

RESILIENT GEORGIA



YEAR TWO
REPORT





Table of Contents

About the Resilient Georgia Regional Coalition Grants	3
Coalition Mission	3
Summary	4
Leadership Team and Contributors	5
Coalition Partners	5
Key Impacts/Accomplishments	6
Description of Trauma-Informed Care (TIC) and Adverse Childhood Experiences (ACES)- Related Efforts	7
Prevention/Intervention	7
Advocacy and Policy	8
Research	9
Training	12
Innovative Partnerships	14
Spotlight	16
Inspired Action	18
Income and Expenses/Financials	21



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 November 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.

Coalition Mission

Our purpose is to lead a cross-sector cohort of child-serving organizations to deepen and broaden the understanding that trauma exists; that trauma has effects on the ability of children and families to learn, work and live meaningful, productive lives; and that empirical research shows that future trauma can be prevented and resiliency can be built at the individual and community levels.



Summary

The goal of our Mind Your Mind mental health awareness campaign is to make Cobb County a place where community sector leaders and care providers understand that trauma exists; acknowledge its effects on the ability of children and families to learn, work and live meaningful, productive lives; and learn that empirical research shows that future trauma can be prevented and resiliency can be built at the individual and community levels.

While we serve all residents of Cobb County, our targeted populations include child-facing agencies (particularly those serving young children), two-generation partners providing services to low-resourced parents and children and youth involved in the juvenile justice or foster care systems, and children and families living in poverty. The coalition employs a multi-layered environmental strategy that includes:

- Trauma-credential trainings on ACEs, resiliency, suicide prevention, mindful self-compassion and secondary trauma
- Robust social media campaigns
- Podcast
- Town Halls and Panel Presentations
- Quarterly digital magazine
- Digital Toolkit on Website
- Film Screenings
- Community tabletop events
- Print Resources

Our primary partners include Cobb County School District, Marietta City Schools, Cobb County Public Library, Children & Family Programs at Kennesaw State University, Department of Family and Children Services, DECAL, Cobb Juvenile Court, Cobb Senior Services, Cobb Community Foundation and Cobb Douglas Public Health.



Leadership Team and Contributors

Irene Barton, Executive Director, Cobb Collaborative

Kaleigh Raulerson, Program Director, Cobb Collaborative

Ana Murphy, Supervisor of School Social Workers for Cobb County School District;
Past Board Chair of the Cobb Collaborative

Christine Ramirez, Director of Early Learning, Marietta City Schools

LaSondra Boddie, Cobb Director, Dept. of Family and Children's Services and Cobb Collaborative Board Chair

Dr. Allison Garefino, Clinical Director, Children and Family Programs at Kennesaw State University

Coalition Partners

School systems – Cobb County and Marietta City Cobb County

District Attorney's Office – LaTonia Hines, Executive DA

DFCS – Cobb County - LaSondra Boddie, Director

Ser Familia – Belisa Urbina, Executive Director

Cobb Community Foundation – Shari Martin, Executive Director

Cobb County Public Library – Mary Wood, Community Engagement Manager

Children & Family Programs at Kennesaw State University (KSU) – Dr. Allison Garefino

United Way of Greater Atlanta – Cobb - Nicole Lawson, Regional Director

Continuum of Care – Marietta/Cobb

Cobb Community Alliance to Prevent Substance Abuse – LaTreece Roby, Executive Director

Highlands Rivers CSB (f/k/a Cobb County CSB) – Melissa O'Brien, Director of Marketing

Cobb Douglas Public Health (WIC, Healthy Start, Children First) – Alison Carter

Cumberland Counseling Center – Alexandra Thompson, Clinical Director

Tommy Nobis Center – Meagan Davis, Director of Development

Cobb County Government, Cobb Commissioner Jerica Richardson

Cobb Juvenile Court – Janesta Nairn, Court Support Manager

Self Discovery: Pain, Positioning and Purpose, Venessa Abrams Founder

Key Impacts/Accomplishments

MIND YOUR MIND
A COBB COUNTY
MENTAL HEALTH INITIATIVE

Trauma-informed trainings and events: **89 events;**
2,217 attendees

MYM Social Media:

Overall Mental Health (all MYM related posts)

62,472 Reach	31,671 Reach	11,715 Impressions
3,384 Engagements	2,488 Engagements	

ACEs

19,548 Reach	6,031 Reach	2,174 Impressions
805 Engagements	391 Engagements	

Suicide Prevention

8,323 Reach	10,783 Reach	3,088 Impressions
525 Engagements	819 Engagements	

MYM Website Stats:

Mind Your Mind page: 1,713 pageviews	ACEs page: 436 pageviews
Suicide Prevention page: 753 pageviews	Spanish Suicide Prevention page: 194 pageviews
MYM Toolkits page: 458 pageviews	Spanish ACEs page: 160 pageviews

MYM Podcast
24 Episodes

MYM Newsletter Opens
7,373
across 12 months;
average of **614**
readers per month

Launch of MYM Magazine
104
reads;
649
impressions



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

Prevention/Intervention

While the Cobb Collaborative does not offer direct services to our community members, there is still much work happening in the areas of prevention and intervention. More specifically, prevention is an area we are looking to more deeply expand in as we move forward in the work of our Mind Your Mind Campaign, most prominently within the Birth-5 space. Over the past year, our work with The Basics initiative has expanded exponentially, reaching parents and caregivers across the community of Cobb. The Basics was birthed out of the achievement gap initiative at Harvard University by Dr. Ron Ferguson because of the developmental skill gaps researchers were witnessing in children by the age of two, showing up most prominently in communities of color. The Basics seeks to provide equity with access for every child, every parent, and every background. In addition to this, The Basics principles are comprised of the Positive Childhood Experiences needed to mitigate the effects of ACEs. Through community trainings and parent/caregiver workshops, families and organizations are receiving critical information surrounding Infant and Early Childhood Mental Health, and how early experiences impact brain development and lifelong learning and success, and overall health, for better or for worse.

In addition to this, our work with Kennesaw State University's Children and Families Program is allowing those studying within the program access to trauma-informed training and curriculum before entering the workforce, allowing those entering the workforce to already be equipped with information surrounding trauma-informed care. This program is also supporting students on campus who are parents and caregivers themselves, allowing them to receive the support needed, whether personally, or in their journey as a student. It is our hope that with these critical wrap around supports, graduation rates for this demographic of students will increase, providing hope and access for their future, and breaking cycles such as intergenerational poverty. In addition to this, these student parents also receive access to our trauma-informed trainings such as The Community Resiliency Model, Connections Matter, and The Basics.

Lastly, many of our partner organizations are in a direct service role. In our role, we have the opportunity to ensure they and their staff are equipped with trauma-informed trainings and resources to support themselves, their staff, and the clients they are serving. For example, we trained the Juvenile Court staff in Adverse Childhood Experiences and the Community Resiliency Model, knowing this critical information and resources will further equip them in supporting the families they are serving and assist them in operating through a trauma-informed and strengths-based approach. This is critical to developing that common language around trauma that helps to make our entire community trauma-informed and eventually, trauma-responsive.



Advocacy and Policy

During the 2022 session of Georgia General Assembly, we shared information with our partners about HB 1013 from Resilient Georgia, NAMI Georgia, Voices for Children, Georgia PTA as well as our own informational sources such as weekly newsletters from legislators and local and state news sources. Through her position with the Georgia Family Connection Partnership, our Executive Director testified before the Georgia House of Representatives Human Resources Subcommittee on the trauma-informed work occurring in Cobb and throughout the state.

We hosted two Town Hall-style events in 2022. Both of these included time for attendees to interact with exhibitors. Our March event was presented in partnership with Cobb Commissioner Jerica Richardson and focused on mental health of senior citizens. That led to Community Resilience Model workshops offered at multiple Cobb Senior Centers. Our September event was aptly titled "The Intersection" as we explored how persons with intellectual and developmental disabilities and mental health conditions seek care and are supported. Partners included DBHDD, our local CSB, Tommy Nobis Center and other local nonprofits involved in advocacy.

We presented a two-part training series to Cobb County Juvenile Court which included Connections Matter and the Community Resilience Model. Plans are underway to bring Resilient Parent and CRM to the youth and their parents. We presented a menu of programmatic options to our local DFCS office and continue to work with leadership to move forward with those. During April, we partnered with Cobb County Public Library to screen Resilience and Paper Tigers and facilitate conversations with attendees to increase awareness of ACEs. We serve on the advisory board for Cobb's Family Advocacy Center which brings together resources under one roof for victims of personal violence and abuse.

We continue to support conversations that our Board member, Ana Murphy (Supervisor of School Social Workers) has with first responders around Handle With Care.



Research

Informed by evidence-based best practice, our partners with Children and Family Programs at Kennesaw State University provided 4 trauma-informed professional learning opportunities at two elementary schools in Cobb County. Triple P Seminars 1 and 2 were also offered for parents of these schools and seminar 3 will occur this spring for Dowell Elementary parents. Each of these endeavors were delivered with emerging professionals in the fields of Social Work, Human Services, and Psychology. This type of experiential learning is related to the High Impact Best Practices embedded into the curriculum at KSU.

Through the first half of Year 2 of the Resilient Georgia work, the KSU program reached 15 paraprofessionals and new teachers at Dowell Elementary School. That number grew to include the entire school in the fall semester of 2022 as 75 teachers attended each of the trainings led by KSU interns. A quote from the assistant principal at Dowell speaks to the impact of this training: "The teachers really enjoyed the {workshops} and the interaction with each other and with your interns. The trauma-informed workshops have brought issues to the forefront and provided support to our staff in regards to handling new and different social and emotional problems."

This campus-based work also impacted the interns from the Children and Family Programs lab as seen in these observations from a couple of interns:

Gaining a firsthand experience working with teachers on various evidence-based resiliency and trauma-informed workshops, I am well positioned to work with educators from an empathetic perspective. I have come to appreciate CFP's holistic approach to 0-5 educational interventions that does not just focus on helping students recover from the academic barriers posed by the COVID-19 pandemic but also pays attention to offering evidence-based interventions for teachers. The work done by the CFP is impactful to both students, teachers, and upcoming social work and mental health professionals.' – Nadia

The three sessions we provided for the teachers at Dowell Elementary were an eye-opening experience for me and the teachers. Within the sessions, we focused on trauma informed care, especially from the pandemic and encouraging professional self-care. The sessions have been collaborative and invited teachers to lean on each other to build relationships. As a volunteer with CFP, I have been given the opportunity to facilitate large groups and understand educators' experiences working with students from various backgrounds. I have seen firsthand the openness and vulnerability that is empowering and presents the common theme for teachers, which is wanting children to succeed and making sure they have the support system who encourages and gives them the love they need. – Khushbuben P

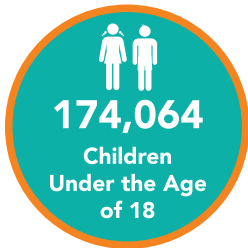
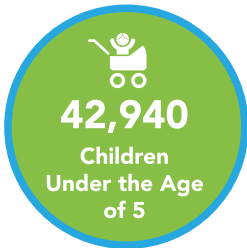
The three sessions working with teachers at Dowell Elementary were enlightening for many reasons. As a future social worker, I learned how to facilitate groups of large numbers. I was also able to practice maintaining the focus of each group and encouraging participation from the members. As a facilitator of sessions one and three, I was able to focus on developing my public speaking skills, as well as improving how to read the room to interpret feedback. I was able to witness the teachers becoming more receptive as each session progressed. There was much more participation during session three than for the first session and I am hopeful that the groups were left with a handful of knowledgeable information to implement within their classrooms and everyday lives. – Kate D



When we gave our presentations to the Dowell Elementary School teachers, I noted some significant takeaways before, during, and after these presentations. Before each presentation, there would be some tension from their classrooms, whether it was a problematic student or some unplanned event. During the sessions, the teachers would engage more and more and open up about what they are experiencing both as teachers and as working professionals maintaining a robust personal life. Afterwards, the teachers would show a closer bond and would highlight more of what they gained from our presentations. Each session demonstrated their willingness to grow, engage, and build their relations with each other. By the last presentation, they were enthusiastic about what we presented and were wanting more of these types of talks in the future. – Moe W.

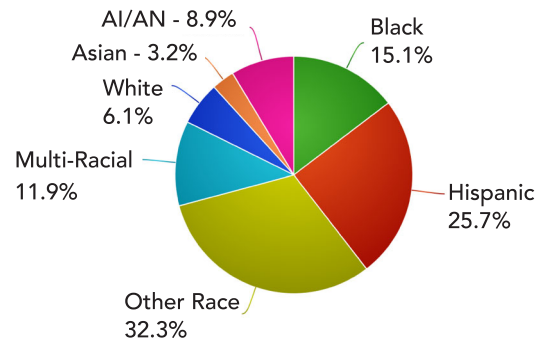
In addition, the after school staff that was trained at Hollydale Elementary School during Year 1 continued their work at that campus in Year 2.

COBB COUNTY FACTS & FIGURES



	COBB COUNTY		GEORGIA
	Total	Percentage	Percentage
Children Living in Poverty*	18,288	10.6%	19.5%
Children not attending preschool, ages 3 to 4	7,389	40.5%	50.9%
Children enrolled in the Georgia Pre-Kindergarten (Pre-K) Program	3,092	32.5%	49.1%
Children enrolled in the Georgia Pre-Kindergarten (Pre-K) Program from Low-Income Families	1,239	40.1%	44.8%
Children living in single-parent	42,523	26.5%	33.5%
Babies born to mothers with less than 12 years of education	872	10%	11.2%
Children without Health Insurance	16,186	8.6%	7.4%

* CHILDREN IN POVERTY BY RACE & ETHNICITY





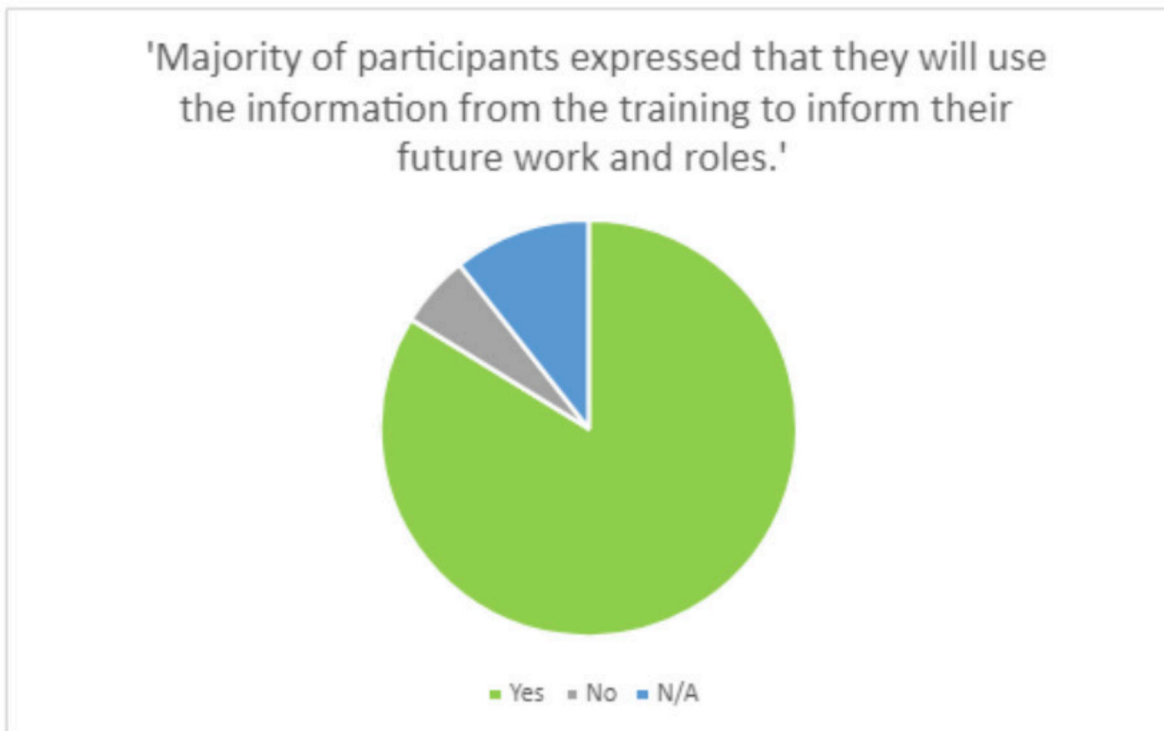
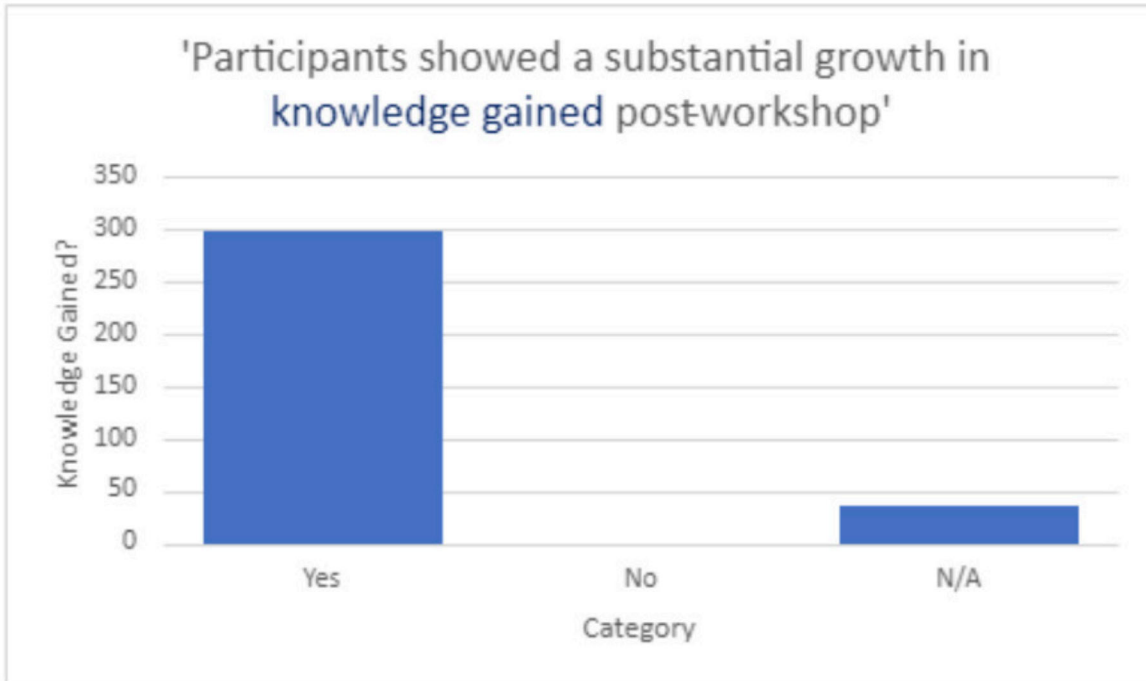
Training

Trauma-informed trainings and events are an increasingly large area of impact for us. Cobb Collaborative has provided multiple trainings including Connections Matter, offerings from the Georgia State Child Welfare Training Collaborative, QPR, ASIST, Community Resilience Model, The Basics, and Mindful Self-Compassion. These trainings provide the opportunity for trained individuals to bring information back to their agencies, where it is anticipated that the gained knowledge will be used to identify opportunities to implement trauma-informed and trauma-responsive care, adjust processes, and train teammates, leading to improved client outcomes, a more stable work force and ultimately, more stable families and communities. Families will gain understanding of their actions and how to manage their stress in positive ways and the early life experiences needed for our children’s social, emotional, and cognitive development, leading to more resilient homes and communities. In the past year, we have trained a total of 2,217 individuals across 89 different trainings and events. This significantly surpassed our Year One numbers and we are thrilled to see the expansion across Cobb County. We have trained a variety of community members including system personnel working with youth and families, educators, , judicial system staff, law enforcement personnel, nonprofit staff and volunteers, parents and caregivers, MSW students, and more, weaving a trauma-informed approach across many disciplines and facets of our community.

We collaborate with partner agencies to host these training events, giving their teams first priority for registration and allowing other attendees to gain a deeper understanding of the host agency’s mission, vision and values. We also try to vary the location of our trainings to reduce transportation barriers that may arise.

Total Number of Attendees per Training Type

Mental Health First Aid	30	Connections Matter/Connect Now	279
Trauma 101	126	Community Resiliency Model	417
Brain 101	106	Film Screenings	175
Trauma to Resilience	96	Mental Health Town Hall	115
Managing Secondary Traumatic Stress	281	The Intersection	56
Differences are Good	130	Resilient Cobb Summit	58
Psychological Safety	189	Kate’s Club	20
Mental Health Presentation	51	ASIST	30
Mindful Self Compassion	58		





Innovative Partnerships

Our work in the trauma-informed space has brought about many incredible partnerships, including Kennesaw State University, the Emily Lembeck Early Learning Center, DECAL, and more. Each of these partners were brought together at our Resilient Cobb Summit, as we discussed Infant and Early Childhood Mental Health. Key takeaways and anecdotal feedback received from the Summit included:

"Each portion of the summit added to my toolbox of connecting children with others. This also helps my toolbox of the relationship with my own child grow.";

"Today's summit added to my trauma informed knowledge.";

"I enjoyed the keynote speaker and his content. It brought a practical approach to making connections for improving mental health.";

"Thoughtful approach to building resilience in children and the significance of brain development.";
amongst many others.

We are grateful for these events and spaces that seek to bring together various partners and community stakeholders in building a common language and understanding around trauma.

As we have seen the increasing need to delve deeper into the Birth-5 space, having partners in these various fronts has been invaluable. Dr. Allison Garifino, Clinical Director of the Children and Families program at Kennesaw State University, is able to impact parents/caregivers as well as students who will one day enter into the workforce to work with families on a deep level, by interweaving trauma-informed approaches into the program and curriculum. We've also been able to partner with Dr. Douglas Bell, Professor of Early Childhood Education at Kennesaw State University, for various trauma-informed parent/caregiver workshops. Again, through this partnership, we have the opportunity to impact both caregivers and their children, as well as students who will be entering the workforce. Lastly, in partnership with the Emily Lembeck Early Learning center, we have been able to bring trauma-informed trainings such as The Basics and Conscious Discipline to the staff and community. We are also working with them to support multiple early learning centers across Marietta to foster safety and connection within the classroom settings. As we look ahead to years 3 and 4 of the grant, we have plans to deepen these partnerships through policy change within the University and Early Learning Center. We are excited for the 2 Gen approach these partnerships provide, and are hopeful for positive generational impact for Cobb families and our community as a whole.





Spotlight

In partnership with DECAL and the Emily Lembeck Early Learning Center, Conscious Discipline has been implemented wonderfully in the Hedgehog Classroom at the ELC. One student, in particular, has transformed from the curriculum. In the beginning of the school year, A.K. demonstrated extremely challenging behaviors; including crying often throughout the day, struggling to complete her work, and rarely engaging with her classmates. Additionally, she appeared very sad and unhappy. Every day was a struggle.

Being in a classroom infused with Conscious Discipline created a positive, loving, and welcoming atmosphere for this student. It has helped her emotionally, academically, and in every other facet of her school day. It was clear that connection was important to her, and through consistent positive interactions with peers and adults, she has learned that she is an essential member of her classroom community. If she is absent, her class wishes her well, and upon return, welcomes her back with a celebration song. This child frequently arrives late and often misses the beginning segments of class. When she enters the class unregulated on these days, she will immediately approach an adult for connection and comfort. The teacher will greet the student with a hug followed with, "I'm so glad you're here today." This causes an immediate shift in her mindset and sets the trajectory of the day in a positive direction.

Conscious Discipline teaches that giving a child a job each day gives them purpose. Each day, she is excited to do her daily job and contribute to the success of the day. She has learned how to breathe when upset. Her teachers have noticed her quietly breathing to herself in times of stress without prompting. Furthermore, Conscious Discipline has helped her assert herself and solve her own problems with peers. This has given her a voice and the confidence to develop strong relationships in school.

Throughout the year, A.K. has grown into a happy and cheerful child. She has learned to see the best in others, demonstrate kindness, adapt to the structure of school, and solve problems through the tenets of Conscious Discipline. With daily routines of self-regulation and a welcoming environment, she feels safe, happy, and excited to come to school each day and is thriving. – Taytum Morrison, Emily Lembeck Early Learning Center

Additionally, in February 2023, we launched a new concept for our Mind Your Mind communications. To replace our monthly Mind Your Mind Newsletters, we launched the first edition of our quarterly Mind Your Mind Magazine. Each quarter will have a different focus surrounding the topic of mental health and each magazine will contain interviews for a Community Voice piece, and Q&A with a professional. The magazine format will allow for deeper dives into critically important topics, and open the space for other members of the community to use their voice and share their expertise built through their professional careers and/or life experiences. The magazine also features sections for Advocacy and Resources, ensuring the community receives continued access to supports, as well as the opportunity to get involved in various levels of policy. Our first edition had 104 reads and 649 impressions. We look forward to seeing how this portion of our communications continues to expand.

MIND YOUR MIND

COBB COLLABORATIVE | **MAGAZINE**

VOLUME 1 - 2023 Q1

IN THIS ISSUE:
TRAUMA & RESILIENCY

COMMUNITY VOICE
VITAL STATISTICS
Q&A W/A PROFESSIONAL
ADVOCACY
RESOURCES

COMMUNITY VOICE



Meet
LEROY TRÈ HUTCHINS

Cobb Board of Education - Post 3

As a board member of the Cobb County Board of Education, Leroy Trè Hutchins has a frontline view of how trauma and resiliency are intertwined within the school system. Serving as the **Post 3** board member, Trè represents 17 school communities in Cobb County, interacting with students, teachers, and faculty on a regular basis. This allows Trè to assess the needs of those he represents to guide his decisions on policy, guidance for the Superintendent, annual budgets, and where our SPLOST dollars are spent.

With this lens, Trè also gains insight into what is needed during times of change and uncertainty, as we have seen the last few years with the shifting of norms due to the COVID-19 Pandemic and resulting behavioral challenges. Learning, loss and limited mental/emotional support are real struggles that many students face as they navigate into a Post-COVID world as it relates to their social lives and their educational experience. *Continued on next page.....*

Triumphs

- Adding two new guidance counselors at Poudrebrook High School to support students navigating Post-COVID challenges
- Successful implementation of additional support has led to the request of 15 additional guidance counselors for High Schools in Cobb County
- Grant to ensure cyber safety for families in the Lindley Community

Challenges

- Limited Professional Development for staff
- Staffing shortages
- Limited resources to address immediate needs of a community school
- Need for variety of skills, tools, and trainings for varying challenges
- Limited evidence-based or data-driven practices to implement

Outlook for the Future

- Partnership with Cobb Collaborative to provide support through Resilient Georgia and bring the Community Resiliency Model (CRM) to the four middle schools in Post 3 -
 - Cooper Middle School
 - Gerratt Middle School
 - Smatra Middle School
 - Tapp Middle School

*More on CRM can be found on Page 10

Adverse Childhood Experiences (ACEs) & Trauma

PROTECTIVE EXPERIENCES



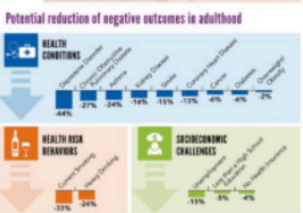
Preventing ACEs is the best way to stop adverse childhood experiences from leaving a mark on those around us. But that doesn't mean it's too late for those who have already experienced ACEs.

Positive or protective experiences help shield against the risk of ACEs, increase resilience, and provide a healthy foundation needed for positive social, emotional, and cognitive development - even with previous exposures to adversity.

We can all play a part in establishing a community that provides unconditional love, opportunities for volunteering, healthy social development, resources, and physical activity. Check out some of the specific ways that individuals and communities can protect against ACEs.

PARENTS PREVENTING ACEs:

- Create a structured routine so your child feels safe and secure.
- Praise your child when they have done something right or good. This reinforces positive behavior.
- Embrace your child with understand and pay attention when they are trying to communicate with you.
- Establish intentional talk and play time each day.
- Ask for help if you need it!



COMMUNITIES PREVENTING ACEs:

- Strengthen economic support for families through family-friendly work policies and financial security.
- Promote social norms that protect against violence and adversity with public education, legislative support, bystander approaches, and men and boys as allies in prevention.
- Ensure a strong start for children with early childhood home visits, quality child care, and preschool enrichment.
- Teach skills with social-emotional learning, safe dating and relationship skills, and parent/family relationship workshops.
- Connect youth to caring adults and activities through mentor programs and after-school programs.
- Intervene to lessen immediate and long-term hassles with victim-centered services, treatment for ACEs, and prevention of violence.



Q&A with a Professional

Ellen McCarty
McCarty & Co., LLC
CRM Trainer
Non-Profit Consultant
CliftonStrengths Consultant

Ellen McCarty started her career as a juvenile probation officer which led to a 14-year career in juvenile justice. This exposure allowed her to see the cruel exploitation of children, as well as the myriad of ways they cope with adversity. From there, Ellen has taken on many leadership and Executive Director roles to build her knowledge and expertise in the non-profit sector. She now coaches and consults with non-profits to enhance areas of leadership, fundraising, grant writing, board governance, program design, succession planning, etc., in addition to providing trainings on the Community Resiliency Model (CRM) and CliftonStrengths.

Q - WHAT IS TRAUMA?
A - Trauma is the leading emotional response that often results from living through a distressing event. Experiencing a traumatic event can harm a person's sense of safety, sense of self, and ability to regulate emotions and navigate relationships. (Source: Centre for Addiction and Mental Health).

Q - HOW DOES TRAUMA IMPACT THE MIND AND THE BODY?
A - About half of Americans will go through one traumatic experience in their lives. That number may be higher as we learn more about the aftereffects of COVID.

The most important thing to know is that the mind and body is interconnected and inter-related. Studies have clearly demonstrated that people who have experienced trauma can have long-term physical health problems, and that stress triggers can continue long after the trauma is over and can appear out of the blue. Remembering the trauma can affect your mind and body, and influence how you think, feel, and behave.

Q - WHAT ARE SOME TRAUMAS THAT INDIVIDUALS MAY NOT REALIZE THEY ARE CARRYING WITH THEM?
A - It all starts with how you define trauma. Most people believe that it is a "trauma" only when something tragic, dramatic, or an event that otherwise changes their world entirely occurs.

Big "T" Trauma experiences are typically universally accepted as trauma (ex. physical/sexual abuse, deprivation/neglect). However, **Little "t" Trauma** is very individualized and based on individual perception. For example, going to the dentist, being involved in a fender-bender, can be traumatizing to some. These are experiences that are not universally considered trauma but to the person experiencing the event, it is perceived as such. Another form of trauma is **Cumulative Trauma** which can consist of losing one's culture or country, poverty, homelessness. (Source: Community Resiliency Model/Trauma Resource Institute)



Inspired Action

We invite our stakeholders to be involved in the efforts to become trauma aware and ultimately, to make Cobb County a trauma-informed community. Here are some ways that you can support our coalition:

Sign our Partner Agreement

Subscribe to our newsletter which includes training offerings , partnership opportunities and community events and provides access to our quarterly Mind Your Mind digital magazine

Follow us on social media: Facebook, Instagram, LinkedIn, Youtube and Twitter.

Subscribe to our Mind Your Mind Speaks podcast

Attend (or arrange for) a screening of Resilience or Paper Tigers

Review our digital Mind Your Mind Toolkit (www.cobbcollaborative.org)

Join us at a quarterly general member meeting

Attend a trauma-credentialed training

Schedule a training for your workplace (or other group that you a part of)



Mental Health Initiative

87
Number of Events

2,156
Number of Attendees

24 Recorded Podcasts



Multilayered and Bilingual Communication Strategy



Mental Health Resource Digital Toolkits

Mindfulness	Trauma-Informed	Self-Compassion
Suicide Prevention	Cobb Collaborative Mental Health Resources Toolkit	Resilience
Empathy		Connections
Awareness	Engage	Advocate

Consciencia	Informado de Trauma	Autocompasión
Prevención de Suicidio	Cobb Collaborative Recursos para la Salud Mental	Resiliencia
Empatía		Conexiones
Consciencia	Comprometerse	Abogar por

COBB COLLABORATIVE

Educating. Engaging. Empowering.

Social Media - ACE's Campaign

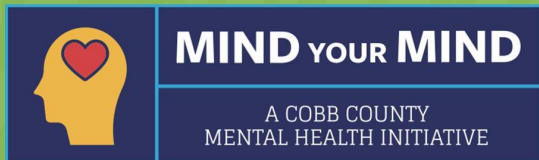


Multilayered and Bilingual Communication Strategy

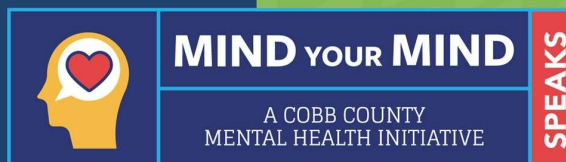
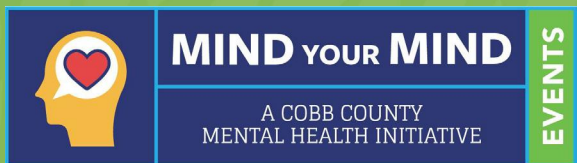


COBB COLLABORATIVE

Educating. Engaging. Empowering.



Multilayered and Bilingual Communication Strategy



Income and Expenses/Financials



INCOME

Grant Revenue - Resilient Georgia	\$100,000
Grant Revenue - Matching Cash	\$81,000
Individual Contributions	\$2,500
Earned Income	\$1,850
Total Program Revenue	\$185,350
In-Kind Support	\$37,000
TOTAL PROGRAM SUPPORT	\$222,350

EXPENSES

Programming	\$98,362
Supplies/Marketing	\$13,704
Management	\$17,800
Fundraising	\$2,000
TOTAL EXPENSES thru 1/31/23*	\$131,866

Of the remaining \$23,484 remaining under Year 2 Resilient Georgia, we spent it in March, as follows:

Program: (CRM, Connections Matter, Basics video)	\$9,300
Supplies: (journals, stress brains, journaling tip cards, trauma books)	\$5,250
Salaries:	\$8,500
Printing	\$434

FOUNDATION DONORS

Cobb Community Foundation	\$10,000
Georgia's Own Credit	\$2,500
Jesse Parker Williams Foundation	\$20,000
Ida Alice Ryan Charitable Trust	\$10,000
Resilient Georgia	\$100,000
United Way of Greater Atlanta	\$3,500

GOVERNMENT FUNDING

Department of Early Care & Learning	\$10,000
Cobb Douglas Public Health	\$25,000

We have not yet designated the \$10,000 from Ida Alice Ryan Trust.