



Building a Region of Resilience Northwest Georgia Annual Report 2024



Building a Region of Resilience NW Georgia



Resilient GEORGIA

The map shows the following counties: DeKalb, Spalding, Forsyth, Fannin, Walker, Wilkes, Stewart, Gilmer, Cherokee, Chattooga, Gordon, Polk, Floyd, Bartow, Pickens, Polk, Wilkes, and Hall.



Community
EVALUATION SOLUTIONS

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Executive Summary

Building a Region of Resilience Northwest Georgia (BRRNWGA) represents 15 counties in Northwest Georgia with a unique vantage point: 15 independent but united collaborative organizations focused on helping build resilience in our communities. In the last years, 14 have actively participated in the coalition. Our priority framework incorporates Strengthening Families (5 Protective Factors) and Trust-Based Relational Intervention (TRBI). By building a region of resilience that directly aligns with our annual plans and strategies, we can increase the impact of our collaborative activities.

Our Building a Region of Resilience initiative is dedicated to enhancing capacity, raising community awareness, and promoting systemic changes to boost resilience and long-term outcomes for children and families in northwest Georgia. The focus over the past years has been on improving trauma- and poverty awareness in our communities through a multifaceted approach, including the creation of a common language. Our collaborative has reached several accomplishments in the areas of prevention and intervention, advocacy and policy, systems and environmental changes and training. These include accomplishments related to food security as well as mental health and housing initiatives.

Key Findings

- BRRNWGA achieved significant advancements in raising awareness, promoting collaboration, and addressing community needs across the region.
- Although changes varied by collaborative, interview and focus group participants, especially those with longer involvement in the initiative, reported noticeable community improvements.
- While initial efforts focused on increasing knowledge and awareness, many counties are now shifting towards a more implementation-oriented approach geared toward systems change.
- BRRNWGA activities were almost unanimously recognized by interview and survey participants as beneficial, particularly in raising awareness about poverty and community needs.
- An enhanced understanding of trauma and poverty can be observed by interview participants as well as an integration of this knowledge into daily operations.
- Implementation of trauma-informed approaches, such as Trust-Based Relational Intervention (TBRI) training, are showing positive outcomes.
- The active engagement of community members in decision-making processes has been leading to more accurately addressed needs.
- The formation of new partnerships and strengthening of existing ones reduced competition and ensured more efficient resource utilization.



While these key findings include some great improvements in our communities, systemic barriers still pose a challenge to them by making it harder for certain groups to access opportunities and resources. These barriers can include unfair policies, economic differences, and gaps in education and healthcare, which often affect marginalized communities the most and prevent them from reaching their full potential. Some counties can find creative workarounds while others feel helpless in addressing those barriers.

- As found last year, transportation is a significant barrier, as it limits people’s access to essential services, such as employment, education, healthcare and even grocery stores. The main issues include the lack of public transportation as well as the time and cost challenges related to private transportation. Some counties implemented creative workarounds to the transportation issue like providing transportation for events and partnering with local agencies.
- Affordable housing and homelessness remain critical issues, with some counties initiating programs like warming shelters and advocating for better housing solutions.
- Another continuing issue that was also named last year is the lack of mental health resources in many locations. The transportation challenges and stigma further exacerbate this issue.
- Limited internet access affects students' ability to complete coursework, with some solutions provided through partnerships with companies like T-Mobile.

Moving forward, the coalition should continue to:

- Educate people about available resources and foster collaboration to avoid duplicating efforts.
- Build knowledge and awareness of the effects of poverty and trauma while also focusing on implementing action-oriented activities.
- Promote implementation of strategies to address systemic barriers issues to enhance understanding and drive change.

Resilient Georgia



[Resilient Georgia](#) manages funding and provides technical support to 16 regions across Georgia to promote awareness about trauma-informed care and the effects of Adverse Childhood Experiences (ACEs) and to promote child sexual abuse prevention training. Resilient Georgia serves as a supportive and guiding resource during each region's planning and implementation process. The purpose of this regional work is to transform systems and procedures crossing both public and private sectors through:

- In November of 2019, Resilient Georgia began partnering with Round 1 regional coalitions based out of Athens, Augusta, Macon, Savannah, and surrounding areas. Round 2 partnerships began in July 2020 with regional coalitions based out of Albany, Columbus, Rome, Thomasville, and surrounding areas. Round 3 partnerships began in March 2021 with regional coalitions based out of Clayton, Cobb, Gwinnett, Valdosta, and surrounding areas. Round four partnerships began in December 2021 with regional coalitions based out of Atlanta, Brunswick, Gainesville, and Waycross and the surrounding areas.
- In their third and fourth years of partnership with Resilient Georgia, coalitions bolstered their work to create bold, systemic, sustainable change in consistent ways across statewide issues, to affect policy, systems and environmental (PSE) change and incorporated a Justice, Equity, Diversity, and Inclusion (JEDI) lens in their action plans.
- Regional action plans each address the behavioral health needs of individuals birth through 26 years old and families in the community and surrounding counties using the Collective Impact framework (a diverse, robust, and well-planned public-private partnership); and
- Trauma-Informed Care, ACEs and child sexual abuse prevention as the basis for systemic changes in a community.



Mission of the Building a Region of Resilience NWGA Coalition

Building a Region of Resilience Northwest Georgia (BRRNWGA), established in 2020, aims to create a poverty and trauma-informed region. Its mission is to build capacity, raise community awareness, and drive systemic change, beginning with our strategic annual plans. Our approach is to implement capacity building that increases the impact of our community awareness activities and drives systems change. Our focus is a multi-generational approach that is compassionate, meets children and families where they are, identifies and meets needs, and creates life-long resilience. This effort aims to enhance our Collaborative’s ability to achieve our mission, raise community awareness, and advocate for systems change that strengthens resilience and positively impacts long-term outcomes for children, families, and communities.

 Coalition Aims	Target Population 
<ul style="list-style-type: none">• To involve individuals from every sector of our community, fostering leadership opportunities and ensuring our support reaches every corner of our diverse community.• To create a more representative and inclusive coalition with a broader range of perspectives contributing to our collective efforts.• To increase trauma and poverty awareness.	<p>Our primary population is professionals providing social services, including non-profits, faith-based agencies, school systems, and other state agencies like DFCS, DPH, and DECAL, who serve as our Family Connection Collaborative partners.</p> <p>Our focus has been on building the capacity of our coalition leadership (Family Connection Coordinators), partner representatives and staff, and caring adults in our communities.</p>

Leadership Team and Coordinators

Leadership Team

LaDonna Collins

Fiscal Agent, Executive Director, Rome-Floyd Commission on Children and Youth

Jacque Elwarner

Lead Partner, Executive Director, Pickens County Family Connection

Laura Beth Newsom

Peer to Peer Network (PTPN), Coordinator, Walker Family Connection

Gabrielle Hawkins-Stewart

Project Manager, Regional Manager R1, Georgia Family Connection Partnership

County Coordinators



Chris Blackwell
Bartow Collaborative, Inc.

Tiffany Watson
Gilmer County Family
Connection

Rhonda Heuer
Polk Family Connection

Lynn Brown
Catoosa County Family
Connection

Jennifer Dobbs
Haralson Family Connection

LaDonna Collins
Rome-Floyd County
Commission Children & Youth

Maisha Ludy
Chattooga Family Connection

Pam Bishop
Murray County Family
Connection

Laura Beth Newsom
Walker County Family
Connection

Martha Baker
Dade First Family Connection

Michele Craig
Paulding Family Connection

Malisa Pedro
Whitfield Family Connection

Sherry Morris
Fannin County Family
Connection

Jacque Elwarner
Pickens County Family
Connection



Coalition Partners and Collaborative Partners

Our coalition, which includes fourteen participating counties, has over 200 partners. These organizations and agencies span a broad range of sectors, including housing, child and youth welfare, business, government, healthcare, faith and community services, and social services. Some of our key partners include government agencies such as the Division of Family & Children Services and the Department of Juvenile Justice. Additionally, we collaborate with non-profit organizations and local businesses like banks and doctors' offices.

This broad spectrum of partners provides us with a variety of resources and expertise, enabling us to address the complex challenges our communities face comprehensively. This collaborative approach enhances our capacity to build resilience, promote well-being, and create sustainable, positive impacts across the region. See Appendix A for the full list of partners.





Innovative Partnerships

In our ongoing efforts to strengthen and support our communities, we want to highlight

“We have expanded to include more youth-centered services in Paulding. Kate’s Club is now excited to open a location in Paulding that will give grieving youth a healthy place to engage and grow during the difficult times of losing a loved one or friend. This will be possible because of the connections made through the collaborative and the trauma-informed discussions during our monthly collaborative meeting.” – Michele Craig, Coordinator Paulding Family Connection

three innovative partnerships that address critical needs. Paulding Family Connection collaborates with an organization dedicated to helping grieving youth, offering vital emotional support

and resources to those navigating the complexities of loss.

Haralson County Family Connection formed a partnership with multiple local agencies and organizations focused on providing families with the support and resources they need to prevent involvement with the juvenile court system.

“Haralson County Family Connection assisted in starting a Risk Reduction Team [...]. The purpose of this team is to put services and resources in place before it becomes necessary to get the family involved in the juvenile court system. These services consist of emergency resources such as food, clothing and housing, as well as long-term services such as counseling and mentorship. We meet monthly and continue to add new partners to our team.” – Jennifer Dobbs, Coordinator of Haralson Family Connection

Fannin County Family Connection teamed up with a local credit union to offer financial counseling classes, empowering community members with the knowledge and skills to

“In partnership with the Copper Basin Federal Credit Union [we offer] a Financial Literacy 101 class each quarter. [...] The class consistently has 10 – 12 participants with about half of the attendees being low-income. [...] Counselors will schedule individual appointments whereby they will assist the family in improving their credit scores and overall financial picture. By seeing the need for so many families who are paying exorbitant interest rates and predatory lenders, the Board of the Credit Union supported staff [...] to loan up to \$2,000 to families whose credit score is poor and who do not qualify for sources other than with predatory lenders. [...] I’ve seen families purchase a car, a feat that was impossible before this loan program.” – Sherry Morris, Coordinator Fannin County Family Connection

make informed financial decisions. These partnerships exemplify our commitment to holistic, community-driven solutions that address the diverse needs of our population.

Connect With Us

We use a variety of methods to promote our work and allow people to connect with us. This effort strengthens our Collaborative's ability to achieve our mission, raises community awareness, and advocates for systems change that builds resilience and improves long-term outcomes for children, families, and communities. The website also aligns with our 101 workshops and provides opportunities for self-directed study for Poverty 101, Trauma 101, and Compassion Fatigue training. On the site, we also promote the Resilient Georgia Training Roadmap and evidence-based training aligned with our work and the Child Abuse and Neglect Prevention Plan workgroup for our DFCS region. The website also provides access to several of our reports to support transparency. You can find our website here: <https://www.resilientnwgga.org/>

Our Facebook group provides opportunities to share information, resources, upcoming training, and statements of appreciation to our coordinators and their community partners. Posts include common language cards, forthcoming events, Be Your Own Lifesavers promotions, documentary screening announcements, and recruitment for our Learning Journey series. You can find our Facebook page here:

<https://www.facebook.com/groups/resiliencenwgga>



CONNECT WITH US!

Join our trauma- and poverty-informed discussion by becoming a part of our Facebook Group. You'll get access to ongoing information, resources and inspirational messages with this QR code.

Find your Georgia Family Connection at <https://gafcp.org/collaborative-finder/>



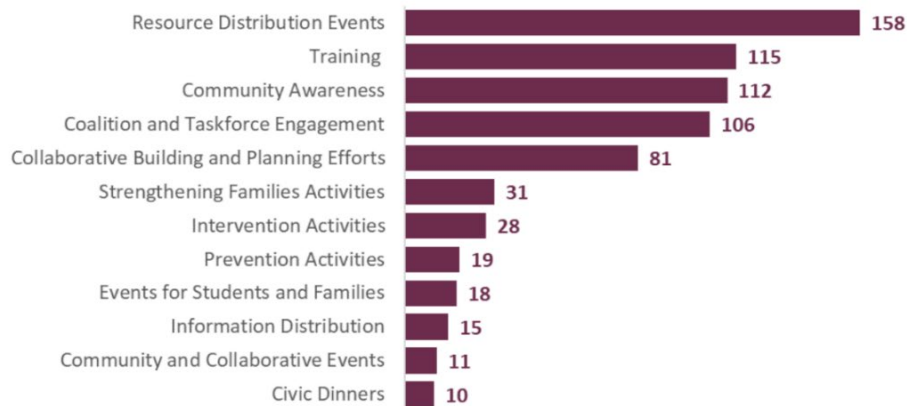
Key Impacts and Accomplishments

Over the past four years, BRRNWGA has focused on enhancing capacity building, raising community awareness, and promoting systemic change in Northwest Georgia. We reached several goals during those years, paving the way for many more years and accomplishments to come. This year, our collaboratives planned and attended over **700 events and activities**, with more than **100,000 touchpoints to individuals and families** in our communities. The significant increase in numbers compared to the first three years reflects not only heightened activity within our counties but also improved data collection efforts. Our network now encompasses over **200 partners**.

FISCAL YEAR 2024

Year 4 Highlights

COLLABORATIVES PLANNED OR ATTENDED THE FOLLOWING EVENTS AND ACTIVITIES



14
Counties Served



Over 100,000
Lives Impacted



Over 200
Partners



Trauma- and Poverty-Informed Care

Our Building a Region of Resilience initiative is dedicated to enhancing capacity, raising community awareness, and promoting systemic changes to boost resilience and long-term outcomes for children and families in northwest Georgia. We aim to establish a shared language that facilitates effective collaboration among our partners and communities. Using consistent terminology, we seek to eliminate misunderstandings and foster meaningful discussions that lead to practical solutions and systemic improvements. To support this goal, we have developed vocabulary one-pagers for our workshops and included locally branded concept cards from Resilient Georgia on our website. See the link for access to the vocabulary one-pagers: <https://www.resilientnwga.org/learning-journey/trauma-101/trauma-vocabulary>.

Vocabulary of Trauma-informed Care
Building a Region of Resilience: www.resilientnwga.org

- Acute Trauma** - resulting from a single event like a car accident or hospitalization.
- Chronic Trauma** - resulting from repeated and prolonged exposure to highly stressful events like poverty, divorce, or placement in foster care.
- Complex Trauma** - resulting a combination of multiple acute or chronic traumatic events like a child in poverty who has been physically abused, placed in care with a foster family in another part of the county or another county who also must change schools.
- Secondary Trauma** - is typically experienced by frontline workers and caregivers of individuals experiencing trauma - it is the result of "walking with" an individual who has experienced a traumatic event.

Adverse Childhood Experiences or ACEs is a term developed by the CDC and Kaiser Permanente in a study exploring the long-term effects on complex trauma. The study found that trauma experienced during the brain development that happens in childhood is damaging and can change the way a child responds to stress and how their body's immune system functions.

Domains of ACEs

Long-Term Effects of ACEs

Health Disparities and Outcomes for Adults Reporting 4+ ACEs Compared to 0 ACEs

The Pair of ACEs

Stress: When a child continuously stays in fight and flight from stress, they develop a survival mindset.

Stress Levels: POSITIVE (Solid foundation to stress response levels), TOLERABLE (Resilient, temporary stress responses, buffered by supportive relationships), TOXIC (Prolonged activation of stress response systems in the absence of protective relationships).

During the 2024 FY, our collaborative has achieved several accomplishments related to prevention and intervention, advocacy, policy, systems and environmental changes, and

Feedback from Trauma and Poverty Workshops in Schools

What's one important thing you learned from this workshop?

"I used to think that people living in poverty were a result of their laziness or poor work ethic. It's taken me a while to digest that, sometimes, "life" just happens and things beyond our control could trigger a tailspin that's difficult to recover from. This realization helps me be more understanding with my students."

"We need to always be mindful of the effect that trauma and poverty can have on students. My classroom could be the only place where some of my students feel safe."

"I am so grateful for the training that you are doing on poverty. This is so important in our community. You spoke with such passion and grace. Thank you so much. I have been in conversation with several teachers at Saddle Ridge after your training with us. You are making an impact and you probably don't get to see that. So I want you to know. This is the first time in 21 years of teaching that I have been in this kind of training."

training. This includes initiatives around food security and prevention activities like Teen Maze, mental health, and housing initiatives, as well as training for members of our community and professional development for our collaborative leaders. The following section will go into greater detail about these accomplishments.

Prevention and Intervention



Food Security

Many of our collaboratives have focused their efforts on food insecurity as they are aware of the wide-reaching impact that hunger can have on families, children, and child development. Our collaboratives organize food drives, distribute food to students who might go hungry during the weekend, and create food pantries. In many counties, these are considered a necessity, especially since the rising cost of food has left many families struggling to put food on the table.



Dade County Food Distribution Event

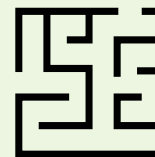


Catoosa County Food Distribution Event



Early Brain Development Initiatives

At the Murray/Whitfield Journey to Action 2.0 event, Whitfield Family Connection voted to focus on educating the community on Early Brain Development strategies called the Basics. The collaborative established a work plan to guide these efforts, with initial work already underway. The plan is for this initiative to bear fruit in fiscal year 2025.



Teen Maze

One of the major events in several of our counties is the Teen Maze, a prevention activity for teenagers implemented by the school system and community agencies. It uses experiential learning to help teens make positive life choices by navigating real-life scenarios arranged as a maze. This year, the Polk County Teen Maze shifted its focus from highlighting negative consequences to emphasizing positive support, building confidence in productive decision-making, and avoiding shaming for past actions. This change aimed to better address the needs of students in the county.

Advocacy and Policy, Systems and Environmental (PSE) Accomplishments

The coalition made progress in two key areas related to Advocacy, Policy, Systems, and Environmental change mental health and affordable housing. The regional coalition also continued its work begun in 2023 through regional Journey to Action events.



Mental Health

In our ongoing efforts to improve the well-being of our communities, several of our collaboratives have initiated targeted programs and partnerships to address these critical issues and barriers in our community. One example is the Mental Health Task Force in Paulding County Task Force focuses on identifying available resources as well as barriers, to improve awareness and access within their community.



Affordable Housing

Housing stability is a cornerstone of a healthy and thriving community. The lack of affordable housing in many communities creates unhealthy, unsafe, and sometimes traumatizing living situations for our community members, especially children. To address the issues around housing, collaboratives have worked on coming up with solutions. Civic dinners have been instrumental in discussing pressing issues around housing. In Haralson County, these discussions have led to the formation of the Crisis Housing Coalition. The Crisis Housing Coalition addresses the affordable housing shortage in our community and supports families in their pursuit of stability and self-sufficiency. Gilmer County has been one of the lead partners for the Georgia Initiative for Community Housing (GICH), which also focuses on the need for more affordable housing.



Haralson County Civic Dinner



Journey to Action: Driving Forward Systems Change

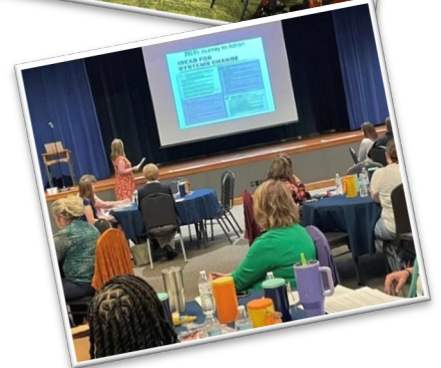
Since our coalition began, our Theory of Change (TOC) has incorporated community awareness, capacity building and systems change. Last spring, the region hosted a series of learning events combining these three components. Coalition members mapped community needs to the systems that meet them, identified system specific systemic barriers, and suggested solutions for addressing them. Picking up from where we left off in 2023, this year's event series, **A Journey to Action: Driving Forward Systems Change**, was focused on reinforcing the community's understanding of systems change and engaging partners in county-specific action planning to create change.



Through April and May, **5 events were held, hosting 150 participants.** Participants began by reviewing the systems change maps created in 2023, exploring by types of system change: program, policy/procedure, and environmental change. Attendees deepened their understanding of systems change with an interactive activity breaking down intention, action, and stakeholders needed to move forward transformational change efforts.



BRR Leadership outlined an 8-step approach to advocating for change (download our handout - Advocacy and the Process of Systems Change). The process created 14 county-level action plans outlining steps for system changes. Planned changes include:



- Establishing Mental Health Youth Advisory Councils for middle and high school students
- Incorporating trauma resources into program and service delivery
- Increasing coordination among collaborative partners to support kinship care families
- Launching Handle With Care
- Promoting the Basics Principles

You can review each county's action plan and get involved with change that builds resilience on our website: www.resilientnwga.org.

Training



Training for Community Members

Training is a cornerstone of our initiative, fostering a shared understanding of trauma and poverty to enhance community capacity and resilience. This year, **56 training courses** were offered, covering topics such as trauma-informed care, financial planning, and child advocacy. Overall, these trainings and events have significantly contributed to building a more resilient and informed community, equipped to support one another effectively.

Key training provided included **Trauma 101**, which increased awareness of trauma and its effects, and **Connections Matter**, which emphasized building caring relationships to heal trauma. **QuickBooks Training** and **Reality Store Events** for high school students helped to address financial and practical skills, while a financial literacy class provided valuable planning insights. Health and safety were prioritized with **AED-CPR-First Aid Classes** and a **Compassion Fatigue Workshop**. Special initiatives included **Camp A.I.M.** for victims of sexual abuse and **Camp High Hopes** for children experiencing homelessness. These camps provided therapeutic and recreational activities in a supportive environment.



Professional Development for Collaborative Leaders

Throughout the year, our coordinators engaged in **59 professional development** activities to enhance their skills and knowledge in leadership, trauma-informed care, community engagement, and housing solutions. Coordinators participated in training sessions on **Google products** and **Canva**, attended **leadership summits**, and received **Connection Matters** training, focusing on Adverse Childhood Experiences, trauma, brain development, and resilience. They also attended the **Child Abuse Symposium** and shared resources on trauma and poverty. Housing-related events included the **GICH Housing Fall Retreat** at the University of Georgia and the **DCA Housing Symposium**, where they explored housing trends, solutions, and grant opportunities. Coordinators also attended the University of West Georgia's **Non-Profit Institute**, which covered board development, volunteer recruitment, and fundraising techniques. Community and mental health training featured a **panel discussion on mental health services** in Paulding County, **multi-regional Informed Care training**, and **Resilient Georgia's general meetings**. Coordinators attended virtual sessions such as **Let's Talk: Disaggregated Data**, **The 5 Practices of Outstanding Nonprofit Leaders**, and **Mastering Grant Writing** workshops. Additional trauma-informed care training included the **Path to Becoming Trauma-Informed** and **Building Resilient Youth** workshops. These comprehensive professional development activities have equipped our coordinators with the tools and knowledge to effectively support our community and drive positive change.

Coalition Spotlights

A few of our exceptional accomplishments are highlighted in this section.

GILMER COUNTY - GEORGIA INITIATIVE FOR COMMUNITY HOUSING

WHAT IS IT?

Gilmer County Family Connection is a lead partner for the Georgia Initiative for Community Housing (GICH). The initiative meets monthly and works on housing-related issues.



ACCOMPLISHMENTS

The initiative was able to secure a location and find a developer to build 55 affordable housing units.

PLAN MOVING FORWARD

The public will be provided with a series of town hall events to gather information from families receiving services and the barriers that surface.

"I AM MOST PROUD OF OUR WORK WITH GICH FOR HOUSING WHICH WILL BRING 55 UNITS OF WORKFORCE HOUSING AND WILL BREAK GROUND LATE SUMMER OF 2024."
- TIFFANY WATSON, COORDINATOR GILMER COUNTY FAMILY CONNECTION

PAULDING COUNTY MENTAL HEALTH TASK FORCE

WHAT IS IT?

Paulding County started a Mental Health Task Force to address the challenges around mental health in the community.

ACCOMPLISHMENTS

- Gathered data
- Reviewed community needs assessment
- Started working on access to services issues
- Focused on stigma around mental health services
- Met with Commissioner Tanner from the Georgia Department of Behavioral Health and Developmental Disabilities



PLAN MOVING FORWARD

The public will be provided with a series of town hall events to gather information from families receiving services and the barriers that surface.

"THE CREATION OF THE MENTAL HEALTH INITIATIVE HAS BEEN OUR MAIN FOCUS. WITH THIS TASK FORCE, WE HAVE CREATED AN ONGOING MOVEMENT THAT CAN IMPROVE THE MENTAL WELL-BEING OF A LARGE MAJORITY OF OUR POPULATION."
- MICHELE CRAIG, COORDINATOR PAULDING FAMILY CONNECTION



FOOD DISTRIBUTION EVENTS

In FY 2024, our Collaboratives organized **65 dedicated food distribution events**. Additionally, at numerous other events, participants also received free food, further extending our reach and support within the community.



We reached **over 35,000 people** during our dedicated food distribution events.

“The food giveaways have become a necessity in our community, so we definitely keep those going.”
- County J, Key Informant



Evaluation

This section of the report highlights key findings from our mixed-methods approach, which included interviews and focus groups with community members involved in their local BRRNWGA initiative and surveys distributed to County Coordinators and collaborative partners. Participants shared their thoughts on systemic barriers in their communities and possible solutions, emphasizing the importance of working together and engaging the community.

The purpose of the evaluation was to identify the accomplishments of the BRRNWGA coalition, highlight positive changes experienced in the communities, study efforts to build community leadership capacity and understand challenges to implementation.

Overall, evaluation results indicate **progress** in various areas of implementation, notably in raising poverty and trauma-awareness, promoting collaboration, and taking action to meet the needs of the region.

- Participants with longer involvement in their collaboratives reported they personally noticed an improvement in their communities, although the extent of these changes varied by collaborative.
- Community members in several counties are being actively engaged and integrated into decision-making processes.
- Initially, the coalition focused on raising awareness and understanding of trauma and poverty, but they are now shifting toward a more targeted, action-oriented strategy. Their goal is to address systemic barriers more effectively and ultimately drive systems change.

Challenges persist, particularly in overcoming systemic barriers and communicating available resources.

- While some counties have developed creative solutions to address these obstacles, others are still struggling to find effective strategies for their communities. There is also a noticeable disparity in success among the county collaboratives; participants in interviews and focus groups from some counties report limited active efforts to drive change, while others have significantly more initiatives underway.
- Additionally, a recurring challenge identified in focus groups, interviews, and surveys is the lack of effective outreach. In some areas, this has resulted in many community members still being unaware of available activities and programs, causing them to miss out on opportunities that could have been beneficial.



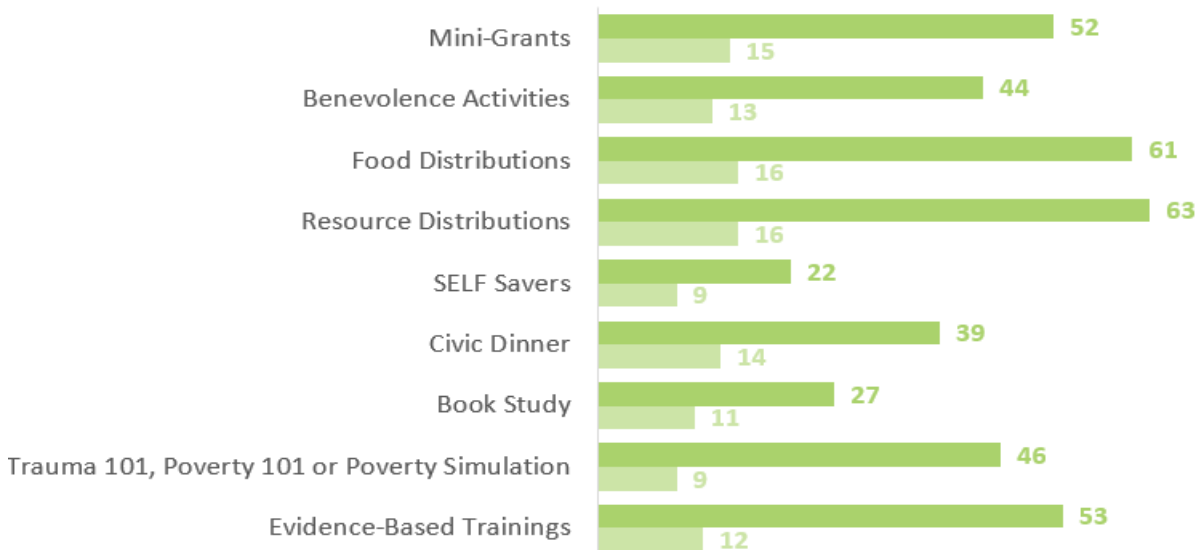
The Broad Impact of BRRNWGA Activities

Interview and focus group participants agreed that every activity they participated in was beneficial in some way, as they felt that the activities brought significant value by raising awareness about poverty and community needs. Several people emphasized that every effort, no matter how small, has the potential to benefit the community. The survey results on this topic were mixed. While most participants felt that most activities were beneficial, some believed certain activities were not. A common reason cited by respondents was the lack of awareness within the community about these activities, or that they were only promoted to a narrow audience, leaving many others who could have benefited unaware.

"I think everything that we do is beneficial. Bringing awareness to poverty, bringing awareness to the needs in the community, you're never not going to get any benefit out of that. If you reach one person, that's one person that didn't know."

- Key Informant

Number of Survey Participants who Believed Activities were **Beneficial** or **Not Beneficial**



The primary beneficiaries of BRRNWGA activities were often families with children. However, participants themselves and board members also reported significant personal

and professional benefits. The activities helped them better understand the challenges faced by many families, particularly those dealing with poverty and trauma.

"I think a lot of times, we forget about those support staff, custodians, librarians, cafeteria workers that may be on the front lines [...]. I think including all of the staff in that poverty and trauma training has been huge for our district."

- Key Informant

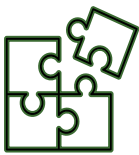
An interview participant highlighted the importance of including all staff in training programs, especially those not directly involved in academics, such as custodians, bus drivers, librarians, and cafeteria workers. This inclusive

approach ensures that professionals who interact with children are equipped to understand and respond to their needs effectively.

Capacity Building



Increased Knowledge of Resource Availability



Increased Trauma and Poverty Awareness



Improving Child Literacy

Several collaboratives have successfully increased knowledge of available resources, with community events playing a key role in informing families. Some counties have implemented creative solutions to overcome knowledge barriers, such as using pizza

boxes to notify residents in remote areas about upcoming events and available resources. However, survey results indicate that this is not consistent across all areas, as some communities are still struggling to effectively distribute information about available resources to their members.

"I feel like the parents are opening up a little bit more. Opening to resources, learning more about the availability of the resources that are here."

- Focus Group Participant



According to interviews, focus group and survey participants, organizations and community members have become more informed about trauma and poverty, integrating this understanding into their daily operations. This shift emphasizes understanding the reasons behind behaviors rather than just addressing the behaviors themselves. There has been a significant increase in awareness about the effects of trauma on individuals and communities. Activities and exercises designed to highlight the impact of trauma have

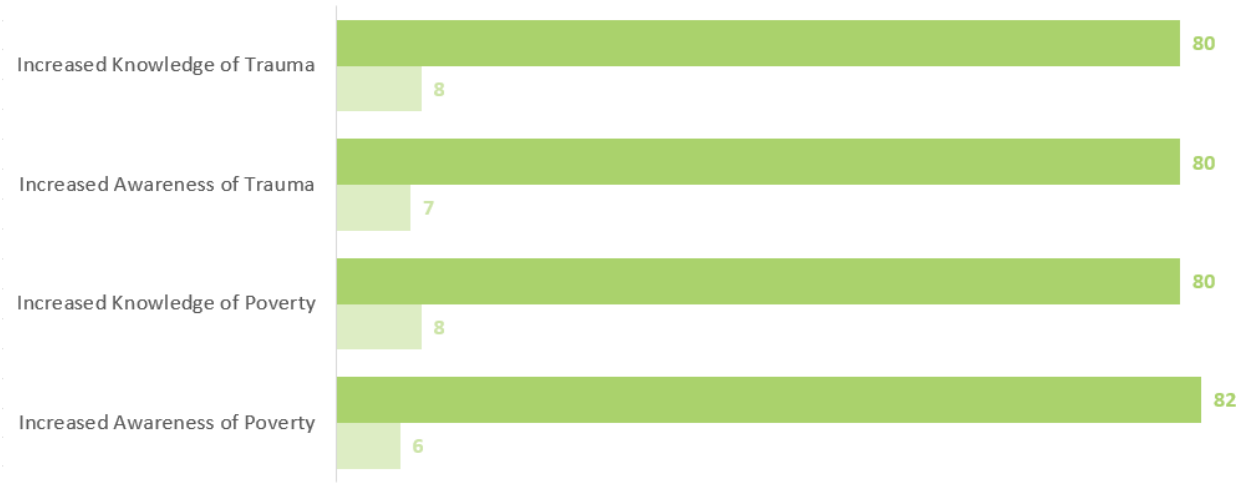
been particularly eye-opening. Trauma-informed approaches, such as Trust-Based Relational Intervention (TBRI) training, have been implemented and

"We implemented TBRI last year at two of our schools as pilot programs. It was so eye-opening for our teachers; they noticed an increase in test scores." - Key Informant

are encouraged for foster parents and school staff. These approaches have been crucial in understanding and addressing the needs of children affected by trauma and poverty, with noticeable positive outcomes.

Many organizations are now more compassionate and informed about how poverty impacts individuals' lives. Educating community members, including political and business leaders, about the connections between poverty, trauma, and mental health has led to better support and funding for necessary programs.

The Majority of Survey Participants **Agreed** that the BRRNWGA Activities Increased their Awareness and Knowledge of Trauma, Poverty.



Efforts to improve child literacy have been a significant focus. Programs aim to get books into the hands of children to overcome educational barriers. Community initiatives, such as placing reading materials in barbershops and beautician shops and creating mobile book buses, have helped promote literacy and improve access to books.

Building Community



Increased Community Engagement



Opportunities for New and Strengthened Partnerships

Community members in several counties are being actively engaged and integrated into decision-making processes.

This increased engagement has made people feel heard and helped organizations address specific needs more accurately. Several collaboratives make a conscious effort to ask

"We're trying to specifically ask the community their needs and then try to work to get them their needs. So, we've opened it up more to have community input, even for the ones who don't come to our meetings."

- Key Informant

community members about their needs and preferences, ensuring that services and resources are more effectively tailored. This has created opportunities for diverse

"I think it's outreach. I think that it's being visible and getting your name known out there and letting people know who you are, what your purpose is, what you're in the community to do, what you're here to help with. And I think there's a lack of outreach. I think people just don't know."

- Key Informant

community members to have their voices heard.

This diversity extends beyond ethnicity and race, including people from various walks of life.

While there have been positive changes, like an

increased engagement with members of the community and an increase in collaboration, some participants pointed out the need for better outreach and community awareness. Several collaboratives make a conscious effort to involve the community more and gather input to tailor services to actual needs, but many are still not aware of the resources available to them. For example, survey participants mentioned that activities are not as beneficial as they could be since only a small group of people were aware of their existence. Still, many interview and focus group participants noted significant improvements in collaboration between organizations, leading to more effective resource distribution and joint efforts on events and activities. This has fostered a



comprehensive approach to addressing community issues, breaking down silos, and encouraging unified problem-solving.

Collaboratives have not only focused on strengthening existing partnerships but have also facilitated the formation of new collaborations. This effort has unified the

"Our local schools know that if there's a child in need that doesn't have a winter coat, that we have them here. [...] All they've got to do is call and say, "Hey, I've got this kid with a need. Do you have?" Well, if I don't have, I may then reach out to another agency or another nonprofit that may have a need."

- Key Informant

community, reduced competition, and parallel initiatives, and instead fostered cooperation. New and strengthened partnerships have resulted in better resource sharing and support for community members.

Additionally, it has contributed

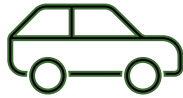
to a more efficient utilization of resources, avoiding duplication of efforts, and ensuring that needs are met promptly.

The collaborative has enabled a comprehensive approach to supporting families by bringing together various organizations and resources to address multiple needs simultaneously. For example, new partnerships have led to the development of specialized response teams, such as overdose response teams, which provide critical support to affected communities.

"That post-overdose response team [...] has been able to [...] make some strategic partnerships to go into places where we've had overdoses and reach out to family members and reach out to neighbors and community members where that overdose has happened to provide resources and services for not only recovery for the individuals but also for family members that need to process their loved ones overdosing and communities that need support around that."

-Key Informant

Systemic Barriers and Solutions



Transportation



Affordable Housing



Criminal History



Mental Health



**Internet Accessibility
and Affordability**

Transportation was named as the most significant and challenging barrier in almost every county, especially in rural and far-reaching counties.

Interviewees often voiced that they felt powerless to improve this issue and that they did not believe this was something that the collaboratives could have in their power to change.

"Through the collaborative, we had a parenting class that would meet spring and fall, and transportation was offered." - Key Informant

"Transportation is one of our biggest issues here. We have students who we can't even get to school because of the transportation issues. [...] We have multiple students who are class A, I mean, trying to graduate and honor students, and they can't even get to school. That's real big here. And also, they can't get to some of the services there, mental health services or even just a doctor's appointment. So that's one of our biggest issues." - Focus Group Participant

The transportation issue is complex and multifaceted. Interviewees voiced that it stems from people not being able to afford reliable transportation, parents needing to work and not being able to take off to drive their children to events or appointments, and the lack of public transportation in many areas.

The lack of transportation also feeds into other issues like the access to (mental) health providers. While this is a barrier that every county is struggling with in some way, some collaboratives have found creative workarounds to mitigate the impact on their communities. Some counties have implemented solutions such as providing transportation for activities and events like parenting classes, distributing ESTHER Cards with money that can be used for gas, and partnering with local agencies. Others are advocating for better public transit schedules with their local representatives.



Affordable housing is a critical issue, with low-income housing often full and long wait lists common. Homelessness is a significant problem, exacerbated by the closure of motels used as temporary housing. The need for housing extends beyond just availability to include secure and supportive environments for

“And it can't just be a house or an apartment. It needs to be a home which feels secure”

- Focus Group Participant

“We started the warming shelter to ensure people had a place to go when it got below freezing. Now, it's a sustainable initiative under another nonprofit umbrella.”

- Key Informant

families. While interviewees voiced that they do not know how to solve this issue, collaboratives have initiated programs like warming shelters to provide temporary housing and support for the homeless.

Gilmer County went beyond this and is, as part of the Georgia Initiative for Community Housing, working on having affordable housing built in their county.

Some participants named criminal history as a barrier for community members. A criminal history can be a significant barrier to employment and housing. It is also often connected to trauma and poverty. For that reason, an interviewee mentioned that their county has partnered with local businesses and organizations to promote second chance hiring.

“We have been able to partner with our local chamber of commerce and workforce development to promote second chance hiring so that individuals with a criminal background have opportunities to get good jobs.”

- Key Informant

Mental health issues are prevalent, and many of the interviewees voiced concern over a lack of access to resources. This is either because, in some smaller counties, mental

“No. Transportation, for sure, is one thing. I mean, for everything, really. Not just for the family, the parents to get to and from work to make sure that they can actually get a paycheck to support their family, but we're seeing it a lot as a barrier in mental health.”

- Key Informant

health resources are not available or only sparsely available or because the transportation issue makes it impossible for community members to get to their appointments. Stigma and public perception further complicate the issue.



Lack of reliable internet access is a barrier in addition to the lack of affordability. Some interviewees have voiced concerns that some students in their area are not able to complete coursework if they are not able to finish it while in school as they have no (reliable) internet available at home. Partnerships with companies like T-Mobile have provided some solutions where those in need can be provided with a hotspot. However, these hotspots are limited, and it is not certain if the partnership will be able to be continued once they run out.

“I just got an email yesterday from a teacher who said there’s a kid in a classroom right now who’s behind on their OSHA requirements for welding class. And that is a program that you have to do online. Well, if he doesn’t have time to get it done at school, he’s not going to get it done. So, he’s going to fail that class because that’s a key thing for that class. [...] During COVID, T-Mobile reached out and kind of did a partnership with us to provide hotspots for families. So, we have about six of those left over, so identifying those families that really need it, and we can lend those to them.”

- Key Informant

Paving the Way Moving Forward



Asking “Why”



Moving Forward

Participants believe they have the necessary resources in their counties and are now focusing on educating people about available resources and fostering collaboration to avoid duplicating efforts. Many counties are eager to improve and expand their events, having seen positive community impacts. Organizations have been asking "why" people

“All these activities were important to spread awareness and maybe also educate people. But now we need to move towards activities that are actually going to change things and bring those words into action. I think we’re at that point where doing that is going to be-- that’s the logical next step. But I think at the same time, we can’t forget about continuing that education awareness piece so that people don’t forget why we’re doing what we’re doing” - Key Informant

are not utilizing services and making changes based on community feedback. For example, in one county, COVID testing sites were relocated to more accessible locations after recognizing that the initial site near a jail deterred people from getting tested. This change helps ensure that resources and events are better utilized and that barriers are reduced or

removed, paving the way for long-term success. There has been a shift from focusing on



building knowledge and awareness to implementing action-oriented and hands-on activities. While spreading awareness and educating people remains essential, the emphasis is now on taking concrete steps to effect change and bring words into action. It is vital to continue education and awareness efforts to reinforce the purpose behind these actions. Several counties frequently discuss systemic barriers. However, many interviewees struggled with the concept and rather discussed individual-level issues when asked about system-level issues. There is a need to increase knowledge and understanding about systemic barriers and change.

"They weren't going over to the health department because they had to pass the jail. It didn't matter if they were documented or undocumented people, they didn't feel comfortable driving past the jail. So, we had to set up another site in the community where people felt more comfortable going for COVID testing."

- Focus Group Participant

Financial Report

Building a Region of Resilience FY 24 Budget



Total Budget

\$ 263,416.75 Matching Funds

\$ 200,000.00 Resilient Georgia Grant Expenses

\$ 463,416.75

Resilient Georgia Grant Expenses Details

Systems Change & Implementation		\$ 160,480.00
Administration & Overhead		\$ 16,879.27
Capacity Building		\$ 14,540.73
Community Awareness		\$ 8,100.00

Matching Funds Details

Grants, Foundation and Corporate Giving		\$ 111,450.00
In-Kind - Office and Meeting Space		\$ 43,540.00
In-Kind - Volunteers and Professional Services		\$ 39,486.00
Georgia Family Connection Grant Allocation		\$ 35,500.00
Donations and Individual Giving		\$ 21,458.00
In-Kind - Printing		\$ 7,128.75
In-Kind - Program and Office Supplies		\$ 4,854.00

Appendices

Appendix A: List of Coalition/Collaborative Partners

4H	9th District Opportunity	A Hand Up Ministry
AdventHealth	Alliance for Dade	Atrium Health Foundation
BenchMark Physical Therapy	Blue Ridge First Baptist	Blue Ridge Methodist Church
Boy Scouts	Boys and Girls Club	Bremen City Schools
Bremen Police Department	Bridge Health	CareSource
Catoosa Citizens for Literacy	Catoosa Colonnade	Catoosa County Board of Commissioners
Catoosa County Chamber of Commerce	Catoosa County Coroner	Catoosa County Department of Juvenile Justice
Catoosa County Division of Family & Children Services	Catoosa County Fire Department	Catoosa County Health Department
Catoosa County Library	Catoosa County Public Schools	Catoosa County Sheriff's Department
Cedartown 1 st Methodist Church	Cedartown Jr Service League	Cedartown United Fund
Century Bank	Chamber of Dalton	Chambers of Commerce
Chambers of Commerce Polk Chamber President	Chattanooga Food Bank	Chattooga County Division of Family & Children Services
Chattooga County School system	Chattooga Early Headstart	Chattooga Library
CHI Memorial Hospital	Chief Deputy Sheriff	Children's Advocacy Center
CHINS	City of Cedartown	City of Dalton
City of Ft Oglethorpe	City of Ringgold	Civic partners
Colony Bank	Communities In Schools	Community Christian Council Resource Center
Community Foundation of Northwest Georgia	Community Resource Center	Community Service Boards
Concerned Citizens	County Churches	Covenant Life Church
Dade County Board of Education	Dade County Department of Juvenile Justice	Dade County Government
Dade County Health Department	Dade County Lions Club	Dade County Optimist Club
Dade County Public Library	Dade County Sheriff's Offices	Dalton Housing Authority
Dalton Public Schools	Dalton-Whitfield Community Development Corporation	DBHDD/ Community Service Board
Department of Juvenile Justice	Drug Court	Dry Valley Baptist Church

Early Childhood Education and Education	Early Childhood Initiative	Eckerd Connects GED Program
Emergency Medical Services	Faith Presbyterian Church	Family Crisis Center DWCC
Family Menders	Family Resource Agency Head Start	Family Resource Centers
Family Support Council	Family Treatment Court	Fannin Chamber of Commerce
Fannin County Board of Commissioners	Fannin County Department of Family & Child Services	Fannin County Health Department
Fannin EMA	Fannin School District	First Readers
First Baptist Church of Dalton	First Responders	Foster Parent Association
Four Points, Inc	Georgia Crisis and Access Line	Georgia Department of Early Care and Learning
Georgia Department of Family and Child Services	Georgia Family Connection Partnerships	Georgia Head Start
Georgia Hope	Georgia Mountains Health	Georgia Northwestern Technical College
Grands Who Care	Greater Haralson Chamber of Commerce	Haralson County School System
Haralson County Sheriff's Department	Haralson Division of Family & Children Services	Haralson Department of Juvenile Justice
Haralson Health Department	Healthcare providers	Helping Hands Ending Hunger
Her Hope Pregnancy Center	High Five Society	Highland Rivers Behavioral Health
Hope Over Suicide Coalition	Housing and Food Shelters	Juvenile Court
Kiwanis Club of Blue Ridge	Law Enforcement	Legal Services
Let's Be Clear GA	LIFT Youth Center	Literacy Organizations
LMO Pregnancy Care Center	Local Libraries	Local Psychological Testing & Crisis Center
Lookout Mountain CASA	Mayor of the City of Blue Ridge	Mental Health Court
MERIGROUP	Mosaic Place	Murray County Family Connection
Murray County Schools	New England Seventh Day Adventist	NGA Board of Realtors
North Georgia Mountain Crises Network	Northwest Georgia Crisis Center	Nourishing Children in Catoosa
NW Georgia Technical College	NWGA Cancer Co.	Online Local Newspaper
Our House Battered Women's Shelter	Our House Domestic Violence Shelter	Parental Accountability Court
Parents & Caregivers	Parents as Teachers	Paulding Child Advocacy Center
Pediatricians	Peer Support Services	PHP/IOP providers
Pieceful Mountain Quilters	Polk Advocacy Center	Polk Chamber President



Polk Economic Development	Polk Haralson CASA	Polk Prevention and Recovery Alliance
Polk School District	Pregnancy Resource Center	Primary Care Physicians
Primary Healthcare Centers	Private Practice Psychiatry	Probation/Parole
Promise Pediatrics	Public Health Department	Recovery Community Organization
Residential/Sober Living/Supportive Housing	Ringgold Telephone Company	Ringgold United Methodist Church
Rising Fawn Methodist	Rockbridge Community Church	School Counselors
Servants Heart Ministry	Sexual Assault Center	Sexual Assault Victims Advocacy Center
Shaw Industries	Snack in a Backpack	St Katharine Drexel (Knights of Columbus)
St. Anthony's Catholic Church	St. Luke's Episcopal Church	Strong House Foundation
Tallapoosa Housing Authority	Tallatoona Headstart	The Center for Hope
The Craddock Center	The Georgia Department of Behavioral Health and Developmental Disabilities	The Georgia Department of Early Care and Learning
The Georgia Department of Education	The Georgia Department of Family and Child Services	The Georgia Partnership for Excellence in Education
The Jewish Congregation of Blue Ridge	The Salvation Army	Trenton Methodist Church
Tri-Med Family Care	Trion city school system	TriState Food Pantry
Trout Unlimited	Union-Fannin-Gilmer NAMI	United Way of Northwest Georgia
University of North Georgia	Wellstar Emergency Room	West Georgia Domestic Violence Shelter
Whitfield County Schools	YMCA - North Georgia	Your Haven RCO
Youth and Youth-Serving Organizations	Youth Mental Health Court	



Appendix B: Key Informant Interview Protocol

Anything written in green is a note for the facilitators and should not be shared with participants.

Key Informant Interviews

Introduction

Thank you for agreeing to participate in this interview.

My name is Nadine Rodriguez (Janine Bush). I am part of the evaluation team for the Building a Region of Resilience Northwest Georgia initiative. I have been asked to speak with you today as part of the evaluation.

I want to let you know a few important points before we begin. Your participation is entirely voluntary, and you can stop participating anytime. Your answers will be kept confidential. The answers to all the separate interviews will be summarized so no one outside the evaluation team will know who said what. You may not personally benefit from participating, but the information you provide will help us understand the effectiveness of the Building a Region of Resilience Northwest Georgia work.

I will ask questions and would like to record our conversation to give you the attention you deserve and not miss any important details. No one else besides the evaluation team will listen to the recording. Also, remember that no names will be attached to any of the answers you provide. After we complete our data analysis, we delete the recording. Do you have any questions before we get started?

Great, Let's get started.

1. Let's start by introducing yourself. Tell me a little bit about your role in the community. Include the capacity in which you are involved with the Building a Region of Resilience work.
2. Of the Building a Region of Resilience activities you participated in, which were beneficial for your community? Why?
[Have a list of all the activities handy so you can give examples if necessary]
3. Which were less beneficial and why?

Probing Questions:

1. Who do you think benefitted the most from those activities?
4. What changes in your community have you observed due to Building a Region of Resilience's work in your county? Please be specific.

Probing Questions:



1. If no changes are mentioned: Why do you think there have not been any changes?
5. How have Building a Region of Resilience activities helped you better understand how trauma and poverty can impact individuals and communities over time?
6. Has Building a Region of Resilience influenced the development of new programs or new partnerships with other organizations?

Before I ask the next set of questions, I would like to share a short example. This example will help us get a common understanding of systems change and systemic barriers.

Students in school district A are facing barriers to attending AP classes. The district has come up with some solutions to students' barriers. The school provides all necessary textbooks to students. In addition, they offer free tutoring for all students. That way, no students are disadvantaged when it comes to attending AP classes. These and other solutions combined help create system change as they make the educational system in this location more equitable and inclusive and allow all students to take advantage of opportunities.

7. Have you identified any systemic barriers related to poverty and trauma in your community? If yes, please share them.
8. In what way did the Building a Region of Resilience collaborative effectively address these barriers? Please provide specific examples.
 1. Probing questions: Are there still systemic barriers in relation to poverty and trauma that have not been addressed?
9. Have you identified any policy needs related to poverty and trauma in your community? If yes, what types of policy changes has your collaborative worked on?
10. **(Sustainability)** What plans exist or have been discussed to address ongoing needs in your community?
11. Is there anything else you would like to share?



Appendix C: Focus Group Protocol

Anything written in green is a note for the facilitators and should not be shared with participants.

Introduction

Thank you for agreeing to participate in today's focus group.

My name is Nadine Rodriguez (Janine Bush). I am part of the evaluation team for the Building a Region of Resilience Northwest Georgia initiative. I have been asked to speak with you today as part of the evaluation.

I want to let you know a few important points before we begin. Your participation is completely voluntary, and you can stop participating anytime. Your answers will be kept confidential. All answers will be summarized so no one outside the evaluation team will know who said what. You may not personally benefit from participating, but the information you provide will help us understand the effectiveness of the Building a Region of Resilience Northwest Georgia work.

Every voice in this room matters. We encourage open and honest dialogue, so feel free to express your thoughts and opinions. However, let's also be mindful of the time and ensure that everyone has an opportunity to contribute.

I will be asking questions, and would like to record our conversation to give you the attention you deserve and not miss any important details. No one else besides our evaluation team will listen to the recording. Also, remember that no names will be attached to any of the answers you provide. After we complete our data analysis, we delete the recording. Do you have any questions before we get started?

Great, Let's get started.

1. Let's start by introducing yourself. Tell me a little bit about your role in the community. Include the capacity in which you are involved with the Building a Region of Resilience work.
2. Of the Building a Region of Resilience activities you participated in, which were beneficial for your community? Why?

[Have a list of all the activities handy so you can give examples if necessary]

3. Which were less beneficial and why?

Probing Questions:

1. Who do you think benefitted the most from those activities?
4. What changes in your community have you observed due to Building a Region of Resilience's work in your county? Please be specific.

Probing Questions:



1. If no changes are mentioned: Why do you think there have not been any changes?
5. How have Building a Region of Resilience activities helped you better understand how trauma and poverty can impact individuals and communities over time?
6. Has Building a Region of Resilience influenced the development of new programs or new partnerships with other organizations?

Before I ask the next set of questions, I would like to share a short example. This example will help us get a common understanding of systems change.

Students in school district A are facing barriers to attending AP classes. The district has come up with some solutions to students' barriers. The school provides all necessary textbooks to students. In addition, they offer free tutoring for all students. That way no students are disadvantaged when it comes to attending AP classes. These and other solutions combined help to create system change as they are making the educational system in this location more equitable and inclusive and allowing all students to take advantage of opportunities.

7. Have you identified any systemic barriers related to poverty and trauma in your community? If yes, please share them.
8. In what way did the Building a Region of Resilience collaborative effectively address these barriers? Please provide specific examples.
 1. Probing question: Are there still systemic barriers in relation to poverty and trauma that have not been addressed?
9. Have you identified any policy needs related to poverty and trauma in your community? If yes, what types of policy changes has your collaborative worked on?
10. **(Sustainability)** What plans exist or have been discussed to address ongoing needs in your community?
11. Is there anything else you would like to share?



Appendix D: Coordinator Survey Protocol

Anything written in green should not appear in the actual Survey but is only a note for the development of the Survey.

A QR Code for this survey needs to be created for easier access during meetings.

Coordinator Survey

You are receiving this survey because your role within Building a Region of Resilience (BRR) is valued. In our ongoing efforts to promote effective programs, we ask you to complete this brief Survey to help us understand your perspective on the quality of our work and the services we provide.

Review the nine questions included, responding with your honest feedback. The survey should not take more than 10 minutes to complete. Your answers will be anonymous and not shared with anyone outside of BRR. Note that there are no right or wrong answers. We only want to hear about your opinion and your experience. Please respond to the survey by **March 31, 2024**.

If you have any questions about this survey, please contact one of Building a Region of Resilience's external evaluators, Dr. Ann Price at aprice@communityevaluationsolutions.com or Nadine Rodriguez at nadine@appliedjusticesolutions.com.

Thank you for your help in our efforts to serve you better.

- 1. [Checkboxes] Which County collaborative do you represent? Check all that apply.**
 1. Bartow
 2. Catoosa
 3. Chattooga
 4. Dade
 5. Fannin
 6. Floyd
 7. Gilmer
 8. Haralson
 9. Murray
 10. Paulding

- 11. Pickens
- 12. Polk
- 13. Walker
- 14. Whitfield

2. [Matrix/Rating Scale] In questions 2 and 3, we would like to learn more about your community. Check all that apply.

	Members of my community are facing the following challenges.	My community has planned strategies/activities to address those challenges.	My community has taken action to implement the planned strategies/activities.
Child abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of recreational programs and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile delinquency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teenage pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of parental involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of after-school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to mental health programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Access to doctors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to dentists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underage drinking and drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial divide/discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)			

3. **[Matrix/Rating Scale]** This question asks about protective factors. Protective factors are the conditions or opportunities that can help individuals or communities reduce negative outcomes.

	Members of my community can rely on the following protective factors.	My community has planned activities/strategies to provide these protective factors to members of my community.	My community has taken action to implement the planned strategies/activities.
Concrete support in times of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for parents to stay strong and resilient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways for parents to stay connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways for youth & young adults (14 – 24 yrs) to stay connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities for parents to learn more about parenting and child development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that support social and emotional competence of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



children (0-13 yrs old)			
Activities that support the social and emotional competence of youth/young adults (14 - 24 years old)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)			

4. **[Matrix/Rating Scale]** In the next question, we will talk about the **Building a Region of Resilience** activities offered in your area.

	Which activities were implemented in your County? Check all that apply	Of the activities implemented in your County, which did you think were beneficial?	Of the activities implemented in your County, which did you think were NOT beneficial?
Evidence-based trainings (e.g., Better Brains for Babies, Connections Matter, Community Resiliency Model (CRM), Question Persuade Refer (QPR), Darkness to Light, TBRI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trauma 101, Poverty 101, or Poverty Simulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Book Study (e.g., What Happened to You, The Body Keeps the Score, See Poverty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic Dinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SELF Savers (BYOLS quarterly videos for FY24)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resource Distribution (e.g., care closets, hygiene closets, community resource centers,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



school supply giveaways, book distributions)			
Food Distribution (e.g., weekend feeding programs, Thanksgiving/Christmas feeding, food drops, food trucks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benevolence/Concrete support in times of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mini-grants and/or program sponsorships from the Collaborative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Other] Please share any other Building a Region of Resilience activities that were offered			

5. **[Multi Textbox]** Please share what made activities beneficial or not beneficial.

6. **[Matrix/Rating Scale]** We would like to know more about how Building a Region of Resilience activities have impacted your awareness and knowledge of trauma, poverty, and resilience. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
(Awareness) The activities have provided me with useful tools and information for recognizing trauma-related issues.				
(Knowledge) The activities have provided me with a better understanding of how trauma can impact individuals and communities over time.				
(Awareness) The activities have helped me to recognize the importance of addressing poverty-related issues in our community.				
(Knowledge) The activities have provided me with a better understanding of how poverty can impact individuals and communities over time.				
(Awareness) The activities have provided me with useful tools and information for recognizing the importance of resilience.				



(Knowledge) The activities have provided me with a better understanding of how resilience can impact individuals and communities over time.				
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7. **[Checkboxes]** What has changed in your community because of the implementation of the Building a Region of Resilience activities? Check all that apply.

1. People have a better ability to recognize the effects of trauma.
2. People have a better understanding of how trauma impacts their community.
3. People have a better ability to recognize the effects of poverty.
4. People have a better understanding of how poverty impacts their community.
5. The attitudes towards people who have experienced trauma have improved.
6. The attitudes towards people living in poverty have improved.
7. More training has become available to address our community's needs.
8. Nothing has changed.
9. I do not know/Not sure.
10. Other _____

8. **[Multi textbox] (Sustainability)** An organization's ability to maintain its processes over a long period is often referred to as "sustainability". Can you describe a strategy or practice you have implemented to ensure the sustainability of your collaboratives' work?

9. **[Multi Textbox]** What next step is your community considering because of this work?

Thank you for participating in the Survey. {Redirect to gafcp.org website}



Appendix E: Partner Survey Protocol

Anything written in green should not appear in the actual survey but is only a note for the development of the survey.

A QR Code for this survey needs to be created for easier access during meetings.

Partner Survey

Building a Region of Resilience (BRR) has sent you this survey because your role within BRR is valued. In our ongoing efforts to promote effective programs, we are asking you to complete this brief survey to help us understand your perspective on the quality of our work and the services we provide.

Review the eleven questions included, responding with your honest feedback. The survey should not take more than 10 minutes to complete. Your answers will be anonymous and not shared with anyone outside of BRR. Note that there are no right or wrong answers. We only want to hear about your opinion and your experience. Please respond to the survey by **April 30th, 2024.**

If you have any questions about this survey, please contact one of Building a Region of Resilience's external evaluators, Dr. Ann Price at aprice@communityevaluationsolutions.com or Nadine Rodriguez at nadine@appliedjusticesolutions.com.

Thank you for your help in our efforts to serve you better.

1. **[Checkboxes]** Which of the following roles apply to you? Check all that apply.
 1. Concerned citizen.
 2. Regional partner
 3. Collaborative partner/member
 4. Board member.
 5. Building a Region of Resilience Lead partner
 6. Other_____

2. **[Checkboxes]** Which County collaborative do you represent? Check all that apply.
 1. Bartow
 2. Catoosa
 3. Chattooga
 4. Dade
 5. Fannin
 6. Floyd
 7. Gilmer
 8. Haralson
 9. Murray
 10. Paulding

- 11. Pickens
- 12. Polk
- 13. Walker
- 14. Whitfield

3. [Multiple Choice] How familiar are you with the work of the Georgia Family Connection Collaborative in your county?

- 1. Very familiar
- 2. Somewhat familiar
- 3. Not at all familiar

4. [Matrix/Rating Scale] In questions 4 and 5, we would like to learn more about your community. Check all that apply.

	Members of my community are facing the following challenges.	My community has planned strategies/activities to address those challenges.	My community has taken action to implement the planned strategies/activities.
Child abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of recreational programs and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile delinquency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teenage pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of parental involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of after-school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affordable childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to mental health programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to doctors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to dentists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underage drinking and drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racial divide/discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)			

5. **[Matrix/Rating Scale]** This question asks about protective factors. Protective factors are the conditions or opportunities that can help an individual or community reduce negative outcomes.

	Members of my community can rely on the following protective factors.	My community has planned activities/strategies to provide these protective factors to members of my community.	My community has taken action to implement the planned strategies/activities.
Concrete support in times of need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for parents to stay strong and resilient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways for parents to stay connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways for youth & young adults (14 – 24 yrs) to stay connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities for parents to learn more about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



parenting and child development			
Activities that support social and emotional competence of children (0-13 yrs old)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that support the social and emotional competence of youth/young adults (14 - 24 years old)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)			

6. **[Matrix/Rating Scale]** In the next question, we will talk about the **Building a Region of Resilience** activities offered in your area.

	Which activities were implemented in your County? Check all that apply	Of the activities implemented in your County, which did you think were beneficial?
Evidence-based training (e.g., Better Brains for Babies, Connections Matter, Community Resiliency Model (CRM), Question Persuade Refer (QPR), Darkness to Light, TBRI)	<input type="checkbox"/>	<input type="checkbox"/>
Trauma 101, Poverty 101, or Poverty Simulation	<input type="checkbox"/>	<input type="checkbox"/>
Book Study (e.g., What Happened to You, The Body Keeps the Score, See Poverty)	<input type="checkbox"/>	<input type="checkbox"/>
Civic Dinner	<input type="checkbox"/>	<input type="checkbox"/>
SELF Savers (BYOLS quarterly videos for FY24)	<input type="checkbox"/>	<input type="checkbox"/>
Resource Distribution (e.g., care closets, hygiene closets, community	<input type="checkbox"/>	<input type="checkbox"/>



resource centers, school supply giveaways, book distributions)		
Food Distribution (e.g., weekend feeding programs, Thanksgiving/Christmas feeding, food drops, food trucks)	<input type="checkbox"/>	<input type="checkbox"/>
Benevolence/Concrete support in times of need	<input type="checkbox"/>	<input type="checkbox"/>
Mini-grants and/or program sponsorships from the Collaborative	<input type="checkbox"/>	<input type="checkbox"/>
<p>[Other] Please share any other Building a Region of Resilience activities that were offered</p>		

- [Multi Textbox]** Please share what made activities beneficial or not beneficial.
- [Matrix/Rating Scale]** We would like to know more about how Building a Region of Resilience activities have impacted your awareness and knowledge of trauma, poverty, and resilience. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
(Awareness) The activities have provided me with useful tools and information for recognizing trauma-related issues.				
(Knowledge) The activities have provided me with a better understanding of how trauma can impact individuals and communities over time.				
(Awareness) The activities have helped me to recognize the importance of addressing poverty-related issues in our community.				
(Knowledge) The activities have provided me with a better understanding of how poverty can impact individuals and communities over time.				
(Awareness) The activities have provided me with useful tools and information for recognizing the importance of resilience.				
(Knowledge) The activities have provided me with a better understanding of how resilience				



can impact individuals and communities over time.				
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9. [Checkboxes] What has changed in your community because of the implementation of the Building a Region of Resilience activities? Check all that apply.

1. People have a better ability to recognize the effects of trauma.
2. People have a better understanding of how trauma impacts their community.
3. People have a better ability to recognize the effects of poverty.
4. People have a better understanding of how poverty impacts their community.
5. The attitudes towards people who have experienced trauma have improved.
6. The attitudes towards people living in poverty have improved.
7. More training has become available that addresses our community's needs.
8. Nothing has changed.
9. I don't know/Not sure.
10. Other _____

10. [Matrix/Rating Scale] We would like to know more about how Building a Region of Resilience activities have impacted your language and motivation around trauma- and poverty-informed work. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
(Language) The initiative has provided me with an increased understanding of trauma- and poverty-informed language.				
(Language) The initiative has helped me to apply trauma- and poverty-informed language in my own personal and professional life.				
(Motivation) The initiative has helped me to be more actively engaged and motivated to participate in trauma- and poverty-informed activities.				
(Motivation) The initiative has helped my community to be more actively engaged and motivated to create trauma- and poverty-informed activities.				



11. [Multi Textbox] What next step is your community considering because of this work?

Thank you for participating in the Survey. {Redirect to gafcp.org website}



Appendix F: Evaluation Methods

We distributed two distinct surveys across all 14 counties—one targeting coordinators and the other collaborative partners. Every county was represented in the results, though the number of respondents per county varied. In total, 176 individuals participated in the surveys, with 163 responses coming from the partner survey and 13 from the coordinator survey.

From January to March 2024, our external evaluation partner conducted interviews and focus groups over Zoom. This method allowed us to gather insights from people in various roles within their communities. For the Key Informant Interviews, one key person from each of the 14 counties was interviewed. Additionally, five focus groups were conducted, grouping the counties in the same way as the Journey to Action events. These sessions included a total of 55 participants, with at least two people from each county, ensuring that a wide range of voices and experiences were heard. This gave us a well-rounded view of what is happening in different areas. Participants included those working for organizations like the Department of Family and Children Services (DFCS), members of local Family Connections boards, as well as employees of educational institutions and non-profits. Each participant plays an active role in their local BRRNWGA initiative.



Appendix G: Updated Theory of Change

This year, we transitioned our Theory of Change from a linear model to an interconnected one. The updated Theory of Change illustrates the interdependence of our three pillars—capacity building, systems change, and community awareness—demonstrating how they function together to drive enduring change in our communities.

