



COASTAL GA INDICATORS COALITION

BACKBONE ORGANIZATION

WORK GROUPS

- IDENTIFY & IMPLEMENT STRATEGIES
- **ALIGN** AROUND A FUNCTION OR GROUP OF STRATEGIES
- ENGAGE **STAKEHOLDERS**

STEERING COMMITTEE

- OVERSIGHT
- **STRATEGIC DIRECTION**
- REPRESENT A **BROAD SWATH** OF CONSTITUENTS

★ SCHOOLS



★ OUT OF SCHOOL NETWORKS



FAITH BASED

★ REGIONAL PARTNERS

- GEORGIA FAMILY CONNECTION COLLABORATIONS
- 12 COUNTIES
- 11 WANT TO DO HANDLE WITH CARE
- 9 IMPLEMENT COMMUNITY RESILIENCE MODEL
- 5 WANT TO BE CRM-TRAINED

HANDLE WITH CARE RATHER THAN BEING PUNISHED

NOTIFIES SCHOOL OF TRAUMATIC EVENTS WITHOUT DISCLOSING WHAT HAPPENED TO THE CHILD

★ JUDICIAL

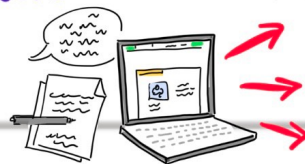


★ BEHAVIORAL HEALTH PROVIDERS



COLLECTIVE IMPACT

COMMUNICATIONS



DATA



MISSION
TO TRANSFORM OUR COMMUNITIES FROM HURTING TO HEALING BY BUILDING A TRAUMA-RESILIENT REGION

VISION
COMMUNITIES WHERE CHILDREN, FAMILIES, & INDIVIDUALS ARE CONNECTED, RESILIENT & THRIVING

Resilient GEORGIA

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RESILIENT COASTAL GEORGIA 2022 Report



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About the Resilient Georgia Regional Grants

[Resilient Georgia](#) has been working with 16 regions across Georgia to provide an emphasis on trauma-informed awareness and care, Adverse Childhood Experiences (ACEs) and child sexual abuse prevention training as a basis to transform systems and procedures crossing both public and private sectors.

- Resilient Georgia serves as a supportive and guiding resource during each region's planning and implementation process.
- These 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).
- Trauma-Informed Care, ACEs and child sexual abuse prevention can be the basis for systemic changes in a community. Each region has identified how one or more of these content areas are delivered to diverse community members through formal training, education, marketing and communications.
- Round 1 grants were awarded in Nov 2019 to regional coalitions based out of Athens, Augusta, Macon, Savannah and surrounding areas. Round 2 grants were awarded in July 2020 to regional coalitions based out of Albany, Columbus, Rome, Thomasville and surrounding areas. Round 3 grants were awarded in March 2021 to regional coalitions based out of Clayton, Cobb, Gwinnett, Valdosta and surrounding areas. Round 4 funding was awarded in December 2021 to regional coalitions based out of Atlanta, Brunswick, Gainesville, and Waycross and the surrounding areas.
- In their third year of partnership with Resilient Georgia, Round 1 coalitions have 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.

Coalition Mission



Visit our website to learn more at <https://resilientcoastalga.org/> and follow us on Facebook [@ResilientCoastalGa](#)



Summary

Resilient Coastal Georgia developed a Collective Impact Model to guide our efforts in 13 rural counties, 1 urban city and suburban areas in the region, with targeted groups including:

- Public School System
- Out of School Network, including YMCA, Faith Communities, Libraries, Recreation Centers and Youth Serving Organizations
- Judicial and First Responder Organizations, and
- Behavioral health providers.

We have been purposeful with engagement of Steering Committee and Work Group selection. Our coalition demographics are: 60.3% Black/African American, 34.9% White, 2.4% Asian, 2.4% Hispanic. One of our Steering committee members has been instrumental in the translation of Resilient Coastal GA toolkit materials in Spanish.

Leadership Team and Contributors

Dawn Baker

News Anchor, WTOC News, Co-Chair of Steering Committee

Lizann Roberts

Executive Director, Coastal Ga Indicators Coalition and Co-Chair of Steering Committee

Tahisha Wright, M Ed.

Principal of the School of Humanities at Juliette Low Elementary, Co-Chairs School Work Group

Molly Lieberman

Executive Director, Loop It Up Savannah,
Core Team, Steering Committee and Co-Chairs School Work Group

Rita Harris

Community Outreach Coordinator, Live Oak Public Libraries, Co-Chairs Out of School Work Group

Rev. Andre Osborne,

Pastor First Tabernacle Missionary Baptist Church and Co-chairs Out of School Work Group

Alisha Markle

Interim Court Administrator, Chatham Co. Juvenile Court, Co-Chairs Judicial and First Responder Work Group



John Bush

Director of Neighborhood Safety and Engagement, City of Savannah, Co-chairs Judicial and First Responder Work Group

Phylicia Anderson, LCSW

Director of Child & Adolescent Programs and Outreach at Gateway Community Service Board, Core Team, Steering Committee

Maureen McFadden, LCSW

McFadden Therapy and Consulting Services, LLC, Core Team

Vira Salzburn,

Chatham County Safety Net Planning Council

Coalition Partners

- Public: Chatham County – Juvenile and superior Courts, District Attorney’s Office, City of Savannah – Human Services, Neighborhood Engagement, Recreation Department Diversity, Equity and Inclusion, Police Department, The Front Porch (Multi-agency resource center) Chatham County Youth Intercept
- Private: Next Step Evaluation, Front Porch Improv, Heart Property Solutions
- Academic: Georgia Southern University, Savannah Technical College, Savannah State University
- Community Organizations: First Tabernacle Missionary Baptist Church, Overcoming By Faith, 912 Liberation Crew, Live Oak Public Libraries (Chatham, Effingham, Bryan and Liberty Counties)
- Non-profits: YMCA of the Coastal Georgia, United Way of the Coastal Empire, Parent University, Family Promise, Brightside Children’s Advocacy (CASA), Mediation Center of the Coastal, Coastal Ga Indicators Coalition, Chatham County Safety Net Planning Council, Loop it Up Savannah, Deep Center, Chatham Savannah Authority for the Homeless, Park Place Community Outreach, Frank Callen Boys and Girls Club
- Healthcare providers: Gateway Community Service Board, Recovery Place, St. Joseph’s/Candler Health System –the African American Health Information and Resource Center, Coastal Health District
- Juvenile Justice: Chatham County Juvenile Court and District Attorney’s Office
- First Responders: Chatham County Emergency Services, Savannah Fire, Savannah Police, Chatham County Police, Port Wentworth Police, Garden City Police
- Early Childhood Education: Child Care Resource and Referral, Greenbrier Children's Center, YMCA of the Coastal Empire,
- Parents & Caregivers: Parent University,
- Schools and Educational Centers: Savannah Chatham Co. Public School System, Brantley Co. Public School System, Bryan Co. Public School System, Effingham Public School System



- Youth Serving Organizations: Deep Center, Park Place Outreach, Greenbriar Children’s Center, Loop It Up Savannah, Chatham County Youth Intercept, The Front Porch
- Georgia Family Connection - Region 12: Bacon, Bulloch, Brantley, Bryan, Camden, Charlton, Effingham, Glynn, Liberty, Long, McIntosh, Pierce, Ware
- Georgia Department for Early Care and Learning
- Georgia Department of Behavioral Health and Developmental Disabilities

The Power of Partnership



Message from the Principal Investigator(s)

*On behalf of our coalition, it has been a privilege to work alongside our amazing community partners and Resilient Georgia as we grow our capacity and to prevent Adverse Childhood Experiences and become a Trauma Informed Community. Using the collective impact framework, our coalition is growing into a social movement focused on policy, systems and environment change. Our deep thanks to the Pittulloch Foundation for the opportunity to collaborate with partner communities, it is a rich learning environment. **Lizann Roberts***

Key Impacts/Accomplishments

Outline in bullet points your coalition’s high level or major/important statistics, achievements, and/or progress over the year. If you serve multiple counties, consider including counties reached and/or regional impact within your accomplishments.

- 21 CRM training (19 by SafetyNet Council and 2 regional trainings by a state partner) sessions conducted providing over 886 hours of training to 592 individuals throughout Chatham county and the region



- The number of attendees per CRM training offered by SafetyNet Council ranged from 3 to 250 individuals and the time of training ranged from 90 minutes to 6 hours.
- Organizations trained included: School staff/teachers, Community providers, Court staff and attorneys; city staff; and community volunteers
- Individuals participating in the CRM training have reported significant growth in knowledge and understanding of trauma and resiliency.
- The Resilient Coastal Georgia website was established with landing pages for resources and soothing activities for youth and adults.
- 445 toolkits were developed and distributed to individuals and families throughout the community (125 in Spanish)
- 20 Mindfulness zones set up at 8 elementary, 2 middle schools, and 10 early learning centers.
- Sheriff's Offices, County Board of Educations, Local police departments, and first responders have been engaged in 12 additional counties receiving CRM and Connections Matter training and 5 are beginning to implement Handle with Care.
- Across the 5 implementing counties, there have been 42 Handle with Care referrals responded to already during 2022.
- Evaluation tools have been established, data is currently being collected for baseline measurements and initial data and processes are being assessed, used to inform implementation, and refined where needed.
- Resilient Coastal Georgia (RCG) has introduced our communities to the concept of creating a social movement in which we utilize our collective impact to reduce Adverse Childhood Experiences (ACES) and operate in a trauma informed and trauma responsive manner.
- Created a Steering Committee in which very specific partners from various ethnic groups, backgrounds, and service delivery.
- Five Workgroups were established led by diverse members of the community. These workgroups focus on 5 different areas:
 - Workgroup 1 – In School Network



- Workgroup 2 – Out of School Network
 - Workgroup 3 – Judicial and First Responder
 - Workgroup 4 – Regional
 - Workgroup 5 – Model for demonstrating trauma informed and trauma responsive
- **Development of a trauma informed/responsive In School Network**

The goal of this committee thus far has been to **a)** build awareness around existing resources, initiatives and programs relating to mindfulness, resilience, mental health, and trauma awareness/ responsiveness in our schools. **b)** to meet school communities where they are and provide opportunities for collaboration and support in each school’s journey of becoming the most resilient and trauma responsive communities possible. Designed and kicked off a *Resilient Schools* pilot program with five elementary schools (Brock, Gadsden, Shuman, Williams, Juliette Low). We are working closely with school leadership at each participating school to create a resilient school road map, which documents current initiatives and programs, as well as goals and resources needed to reach them. Highlights include supporting access to mental health and resilience-based training and partnerships, supporting positive school climate and family engagement efforts, setting up Mindfulness and wellness spaces. This group will be piloting Middle Schools with the same goals in January 2023.

In a resilient school, we...

- ✚ Model positive interaction always, even in the face of frustration, stress and the unknown
- ✚ Use SEL content that is accessible and culturally relevant to teachers and students
- ✚ Teach concepts (life/social skills) as well as application
- ✚ Have small group SEL activities for students who need the most support
- ✚ Acknowledge secondary trauma that educators may be facing and provide resources and support
- ✚ Communicate with parents and families from a strengths and solutions focused perspective
- ✚ Host, encourage and promote family activities
- ✚ Do regular pulse checks with students, families, educators, staff, and administrators
- ✚ Are intentionally welcoming
- ✚ Have consistent communication between staff, students, and families
- ✚ Are intentional about ambiance, decor, signs, and images displayed in our school.



- ✦ Support staff awareness of childhood trauma and provide training, professional development, and resources to all staff to help them be as equipped and confident as possible in their trauma awareness and responsiveness.
- ✦ Have a regularly scheduled SEL block for all students
- ✦ Incorporate PBIS
- ✦ Implement SEL activities that are evidence based
- ✦ Prioritize SEL by scheduling it into each day or week's schedule and implementing the selected programs with fidelity
- ✦ Promote activities that support physical and mental well being
- ✦ Train and expect classroom teachers to approach both learning and discipline from a trauma informed and responsive stance
- ✦ Support teachers who are burnt out with resources and support that goes beyond occasional opportunities for self-care.
- ✦ Are intentional about normalizing therapy and counseling and breaking the stigmas associated with receiving help, support and care
- ✦ Are intentional about supporting and communicating with parents, especially with "invisible parents"
- ✦ Minimize out of school suspensions by building a continuous system of support into our school which gives young people the tools that they need to process challenging situations
- ✦ Have a Mindfulness Zone, and use it regularly and responsively - could be an alternative to ISS
- ✦ Create culture of "no one is disposable"
- ✦ Offer training in Mindfulness to all staff, faculty and administrators
- ✦ Participate in *Handle with Care* as fully as possible
- ✦ Bring back structured OSS options such as Project Success, incorporate mindfulness and trauma responsive practices into these programs
- ✦ Have a heavy focus on equipping faculty and staff with relatable strategies which can be used throughout the day
- ✦ Have a clear and universally understood definition of trauma

- ✦ Participate in district wide and community wide practices to support continuity and consistency in student experience
- ✦ Include people with lived experience as much as possible
- ✦ Believe that conflict is natural and okay, be confident in the tools we have to solve problems
- ✦ Advocate for more Social Workers, Counselors and Therapists



- **Development of a trauma-informed out-of-school network**
This work group is comprised of organizations and providers who serve school-age children outside the confines of their school, e.g., churches, libraries, the YMCA and other recreational providers, Family Promise (serving homeless families), and others. Its goal is to develop an “informed village” of youth-facing organizations that are equipped with knowledge, tools, and resources to assist children and families experiencing trauma. The highlights of this plan include CRM training for organizational staff; the development of toolkits (both physical and virtual) for parents and various age groups of children that provide resources, information, and assistance related to trauma; and the identification and sharing of resources—and filling gaps—in programming related to trauma across this sector of providers. Creating a criterion for a true, “warm handoff” for the purpose of building trust from community members in our provider services.
- **Trauma-informed capacity-building across judicial and first responder systems**
This work group has a broad swath of judicial system and first responder participants. In addition to individual actions being advanced by their own organizations, but also is looking at ways to bring the importance of being trauma informed and trauma responsive to the community. This group is concerned about the burnout they are seeing in their staff. They are reporting the burnout is contributing to high turnover and lack of compassion at times for those they are serving. To begin to address this issue, this group has created a flyer with the signs of burnout and an accompanying flyer which will give tips on how to successfully manage burnout. These will be posted within the halls of these organizations including the District Attorney’s Juvenile Department, Juvenile Court, Youth Intercept, and Gateway CSB.





Description of Trauma-Informed Care (TIC) and Adverse Childhood Experiences (ACES)- Related Efforts

TIC/ACES Services – General

We are involving parents and caregivers both directly and indirectly, directly through focus groups that probed what types of resources would be useful to them, and indirectly through organizations represented on our Steering Committee who serve parents, such as Parent University, Family Promise, and the like.

Prevention/Intervention

Development of a trauma informed/responsive In School Network

Loop It Up Savannah has worked with the following schools to set up Mindfulness Zones: Gadsden, Brock, Juliette Low - and new in 2022: Williams, Shuman, Hodge, and Butler Elementary Schools, as well as Formey Early Learning School. Loop It Up is currently working on setting Mindfulness Zones up at Garden City Elementary School as well as both Myers and Mercer Middle Schools. Loop It Up collaborated with both Myers and Mercer to apply for Wellness Space Mini Grants from the First District RESA to support this effort. The schools will be notified of those grant awards in December 2022.

Loop It Up's Mindfulness Zone curriculum is in use daily by the whole school at Gadsden, Juliette Low and Williams Elementary. Small group programs are taking place or will soon be taking place on a weekly basis at Williams, Brock, Gadsden, Juliette Low, Butler, Hodge and Shuman Elementary Schools.

Loop It Up has also piloted the Mindfulness Zone for Early Learners program at 10 early learning centers and school-based pre-K & K programs including: the West Broad Street YMCA, the Habersham Street YMCA, Windy's Pre-School, W.W Law Pre-School, Teach Love Care Early Learning Center, Formey Early Learning School (summer program), Gadsden Elementary, Butler Elementary, Brock Elementary School, Juliette Low Elementary School.

For the elementary school students, pre-test data has been collected from 435 students. Of those 218 responded to the question about demonstrating the use of a mindfulness skill.

During the pre-test assessment:

- 279 of 435 reported that they feel they had a way to solve problems or make them go away (64%)
- 197 of 435 (45%) reported having a problem or worry that made it hard for them to do what was expected of them in or out of school.



- 188 of 435 (43%) reported having a problem or worry that made it hard to get along with friends, classmates, teachers, or family.



Mindfulness

In Schools

Development of a trauma-informed out-of-school network

Toolkits for parents, youth, and children were created to provide mindfulness activities. The Toolkits were provided in English and Spanish, and over 250 toolkits have been distributed to local public libraries, foster parents, Church youth groups and the YMCA. Feedback has been positive regarding the activities and information provided. Originally, the toolkits were available in three of our libraries. The response was so positive additional libraries have requested them. They are now offered in 7 libraries in Chatham County, 1 library in Liberty County and 1 in Effingham County. One hundred twenty toolkits were recently provided to the Judges in our Chatham County Juvenile Court per their request. The Judges wanted to provide them to the families who came before them in Court cases. Additionally, our team members put together 125 toolkits which were translated to Spanish. These are also being distributed by one of our group members who represents the LatinX community. This workgroup also wanted to create criteria for a true “Warm Handoff” among members of the workgroup. Within the Workgroup all members committed to utilizing a true warm handoff by connecting the client directly with the service provider to which they referred the client. This group is actively working on creating criteria and a roll out plan to encourage and provide a way in which other providers can utilize this in their daily work. The purpose is to create trust with those we are serving.

Trauma-informed capacity-building across judicial and first responder systems

This group has been developing a QR code that will be displayed on stickers in the back of 45 Chatham County EMS vehicles. The Deputy Chief of Chatham County EMS shared when youth are transported by ambulance they must often wait in the back of the ambulance for long



lengths of time and often become agitated. Most youth have their cell phones on them when they are in the ambulance. The youth will be able to scan the code and it will immediately take them to some relaxation activities. This group researched the activities and then voted on the ones that were most appropriate for the youth. The QR stickers will have a title above the code which will say, "See What's Poppin!" This would provide age-segmented resources for understanding trauma and resources to help one cope, both in acute phases and afterwards. The QR code will be piloted in the Emergency Medical Services (EMS) vehicles, and EMS staff will encourage their patients/clients who have experienced trauma to scan the code to use when as they feel able to do so. The QR code will also be piloted in the lobby of our Chatham County Juvenile Court, as youth are often waiting in the library to come before the Court for juvenile offenses or child welfare cases.

Advocacy and Policy

Development of a trauma informed/responsive In School Network

Developed a *Resilient Schools* Resource team, who are working on compiling a database of resources that can be available to support school resiliency throughout our district. One goal of this work is to help school professionals and educators connect more fully with the non-profit and social work networks which are very strong in our community but can be a bit siloed. We want school communities to have full awareness and access to these resources and the existing web of connections. (*REACH - Hero Help Me Database, Working Families Network, trainings such as CRM, Mental Health First Aid, Connections Matter*)

Development of a trauma-informed out-of-school network

The Live Oak Public Libraries of Chatham County hired a Social Work Coordinator. This person works out of the various libraries serving patrons by providing concrete services and works to develop programming which is trauma informed and trauma responsive. The Live Oak Libraries and the YMCA are in the process of presenting to their respective Boards on the importance of making CRM training a mandatory requirement.

Savannah hosted the first annual Day of Peace in our community in which over 450 people attended. This was a day where the Mediation Center of the Coastal Empire along with other community partners including Resilient Coastal Georgia, hosted an intentional peace building event designed to bring all sectors of our community together. The 2022 Peace in the Park included a Celebration of our 2022 Peacebuilder Award Honoree's (which included Lizann Roberts), a Peace Parade for all ages, and Courageous Conversation Circles. The Circles provided an opportunity for individuals to engage in deeper conversations to promote peacebuilding and social cohesion. There was also a Wellness Area for mental health, and a Youth Artist Corner. The day was a huge success as it was well attended by a diverse group of community members from different ethnicities and socio-economic backgrounds.



Trauma-informed capacity-building across judicial and first responder systems

This group worked with the Mediation Center of the Coastal Empire to walk one of Savannah's low wealth neighborhoods and speak with residents. Residents were provided a one-page list of resources which was developed by a member of the workgroup who lives in the neighborhood. Met with over 20 residents and heard their concerns:

- Trash in neighborhood
- Lack of streetlights
- Too many condemned homes

These issues were given to City of Savannah Director of Neighborhood Engagement who participated in the community walk. The Director took the information to his leadership, so concerns were addressed. This group is intending on partnering with the Mediation Center every other month to meet with residents of various neighborhoods.

The community awareness campaign was delayed due to difficulty finding a local network willing to bring our message to the public. Certain group members have identified new media connections which will be utilized to create awareness of the work our social movement is doing and how we need the public to continue our momentum. will be the beginning of what we hope to be an ongoing dialogue with the community about trauma and building resilience, also focusing on how everyone in the community has a role to play.

Research

During this year Resilient Coastal Georgia has been actively engaged in establishing the evaluation processes and beginning data collection to establish clear baseline measures and initial outcomes from the collaboration. Below is a brief summary of the evaluation efforts that have been conducted so far.



Evaluation planning efforts

Each of the workgroups has met and identified the key guiding outcome that they are striving toward as well as measurable short and intermediate indicators that they are utilizing to guide the activities and to assess the implementation throughout the year.

Workgroup 1 – Schools Trauma responsive schools that parents, teachers & students feel supported in	Workgroup 2 – Out of School Resources There will be a greater use of resources and more connected community resources	Workgroup 3 – Judicial and First Responders Reduced Recidivism and greater use of diversion and support
<ul style="list-style-type: none">• # of mindfulness zones established• # of students reached and families reached• # of people trained in schools (and outcomes of training)• Parent/student/teacher focus group feedback	<ul style="list-style-type: none">• # of bags distributed• # of community organizations and people trained• Feedback about the resource bags• Use of the website	<ul style="list-style-type: none">• # of law enforcement/first responders trained• # of Front Porch diversions• # of calls for BHU intervention• HWC referrals• # of interactions between Public Defenders office clients and social workers

As the workgroups identified the primary outcome as well as key indicators (shown above), the evaluation team has worked closely with each group to develop evaluation tools that are being utilized by each of the workgroups. These include:

- Sign in and registration forms that are used at trainings to maintain a consistent and real-time list of the number of people trained, demographics of the individuals trained, and locations of the training
- The website was set up to allow for tracking and reporting of web analytics including the number of unique site visitors and number of visits so that this can be tracked longitudinally for each of the pages. In addition, analytics allow for examination of which pages people come to first to understand which resources are resulting in community members accessing the page.
- Surveys have been set up and QR codes distributed on postcards that are distributed with resource kits and in other areas so that data on the perceived usefulness of each of these tools will be examined.
- The CRM training has an established retrospective pre-post test that is utilized after each training and this data is shared with the evaluator.
- The Mindfulness Zone team has established and is currently refining pre-post assessments that are collected from all students who participate in the mindfulness zone classrooms as well as from teachers and administrators at schools where the zones are in place.



- Interview and focus group protocols have been established and are being planned for the spring to gather more information from parents, students, administrators and staff about the environments within the schools.
- A survey of regional partners is also conducted annually to gather information on the implementation within each of their counties, this includes data on the key partners involved, number of people trained, the trainings offered and any documentation of additional systems changes within the county.

Stakeholder interviews

The evaluation team has completed over 7 key stakeholder interviews, with more planned and being conducted through the winter. These interviews focused on the perceptions of need within the community and region, defining what trauma informed and engaged organizations really look like concretely and how well the initiative is currently being implemented.

Interviews have already been conducted with representatives from law enforcement, the school system, and community partners. More interviews will be conducted through the winter and spring to expand this understanding and gather more information about perceptions on trauma informed community agencies and engagement.

Below are some of the key highlights from the interviews conducted so far about how big of an issue resiliency and trauma is for the community:

- There is a recognition through the partners that trauma and being trauma responsive is a significant need in the community.
- Schools as a central hub are recognized, but there is also concern that too much is already asked of school systems and that this is not something that schools should have to carry alone.
- There is recognition and a desire to see more community collaboration and engagement to support students, families, and schools.
- We need to do a better job with educating professionals and community members about the issue and the potential tools and resources.
- All of the respondents indicated that ACEs and resiliency and trauma informed systems were a significant issue in the community.

When asked about the prioritization of addressing resiliency and ACEs, again respondents pointed to the significance of the issue in the community and the need for collaboration.

- There is a need to not just focus on test scores but also remember the whole child.
- *“It is there. So focus is caring for the whole child and the whole student, and designing spaces in their schools, and reaching out for resources to do that.”*
- Respondents discussed how important it is to prioritize prevention as well as intervention when examining the issue.



- All of the respondents indicated that it was a very significant issue within the community.
- In response to training to address resiliency and aces: *...you know, the first would probably be introduction to ACEs. I think a second one, would be really talking about trauma. What trauma is, the effects of trauma, and what can happen if the right interventions are there, and I think a lot of folks understand how trauma changes the brain chemistry, but with right intervention and therapy it can help improve those kids.*
- One key area that came up in multiple interviews was the need for a common language for organizations to use and that the training and education around ACEs and trauma provides that shared language and understanding.

Stakeholders were asked to provide feedback on what trauma responsive systems looked like specifically. There was significant consistency in the responses from stakeholders.

- It depends on the specific school but in general schools that are responsive to the needs of their students and staff. Being able to be flexible in addressing those needs.
- Having multiple community partners working together and sharing resources was also seen as a critical component of a responsive system.
- *“a trauma-informed organization has policies and practices in place to be responsive in ways that meet the members of their organization.”*
- Respondents also discussed the importance of working with the entire family units and not with just the child or individual experiencing trauma
- *“Not just a child, I think. You'll see that the agency organization is just working with the child and not with the parent, and that's you know, teaching the parent parenting skills on giving them support. And just, you know, working with the entire family,”*
- Collaborating and communicating partners, community organizations who were regularly sharing information and working together to support children and families was seen as one of the key aspects of a trauma response system.
- Many of the respondents discussed how much the collaboration and communication within the county as well as the amount of resources was a real strength for the county and a good foundation for a trauma responsive system.

Respondents were asked about the capacity in the community currently. Many of them mentioned this particular initiative and the work being done by the leadership of this effort in particular.

- The crisis response unit and the behavioral health unit and advisory boards were also seen as some of the key examples of how the community is working together to implement trauma informed practices and be more cohesive in addressing trauma in the community.
- Some of the respondents indicated that they thought the capacity was there but that it was currently focused more on intervention than prevention.



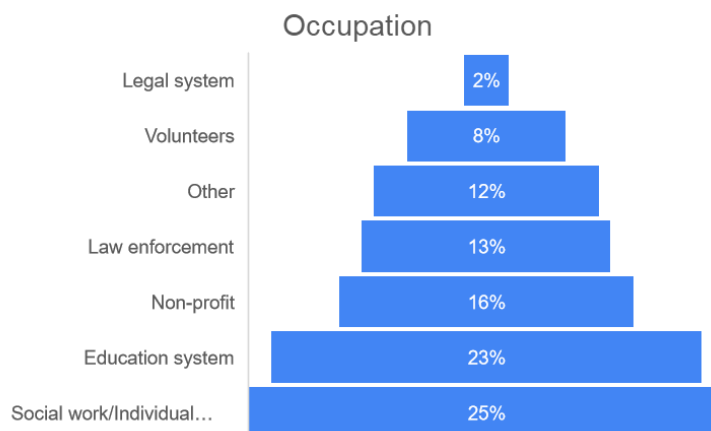
- Respondents also indicated that they saw the community, city, and county financial investment in building trauma informed systems as very promising for being able to impact this area.

Respondents also provided feedback on the perceived challenges to making these changes in the community, some of those include:

- Engaging all the key participating agencies
- Getting everyone trained and building a community wide understanding of the issues and needs
- The need to recognize that it will take time to achieve all of the desired outcomes.
- Being able to maintain staffing in the organizations was seen as one of the challenges that the organizations and community are facing in being able to successfully implement all the needed changes.
- Recruiting and availability of mental health providers in the county and region was seen as a significant need and challenge.
- Getting additional support to organizations in the areas where they have specific needs (resources, staffing, etc.) was seen as one of the challenges for this initiative and effort.

Some of the other issues and topics that the respondents discussed included:

- The need to provide these discussions and education to new professionals (educators and first responders) as they are being trained and prior to entering the workforce so that they have the tools when they come into the classroom or community.
- We need to make sure that we are tracking the implementation and the outcomes of this effort so that we can continually refine what we are doing but also so that we can successfully look for ways to continue to support the work that needs to be done.
- Respondents mentioned that one potentially underserved group would be LGBTQ+ community members and young people.
- The title 1 school areas and the predominantly Spanish speaking areas of the county were also seen as key areas where the need may be highest.





Community Resiliency Model training evaluations

A retrospective pre/post evaluation is being utilized with the CRM training. Surveys were completed by 83 participants. Most of the participants were social work professionals or educational professionals (this was true for both the total number of participants and the respondents to the evaluation assessment).

As seen in the figures below, the participants reported increases in the level of knowledge and understanding about the Community Resiliency Model and trauma after the training. The percent of respondents indicating they strongly agreed that they had a good level of knowledge about the effects of trauma increased from 24% to 71% after the training, and after the training, none of the respondents indicated that they did not have a good understanding of the effects of trauma.

Significant change in the level of knowledge of effects of trauma

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree



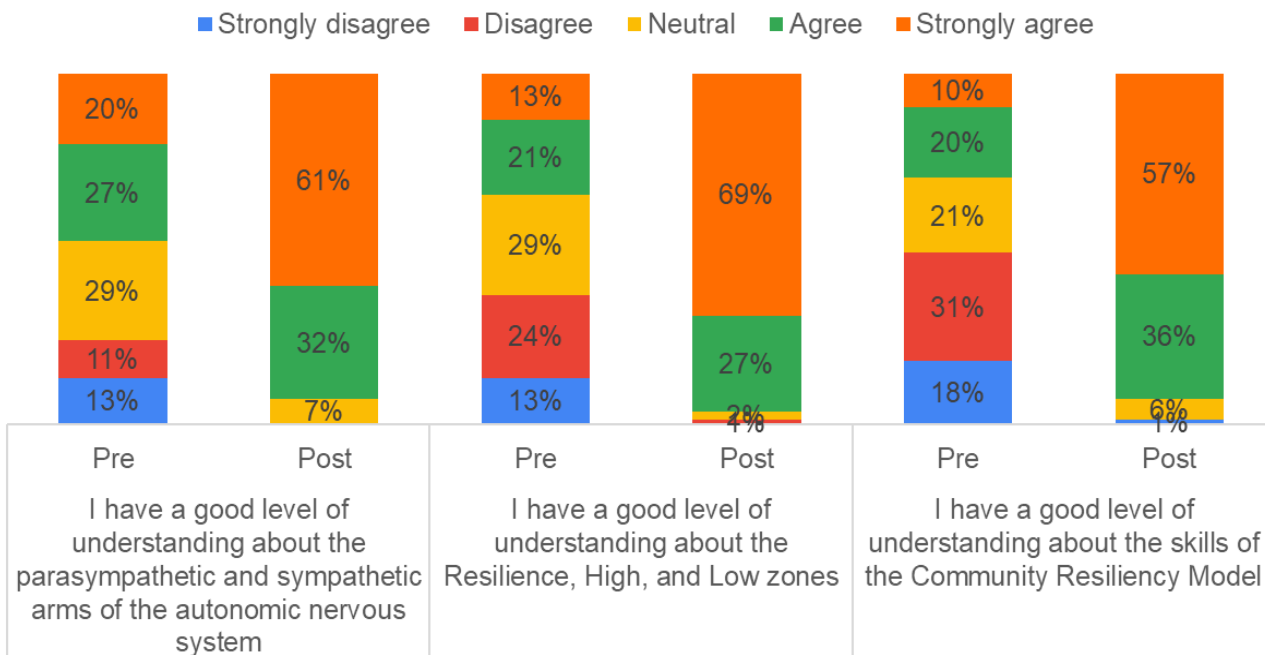
Participants also indicated there was significant improvements in their understanding about trauma, resilience, and CRM.



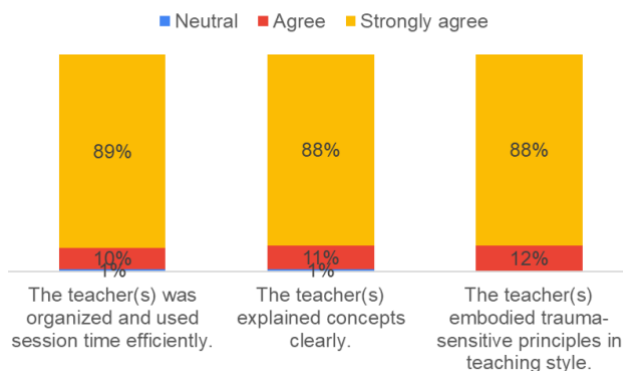
Participants also provided very positive feedback about how well organized the courses were, how knowledgeable and effective the teacher was in conveying the key information. As seen in the figure below, none of the participants indicated dissatisfaction with the teacher knowledge or style.

Participants also indicated that they were very satisfied with the organization and content included in the training.

Significant change in the level of understanding

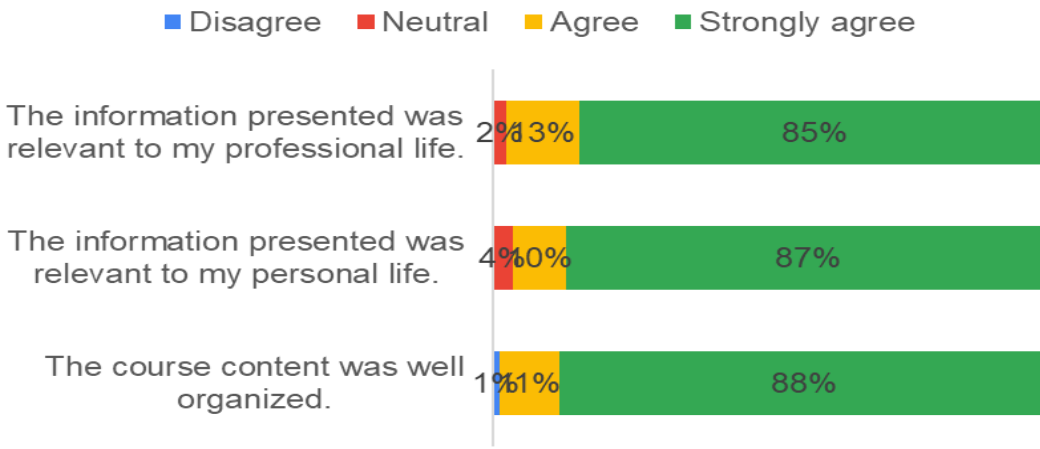


Teacher Evaluation





Course satisfaction



These preliminary evaluations indicate that the CRM training is changing the knowledge and attitudes of the participants. Engagement in the training has been very productive and the training is reaching the target audience. Plans for future years include follow ups with training participants using either an additional survey or qualitative feedback via focus groups or interviews to gather more information about how the participants have utilized the training in their daily work and lives. The majority of the participants (83%) rated the workshop as excellent and 87% indicated they are very likely to recommend this program to other people.

Survey of Regional Partners

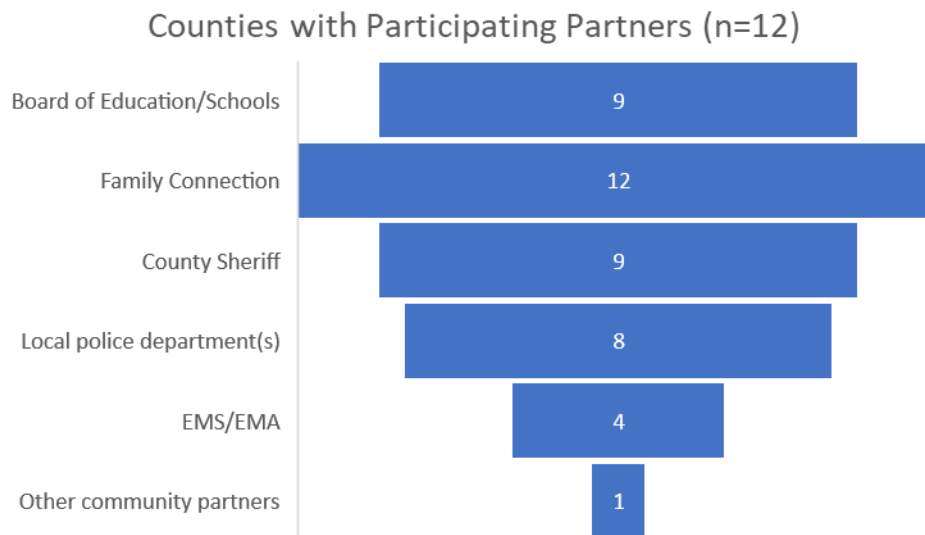
A Google form survey was utilized to gather qualitative data from the regional partners participating in this effort. Data was provided by 12 of the participating counties in the coastal region. Below is a brief summary of the information provided.

Participating counties:

- Pierce
- Brantley
- Effingham
- Bryan
- Glynn
- Ware
- Bulloch
- Camden
- Charlton
- McIntosh
- Liberty
- Bacon

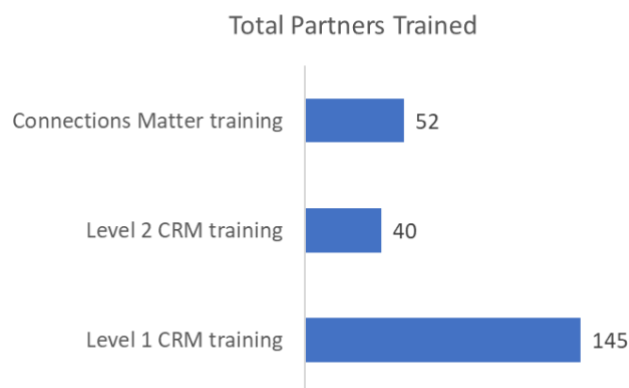


Participating counties were asked to provide a list of the key partners participating in the development of this project within their county. Below is a summary of the types of programs that are included in the projects in each of the counties. As seen in the figure below, 8 counties have participation from local police departments, 12 have Family Connection Collaborative engagement/leadership, and 9 have participation from local school systems and local police departments. Several counties reported participation from multiple local police jurisdictions.



Across the 12 counties, there have been over 237 partners trained in CRM Level 1 and 2 (highest proportion trained in Level 1) and Connections Matters. The figure below shows a breakdown in the number of partners trained in each Level of training.

Partners trained include school systems, behavioral health providers, Department of Family and Children Services, Healthy Families, Libraries, Board of Education staff, Department of Juvenile Justice, Family Connection, RESA, Police Departments, and schools.

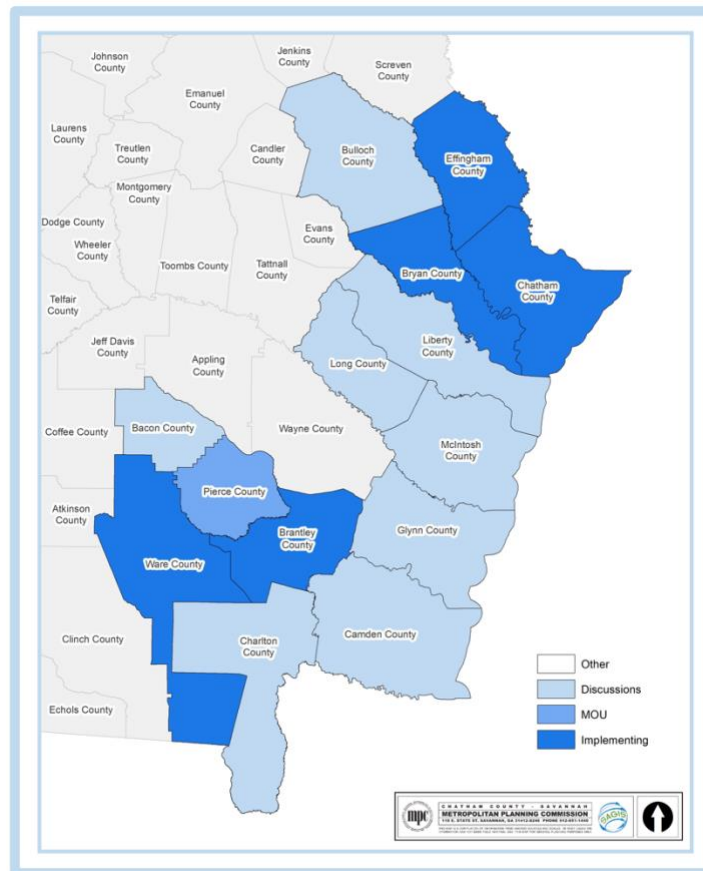




Regional partners were also asked to provide an overview of key accomplishments or impacts to date below is a summary of some of the key impacts across all sites.

- Handle with Care has been implemented in all schools in 3 of the counties including MOUs between law enforcement and school systems.
- Two counties reported Handle with Care notifications already – including 5 in one county and 37 Handle with Care incidents that were handled in another county.
- Planning and working on integrating the program into the CAD system in two counties.

Currently most of the counties reported being either in the planning or early implementation phases. However, all counties indicated that there was significant interest in the project within the county and the key partners were engaged and interested in training and engagement. This survey will be utilized each year to gather additional information about program implementation.





School Mindfulness Zones

There are 8 elementary, 2 middle schools, and 10 early learning centers with mindfulness zones. The curriculum has been fully developed and is being utilized in two different ways. In the first, the curriculum is being used on a daily or weekly basis in 7 elementary schools. In the other sites, there are trained faculty and mindfulness zones set up in the school that are used as needed.

The school workgroup is engaged in discussions with Georgia Southern University faculty and graduate students to undertake a more comprehensive evaluation of the Loop It Up Savannah's Mindfulness Zone curriculum to begin to build a body of evidence for the program to work toward being fully evidenced based (expanded from research based). This evaluation effort will be more comprehensive and extensive than current efforts. The school workgroup, Loop It Up Savannah, and the evaluation team have been examining data from the short post-test assessment given each year to the participating students and planning extensive focus groups with parents, students, and staff at each of the participating schools. In addition, at the beginning of the school year, a survey of the administration of each school was also conducted.

Currently only the pre-test survey data is available for this portion of the project. Post test data and focus group data is scheduled to be collected this spring at each of the participating schools and early learning centers.

Below is a brief summary of the feedback from the staff survey for the early learner's program.

- Most of the participating staff have had little to no experience with mindfulness prior to participating in this program.
- Teachers reported that students most enjoyed the breathing ball, yoga, art, and storytelling.
- Breathing exercises, yoga, and calming exercises were some of the items that teachers reported wanting to implement in an ongoing way.
- Most of the teachers reported having a calm corner or mindfulness center in the classroom

For the elementary school students, pre-test data has been collected from 435 students. Of those 218 responded to the question about demonstrating the use of a mindfulness skill.

During the pre-test assessment:

- 279 of 435 reported that they feel they had a way to solve problems or make them go away (64%)
- 197 of 435 (45%) reported having a problem or worry that made it hard for them to do what was expected of them in or out of school.
- 188 of 435 (43%) reported having a problem or worry that made it hard to get along with friends, classmates, teachers, or family.



Students were asked to provide feedback on ways that they handled problems or worries. Some of these coping ways included: interacting with friends, families, teachers or counselors; specific mindfulness skills; engaging in helpful activities like physical activity or playing with pets.

Training

ASIST – Applied Suicide Intervention Skills Training

Offered monthly at Gateway’s Behavioral Health Crisis Center, 121 individuals have been trained (open to anyone sixteen and older).

- Chatham County Safety Net Planning Council received a \$10,000 Barclay Giel Seed Grant for FY 2022 to support our community-based suicide prevention and intervention work
- We Received Chatham County Proclamation of September as Suicide Prevention Month



SuicideTALK – Suicide Awareness Training (Planning Council)

Offered to community organizations on-demand, 290 individuals have been trained.

This includes:

- Front Porch Multi-Agency Resource Center staff
- Classes for Savannah Technical College students at all 3 campuses (Savannah, Liberty, & Effingham)
- STEM Academy PTSA
- Classes for staff and youth at Park Place Outreach
- Training for Chatham County Youth Commission (invited by Mayor Van Johnson)
- Resource tables at various schools providing students with information about suicide prevention and well-being





Mindful Self-Compassion

More than 1,251 individuals have attended including both short and full-day sessions. This includes:

- Professional development mindfulness training for Unison Behavioral Health (headquarters in Waycross GA) staff from all sites
- MSC training provided to DECAL sites (Waycross, Thomasville, Gainesville, & Columbus)
- Implementation of an 8-week course (pre-requisite for the MSC Teacher Training); we are currently working on developing additional MSC teachers in Chatham County
- Classes for first year students at Georgia Southern University
- TEDx Savannah presentation about using Mindful Self-Compassion as an upstream approach to suicide prevention by Ms. Vira Salzburn



A.C.T.S. – Adolescents and Children Transforming Savannah/Trauma Drama

This has been the primary youth-facing training and programmatic outreach on trauma to youth, with notable results in youth's ability to open up, engage in activities and build confidence and resilience. To date, 489 youth have attended, this includes children and youth from:

- YMCA
- Park Place Outreach
- Chatham Academy (youth with developmental disabilities / neurodivergent youth)
- Juvenile Court (in partnership with the Front Porch Multi-Agency Resource Center)
- Youth Intercept (currently implementing 10-week program)

Capacity building efforts and highlight:

- 16 new facilitators and 6 certified train-the-trainer instructors have been added in FY 2022 to build capacity
- Currently finalizing development of a Facilitator Training that we would be offering to statewide partners
- In September 2022, we onboarded an AmeriCorps VISTA to serve as a program development and outreach coordinator for the A.C.T.S. program



- Received \$50,000 Community Partnerships Grant from the City of Savannah for FY 2022; have been recommended for \$10,000 for FY 2023
- In April 2022, ACTS team presented at the Southeastern Schools Behavioral Health Conference and in September 2022 at the Georgia Southern University's Road to Resilience Symposium on the subject of "Healing Childhood Trauma through Improvisation and Theatre"
- Currently in the process of coordinating ACTS program implementation at the Chatham County Youth Detention Center





CCSNPC received a \$50,000 grant from the State of Hope, the foundation of the Georgia Division of Family & Children Services (DFCS) for FY 2023 for the TSY and A.C.T.S. programs!

CRM - Community Resilience Model/Safety and Resilience

These programs, focused on ACEs prevention and trauma, have reached 866 individuals, including:

- Savannah Chatham County Public School System (SCCPSS) employees
- Elementary school students
- Savannah Police Department
- The City of Savannah Employees
- Various community partners and organizations

In 2022, we developed 4 certified CRM teachers and 7 “guides”. In partnership with CGIC, we are currently supporting development of a Spanish-speaking teacher.

We also developed a training program specifically for the Savannah Police Department (based on the SPD’s organizational needs assessment and officers’ professional and personal development needs) called Resilience Enhancement & Learning Model (REALM). REALM focuses on skills development in 3 different realms: individual (self-regulation, stress management), interpersonal (effective communication, emotional intelligence), and organizational (leadership and organizational culture).

- Ms. Salzburn presented the REALM at the GA Association of Community Boards conference in November 2022



TSY - Trauma-Sensitive Yoga

We provided 2 teacher trainings in FY 2022 training a total of 26 providers, yoga teachers and therapists, have been trained, in addition to providing regular TSY classes within a variety of settings to youth through adults.

TSY classes have been offered at:



- Lakeside Crisis Stabilization Center for Children and Youth
- Youth-serving organizations
- Organizations serving senior citizens
- Gateway Behavioral Health Crisis Center
- Schools
- Savannah Police Department



- Currently in the process of coordinating TSY program implementation at the Chatham County Youth Detention Center for 2023
- In March 2022, TSY team presented at the National Youth Advocacy and Resiliency Conference about the TSY-Savannah programmatic efforts.





Diverse and Trauma Informed Capacity Building

After receiving CRM training several members of our community and region volunteered to become CRM trainers. We have 9 community volunteers and the majority of trainers come from diverse backgrounds.

Coastal Health District, Community Health Worker, African American Female
Business Owner and Community Volunteer, Latin X Female
Two YMCA Behavioral Specialists, African American Females and one in Chatham and Glynn Counties.
Diversity, Equity and Inclusion Officer for the City of Savannah, African American Female
Savannah-Chatham Homeless Authority, African American Male
Overcoming By Faith, Youth Pastor, African American Female
Live Oak Public Library Coordinator, Caucasian Female
Social Services Provider, Pierce/Ware Counties – Caucasian Female

All of these individuals have signed and Memorandum of Agreement which states RCG will pay for the Training the Trainer (TTT) and in return the individuals will conduct 6 CRM trainings for the community in a year.

Model for Accountability in Operating as a Trauma Informed and Trauma Responsive Provider

The purpose of this workgroup is to pull the work from the other groups together by creating criteria for providers to adapt to their service delivery. In adapting these criteria providers will be designated as a “Resilient – Trauma Informed/Responsive Service Provider.”

Presented to our Chatham County Regional Community Collaborative (RCC) which is made up of community providers. Explained the purpose of this workgroup and obtained volunteers. Group has met to begin to look at creating criteria that would allow a provider to be recognized as trauma informed and trauma responsive.

Once the criteria are created it will be presented to the RCC for feedback and changes. Additionally, our goal is to also present this Model to City and County leaders as well as the leadership of the United Way of Coastal Georgia. Our “ask” will be to incorporate these criteria into RFP’s and any funding of programs and departments. Accomplishing this will ensure a successful systemic change to building resilience in our community.

Familiar Faces

The RCG team is also part of a grant Chatham County received called Familiar Faces. This work focuses on how to address the greatest utilizers of EMS, Jail, and Homeless Authority resources. This group meets monthly and is currently in the process of gathering the data. The RCG team



member has stressed to this group the importance of utilizing CRM and Family Connections training for the staff who will work with these individuals. The Familiar Faces group is committed to utilizing these trainings for staff to enhance their ability to be trauma informed and trauma responsive.

Innovative Partnerships

An unexpected and wonderful collaboration occurred in our Out of School Network Workgroup. During one of our meetings the Interim Director of Live Oak Public Libraries discussed a concern about a particular library located next to a high school. Her concern regarded youth from an adjacent high school going to the library after school and being disruptive, rude, and disrespectful to staff and other patrons. A member of the workgroup from the YMCA in the same neighborhood stated they has the same problem. The Executive Director from the Mediation Center, also present, heard their concerns. The Mediation Center director was able to speak about what her staff could do to assist both the YMCA and the Libraries to work with the youth and their respective staff. A collaboration was created which began with the Executive Director and a staff person from the Mediation Center, going to the library to observe the environment with the youth. The next step was a meeting among multiple partners which facilitated by the Executive Director of the Mediation Center. School administrators from the local high school and middle schools were contacted and invited. Representatives from local businesses such as Publix, CVS and a local restaurant who are also experiencing problems with youth were included. The General Manager from Publix responded stating they are very interested in attending the next meeting. The meeting was attended by staff from the YMCA, the Live Oak Library, a Youth Pastor, the Front Porch Improv, and another non -profit organization. All together 17 people attended the meeting. The meeting was called a Community Conference. Everyone who attended felt this was a great first start. One of the



attendees, who is also a co-chair of the Out of School Network said, ***“I am so grateful to Resilient Georgia, if it wasn’t for them these groups would have never been in a workgroup together and then been able to work together to solve this problem.”*** Prior to this collaborative effort, the library banned youth from the library, the YMCA staff were constantly reprimanding the youth, and businesses were banning the youth. They recognized this was not trauma informed/responsive and were willing to work with others

who could bring resources and solutions to the table.



The next meeting is going to include parents and youth and is scheduled for December 12, 2022, from 6:00 p.m. to 7:30 p.m. This meeting will begin with team building exercises followed by small groups where the youth and parents are separated so the youth will be more open to sharing. Once that meeting is complete the following meeting will include teachers.



Spotlight

Chatham County Juvenile Court

The Judges and Management Staff had on-going meetings with the Executive Director of Coastal Georgia Indicators Coalition and the RCG Project Coordinator to discuss concerns about the level of burnout, the need for Community Resiliency Model (CRM) Training, coaching for supervisors and the need for a staff retreat.

The court administrators saw a need for us to meet with the Judges to gauge their willingness to become a trauma informed and responsive Court. The Judges are open to the recommendations from the Court Administrators and shared concerns about the attorneys who come before the Court speaking to children and families in a manner that does not support being trauma informed. The Juvenile Court Judges are open and willing to create a policy change that, when adopted, requires all attorneys, CASA, and DFCS staff to attend Trauma informed training (i.e., CRM or Connections Matter). The Judges also requested toolkits, created by the Out of Network Workgroup for the Judges to give to families and youth before them in Court.

Road to Resilience

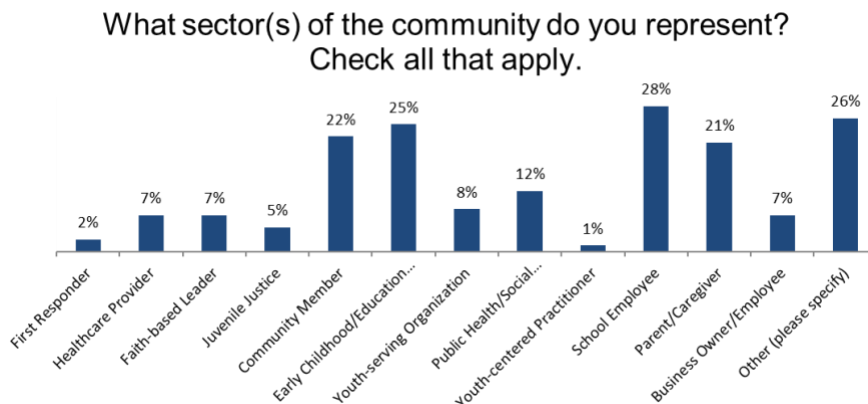
The Road to Resilience, was a collaborative effort of previous planning efforts that included the Annual Mental Health Symposium, Trauma Informed Education Symposium and Brake the Stigma Car Show. The event was held on September 10, 2022 on the Armstrong Campus of Georgia Southern University. Multiple organizations including Chatham County, Gateway Community Service Board, Georgia Southern University - School of Education, Savannah Chatham Public School System and Coastal GA Indicators Coalition worked collectively to design



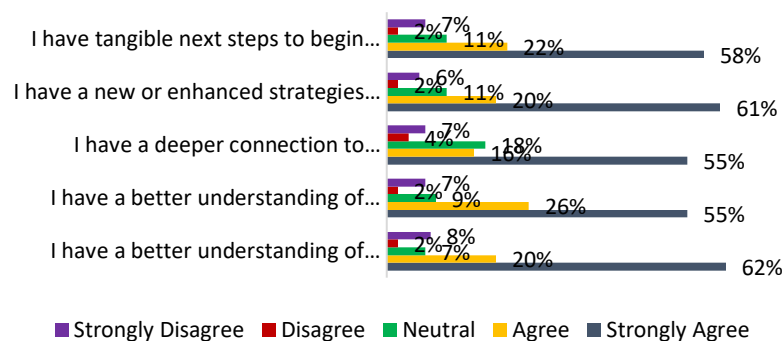
plan and implement **Road to Resilience**. We have attached the program an addendum to the report. Baltimore Councilman Zeke Cohen served as our keynote speaker. We brought Zeke in over a 2-day period, where he met with members of our coalition and members of the Chatham County Commission to discuss the work they are doing in Baltimore. One of the reasons we had such a keen interest in Mr. Cohen is that he introduced the Elijah Cummings Healing City Act, making Baltimore the first city in the country to comprehensively legislate trauma-responsive care. The bill, which was signed into law in February 2020, and the movement that propelled it forward were created to help Baltimore heal from enduring legacies of trauma, racism and violence.

<https://www.baltimorecitycouncil.com/zeke-cohen> <https://healingcitybaltimore.com/>

Over 250 people attended Road to Resilience from diverse organizations and more than 50% of those who completed the survey indicated a significant increase in knowledge and understanding of being trauma informed.



Please indicate your level of agreement after attending Road to Resilience.





Early Language and Literacy as a Missing Link and Missed Opportunity

Because we believe our children can soar with collaborative community support, we formed the Early Language and Literacy Coalition to advance early language and literacy in Chatham County. Through a special Champion award from the Sandra Dunagan Deal Center for Early Language and Literacy, the United Way of the Coastal Empire and a cross-sector team of community leaders have and will host the *Language as a Missing Link and Missed Opportunity Toolkit* learning series. Language development positively impacts life outcomes, and the failure to develop a capacity for effective communication jeopardizes emotional well-being and educational attainment. This series provides 32 early language and literacy stakeholders a new, proactive approach and a toolkit to employ language as a key indicator of a child's reading proficiency at the end of third grade and foundational for educational, mental health, and well-being outcomes. According to the most recent data, only 29% of third graders in SCCPSS are reading at grade level, therefore, 71% of children entering our school system could benefit from the resources of this initiative. Our Savannah-Chatham County team is one of two community-based, cross-sector teams statewide who demonstrated a commitment to early language development in the birth to age 8 continuum. Our selection was based on a strong commitment to implementing and embedding evidence-based practices for early language development. The Deal Center has engaged Emily Rubin, the Director of Communication Crossroads, Inc. and a speech-language pathologist specializing in social-emotional engagement and its relationship with language development, learning, and positive outcomes. Rubin will provide community-based professional learning to understand how language, including social-emotional nurturing, is a missing link to reading proficiency by the end of the third grade; and prepare our community to implement the Language as a Missing Link and Missed Opportunity toolkit, emphasizing how to notice, monitor, screen, and enhance language and literacy skills in children from birth to age 8. Organizations supporting this initiative include: United Way of the Coastal Empire, Savannah READS, Savannah Chatham Public School System, Coastal Georgia Indicators Coalition, Savannah Technical College, Child Care Resource and Referral, REAL Savannah and Live Oak Public Libraries.

For more information on the toolkit: <https://getgeorgiareading.org/language-as-a-missing-link/#:~:text=Language%20development%20dramatically%20and%20positively,well%2Dbeing%20and%20educational%20attainment>.

Inspired Action

Organizations or interested parties can connect with Resilient Coastal Georgia through the website to learn more at <https://resilientcoastalga.org/> and follow us on Facebook [@ResilientCoastalGa](#)

We have strong commitment and thoughtful action from individuals both local and regionally who are committed to realizing the mission of transforming our communities from hurting to healing by building a trauma resilient region. Here are a few quotes from members of our coalition.



“Collaborative partnerships centered around trauma-informed care is pivotal in how we become a resilient community. I’m excited for the future in how we will be able to continue this work!” Phylicia Anderson, Director of Child & Adolescent Programs and Outreach at Gateway Community Service Board

“Resilient Coastal Georgia has provided numerous benefits to the Mediation Center. Due to the convening of work groups, we have become aware of community conflict shared among multiple service providers. Conflict is destructive to resilient communities. Overcoming community conflict requires convening space and hearing from all those affected to identify shared interests and learn of individual and group needs for sustainable solutions to be implemented. “ Jill Cheeks, Executive Director, The Mediation Center of the Coastal Empire

“We support so many individuals and families and the number of resources and information we have been able to provide to our programs since partnering has been amazing. Our organization wants to focus on mental health next year and change our mindsets to being trauma informed. The trainings have been awesome and make such a huge impact within the community.” Racquel Tucker, Behavioral Health Specialist, YMCA of Coastal Ga

“By providing trauma sensitive, resilient language to youth and families, the community can help restore hope and allow healing to begin.” Alisha Markel, Interim Court Administrator, Chatham Co. Juvenile Court

“When I think of this collective work we're doing, I envision healing arms wrapped around families and children and fingers of all races, shapes and sizes bonded together to create a strong, healthy community for all. Thank you for your invaluable leadership.” Gena Franklin, Executive Director, Greenbriar Children’s Center

"As an early childhood educator and advocate I am thrilled to be part of an organization that is looking at the community holistically, from birth to aged, and healing generational traumas in order to create a healthier future for all our coastal Georgia residents." Becky Lehto, Director of Regional Childcare, YMCA of Coastal Georgia

“The abundance of good hearts, quality services, and desire to improve our community is nothing without the collaboration of our efforts. With this in mind I look forward to each and every time we get together, I see this collective being a solution for some of our biggest challenges in Savannah.” John Bush, Director of Neighborhood Safety and Engagement, City of Savannah

“This past year I have watched organizations in our community shift and embrace a resiliency informed approach for young people and our community together, breaking down silos and committing to further this work as a compassionate team with a shared goal of reducing ACES in our community.” Jessica Matthewson, Youth to Adult Program Manager, Gateway Community Service Board



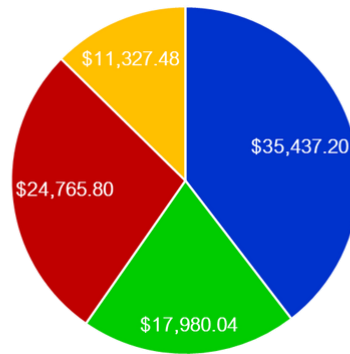
Income and Expenses/Financials



RESILIENT
COASTAL GEORGIA

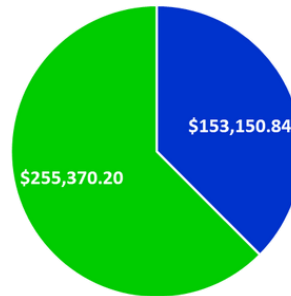
Year 3 2022 Income & Expenses

1. School based Collaborative Model	\$35,437.20
2. Out-of-School Trauma-informed Network	\$17,980.04
3. Regional Trauma-informed Capacity-building	\$24,765.80
4. Capacity-Building-Judicial/law enforcement	\$11,327.48
Total Strategy Expenses	\$89,510.52



Evaluation and Measurement	\$10,500.00
Administrative Support	\$9,390.32
Facilitator/Collective Impact Support	\$33,750.00
Total Administrative Expenses	\$53,640.32

Strategy Expenses	\$89,510.52
Administrative Expenses	\$53,640.32
Resilient Georgia 5% Annual Administrative Fee	\$10,000.00
Total Expenses	\$153,150.84



In Kind (Volunteer hours, technical assistance, printing and materials, grants and donations, etc)	\$255,370.20
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Total Expenses	\$153,150.84
In Kind	\$255,370.20
Total	\$408,521.04



Other Donors/Funding Sources

- a. Invest Health Grant, \$30,000 through the Reinvestment Fund/Robert Wood Johnson Foundation
- b. National League of Cities (NLC) \$30,000 –The Southern Cities Economic Inclusion (SCEI) initiative is a partnership between National League of Cities (NLC), the W.K. Kellogg Foundation, the Annie E. Casey Foundation, and the Federal Reserve Bank of Atlanta
- c. REAL Savannah Task force \$10,000 carryover funding from corporate donors and Sapelo Foundation
- d. Savannah’s Day of Peace \$25,000 corporate and private donations
- e. Road to Resilience \$25,000 corporate and private donations
- f. City of Savannah Community Partnership Grant \$50,000
- g. State of Hope, the foundation of the Georgia Division of Family & Children Services, \$50,000 grant
- h. Language as a Missing Link, Technical Assistance – estimated \$30,000