation and replication.

It should be noted that certain potentially relevant indicators are not available in a consistent statewide format. In particular, Georgia does not maintain a centralized, regularly published dataset tracking teacher vacancy rates at the district or county level. As a result, this analysis relies on related workforce stability proxies, such as teacher retention rates, to approximate staffing stress within local systems. This limitation reflects data availability rather than analytical prioritization and represents an area where improved statewide reporting would materially enhance future pipeline monitoring.

County (District)	**Metro (Y/N)**	**Size of Graduating Class**	**High School Graduation Rate**	**Teacher Retention Rate**
Appling County	No	237	99.2%	89%
Atkinson County	No	94	95.7%	87%
Bacon County	No	146	93.8%	87%
Baker County	No	18	94.4%	78%

Baldwin County	No	292	81.9%	77%
Banks County	No	206	92.7%	83%
Barrow County	No	1,161	92.7%	86%
Bartow County	No	1,060	95.4%	91%
Ben Hill County	No	230	85.7%	83%
Berrien County	No	238	96.6%	88%
Bibb County	No	1,396	89.0%	82%
Bleckley County	No	192	96.4%	86%
Brantley County	No	204	86.8%	86%
Brooks County	No	191	95.8%	81%
Bryan County	No	758	94.5%	84%
Bulloch County	No	838	88.5%	81%
Burke County	No	265	92.8%	89%
Butts County	No	280	84.6%	83%
Calhoun County	No	47	91.5%	70%
Camden County	No	654	96.2%	84%
Candler County	No	162	96.3%	91%
Carroll County	No	1,129	97.7%	85%
Catoosa County	No	891	91.4%	90%
Charlton County	No	87	96.6%	82%
Savannah-Chatham County	No	2,557	87.2%	87%
Chattahoochee County	No	107	88.8%	69%
Chattooga County	No	188	89.9%	81%
Cherokee County	Yes	3,481	91.8%	90%
Clarke County	No	907	81.9%	82%
Clayton County	Yes	4,131	86.3%	81%
Clinch County	No	70	88.6%	86%
Cobb County	Yes	9,574	89.2%	92%
Coffee County	No	507	92.5%	89%
Colquitt County	No	628	89.3%	86%
Columbia County	No	2,257	93.0%	88%
Cook County	No	197	98.5%	87%
Coweta County	No	1,787	92.3%	91%
Crawford County	No	128	93.0%	84%
Crisp County	No	278	81.7%	88%
Dade County	No	136	87.5%	87%
Dawson County	No	294	96.6%	88%
Decatur County	No	367	90.2%	88%
DeKalb County	Yes	6,962	81.4%	86%

Dodge County	No	191	95.8%	85%
Dooly County	No	85	88.2%	82%
Dougherty County	No	955	89.6%	88%
Douglas County	Yes	2,312	90.7%	81%
Early County	No	149	87.9%	82%
Echols County	No	68	94.1%	90%
Effingham County	No	983	93.7%	89%
Elbert County	No	214	86.5%	85%
Emanuel County	No	300	88.3%	84%
Evans County	No	122	95.9%	76%
Fannin County	No	203	90.6%	83%
Fayette County	Yes	1,712	95.3%	88%
Floyd County	No	651	96.3%	87%
Forsyth County	Yes	4,370	97.0%	90%
Franklin County	No	245	92.2%	84%
Fulton County	Yes	7,934	91.9%	85%
Gilmer County	No	294	96.6%	86%
Glascock County	No	43	86.1%	91%
Glynn County	No	833	99.0%	88%
Gordon County	No	475	94.5%	87%
Grady County	No	319	90.3%	86%
Greene County	No	168	93.5%	85%
Gwinnett County	Yes	15,931	85.4%	87%
Habersham County	No	472	97.3%	91%
Hall County	No	2,328	88.5%	87%
Hancock County	No	64	82.8%	73%
Haralson County	No	237	99.2%	90%
Harris County	No	448	94.9%	92%
Hart County	No	262	97.0%	85%
Heard County	No	161	90.7%	90%
Henry County	Yes	4,203	89.8%	80%
Houston County	No	2,338	93.3%	89%
Irwin County	No	135	94.1%	88%
Jackson County	No	754	94.4%	84%
Jasper County	No	187	90.4%	86%
Jeff Davis County	No	182	98.9%	87%
Jefferson County	No	166	91.0%	83%
Jenkins County	No	83	81.9%	90%
Johnson County	No	80	88.8%	90%

Jones County	No	384	86.5%	89%
Lamar County	No	193	87.6%	88%
Lanier County	No	94	96.8%	78%
Laurens County	No	466	92.5%	92%
Lee County	No	444	93.2%	84%
Liberty County	No	702	91.9%	83%
Lincoln County	No	93	90.3%	91%
Long County	No	335	95.5%	80%
Lowndes County	No	780	93.9%	89%
Lumpkin County	No	278	97.8%	91%
Macon County	No	95	91.6%	68%
Madison County	No	343	93.9%	89%
Marion County	No	103	91.3%	91%
McDuffie County	No	229	95.6%	84%
McIntosh County	No	103	98.1%	82%
Meriwether County	No	194	81.4%	82%
Miller County	No	69	89.9%	70%
Mitchell County	No	99	85.9%	83%
Monroe County	No	276	93.8%	88%
Montgomery County	No	66	97.0%	84%
Morgan County	No	275	93.1%	89%
Murray County	No	519	93.1%	87%
Muscogee County	No	2,095	96.1%	85%
Newton County	No	1,609	90.5%	80%
Oconee County	No	688	99.7%	91%
Oglethorpe County	No	168	91.7%	90%
Paulding County	No	2,717	91.6%	90%
Peach County	No	280	87.9%	79%
Pickens County	No	301	95.4%	87%
Pierce County	No	246	95.9%	88%
Pike County	No	280	94.6%	90%
Polk County	No	625	92.5%	83%
Pulaski County	No	103	91.3%	87%
Putnam County	No	201	92.0%	86%
Quitman County	No	22	100.0%	42%
Rabun County	No	164	90.9%	88%
Randolph County	No	52	94.2%	75%

Richmond County	No	2,270	81.7%	83%
Rockdale County	Yes	1,346	89.5%	79%
Schley County	No	87	95.4%	85%
Screven County	No	148	88.5%	85%
Seminole County	No	129	89.2%	89%
Griffin-Spalding County	No	673	90.9%	81%
Stephens County	No	282	96.1%	89%
Stewart County	No	31	100.0%	77%
Sumter County	No	239	96.7%	82%
Talbot County	No	37	94.6%	79%
Taliaferro County	No	15	93.3%	69%
Tattnall County	No	239	88.7%	86%
Taylor County	No	86	95.4%	88%
Telfair County	No	88	87.5%	90%
Terrell County	No	65	92.3%	86%
Thomas County	No	403	94.8%	89%
Tift County	No	587	88.6%	87%
Toombs County	No	232	94.0%	87%
Towns County	No	67	94.0%	92%
Treutlen County	No	51	78.4%	89%
Troup County	No	916	93.5%	87%
Turner County	No	95	96.8%	80%
Twiggs County	No	56	87.5%	68%
Union County	No	226	96.9%	86%
Thomaston-Upson County	No	293	92.5%	89%
Walker County	No	629	93.0%	85%
Walton County	No	1,099	94.0%	90%
Ware County	No	388	95.4%	87%
Warren County	No	54	92.6%	87%
Washington County	No	242	93.8%	77%
Wayne County	No	374	89.6%	83%
Webster County	No	Too Few Students	Too Few Students	79%
Wheeler County	No	58	96.6%	83%
White County	No	263	95.8%	89%
Whitfield County	No	979	91.0%	90%
Wilcox County	No	79	98.7%	94%

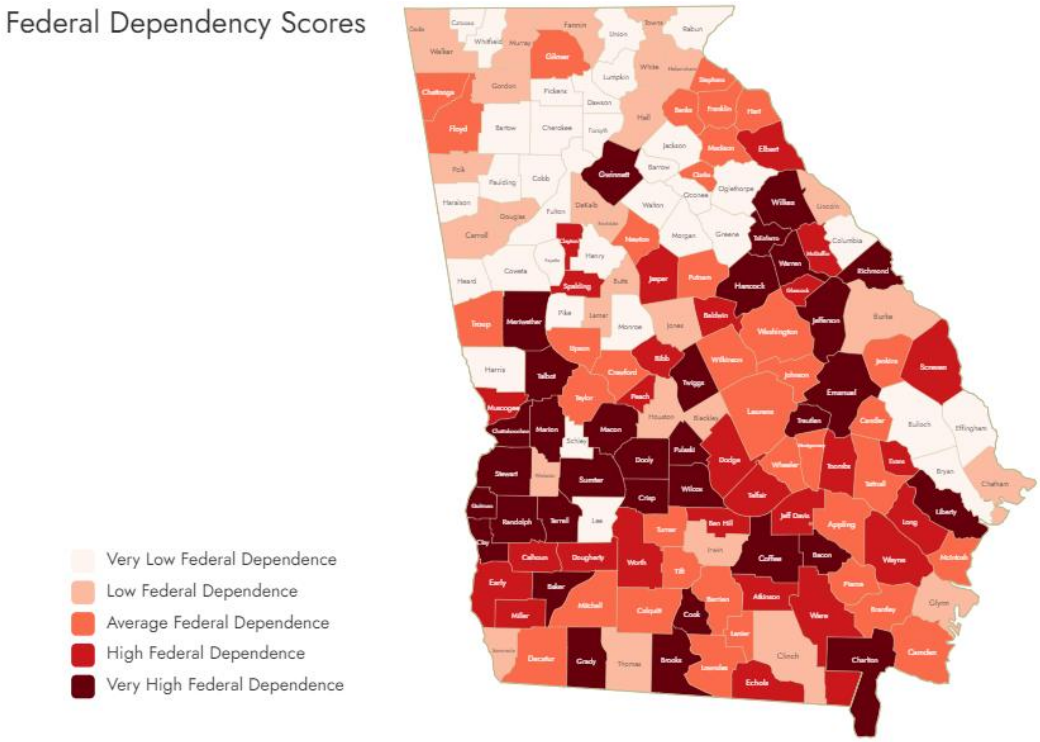
Wilkes County	No	101	87.1%	88%
Wilkinson County	No	97	94.9%	66%
Worth County	No	208	88.9%	86%
Atlanta Public Schools	Yes	3,423	90.5%	82%
Bremen City	No	188	99.5%	89%
Buford City	No	448	93.3%	93%
Calhoun City	No	306	97.7%	85%
Carrollton City	No	445	92.8%	88%
Cartersville City	No	386	92.2%	88%
Chickamauga City	No	104	98.1%	91%
Commerce City	No	126	96.8%	89%
Dalton Public Schools	No	659	83.5%	85%
City Schools of Decatur	Yes	454	96.0%	84%
Dublin City	No	153	96.7%	84%
Gainesville City	No	689	91.4%	81%
Jefferson City	No	308	96.4%	91%
Marietta City	Yes	639	92.2%	86%
Pelham City	No	106	93.4%	77%
Rome City	No	510	95.7%	80%
Social Circle City	No	141	88.7%	90%
Thomasville City	No	218	90.8%	76%
Trion City	No	97	97.9%	95%
Valdosta City	No	549	92.9%	78%
Vidalia City	No	190	96.8%	81%
State Schools	No	37	48.7%	80%
Department of Juvenile Justice	No	72	4.2%	81%
State Specialty Schools I-Mountain Education High School	No	1,133	13.5%	73%
State Specialty Schools I-Georgia Cyber Academy (Virtual)	No	584	76.5%	82%

State Specialty Schools I-Georgia Connections Academy (Virtual)	No	988	65.4%	90%
State Specialty Schools I-Foothills Regional High School	No	980	11.4%	82%
State Specialty Schools I-Georgia School for Innovation and the Classics	No	47	95.7%	87%
State Specialty Schools I-Coastal Plains High School	No	851	18.5%	82%
State Specialty Schools I-Discovery Regional High School	No	70	28.6%	NA
State Specialty Schools II-Statesboro STEAM Academy	No	26	100.0%	89%
State Specialty Schools II-Pataula Charter Academy	No	40	95.0%	86%
State Specialty Schools II-Southwest Georgia S.T.E.M. Charter Academy	No	32	75.0%	88%
State Specialty Schools II-Academy For Classical Education	No	117	100.0%	88%

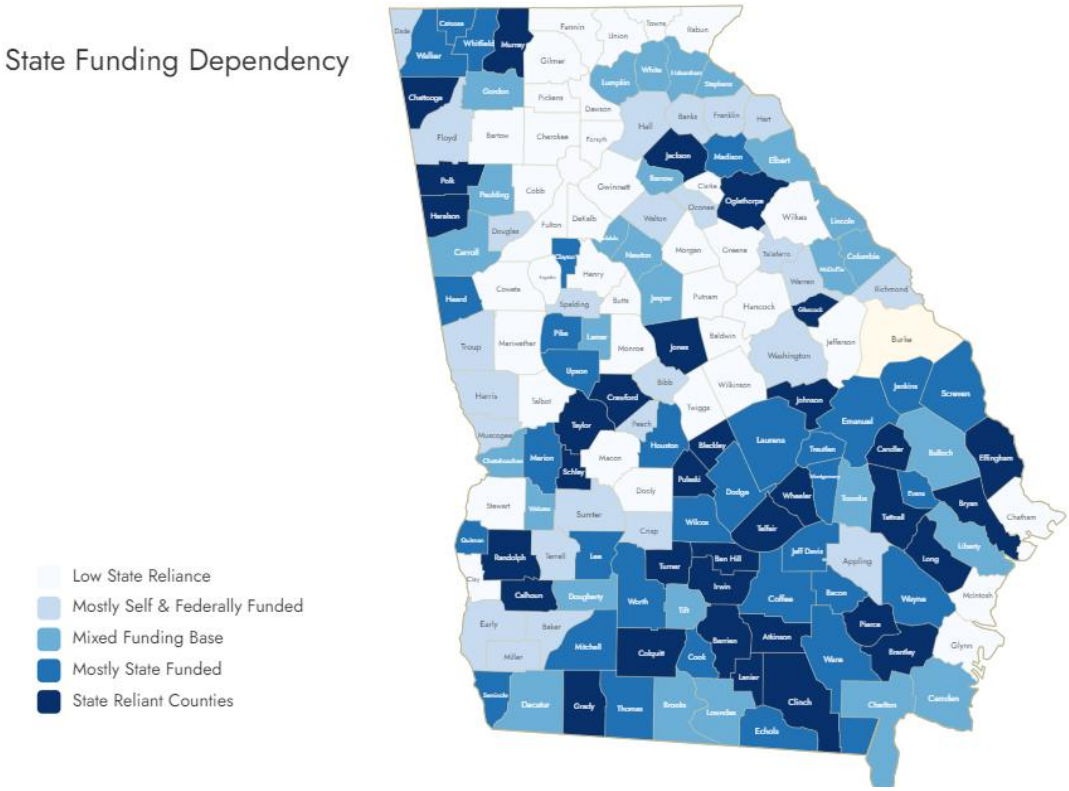
State Specialty Schools II-Furlow Charter School	No	41	85.4%	80%
State Specialty Schools II-Baconton Community Charter School	No	54	98.2%	91%
State Specialty Schools II-Georgia Fugees Academy Charter School	No	Too Few Students	Too Few Students	14%
State Specialty Schools II-Destinations Career Academy of Georgia (Virtual)	No	Too Few Students	Too Few Students	76%
All Systems		142,094	87.2%	90%

Maps

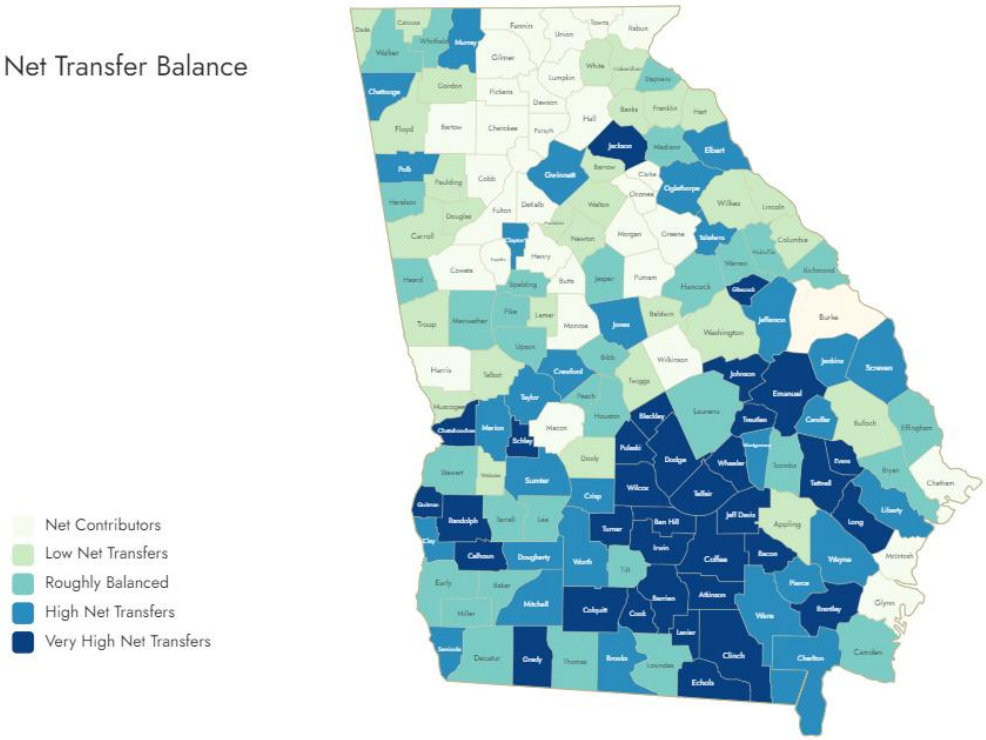
Map 1: Federal Dependency Scores



Map 2: State Dependency Scores



Map 3: Net Transfer Balances



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