

Greater Dalton

2018-2019 EDUCATION REPORT

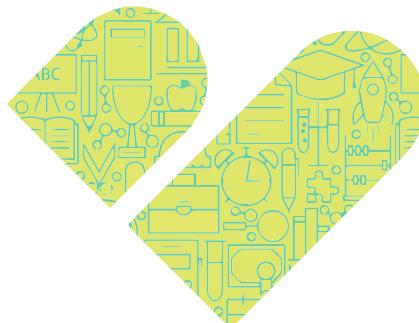




Front cover art by Taylor Womack

CONTENTS

Introduction	4
WHAT IS THE EDUCATION PARTNERSHIP?	5
COLLECTIVE IMPACT, DIFFERENCE MAKERS, AND HIGHLIGHTS	6
THE STRIVETOGETHER NETWORK	7
WHAT IS GREATER DALTON?	8
 Where We Are Today	 10-11
KINDERGARTEN READINESS	12-13
EARLY GRADE READING	14-15
MIDDLE GRADE MATH	16-17
HIGH SCHOOL GRADUATION	18-19
POST-SECONDARY ENROLLMENT	20-21
POST-SECONDARY COMPLETION	22-25
 Thank You	 26



Introduction

THE Believe Greater Dalton Education Partnership was formed to convene leaders from different sectors including education, business, and nonprofit to focus on the educational success of students in our community from cradle to career. We would like to thank you for your involvement in the education initiative and provide an update of where we stand as a community compared to our Baseline Report.

GREATER DALTON IS A UNIQUE COMMUNITY WITH UNIQUE EDUCATIONAL OPPORTUNITIES. Greater Dalton is inclusive of the city of Dalton as well as all of Whitfield County. Through this work, we hope to change the dynamic of our entire community by changing the lives of the 26,000 students within Greater Dalton. With a collective focus, and collective commitment from our community, we have the collective responsibility to ensure each and every student can succeed and thrive in our community.

Our school systems can't do this alone. By bridging the gap between partners and learning from each other, we believe we will be on a positive path that ensures every student can succeed and thrive in our community. Our work is done by connecting the dots between stakeholders to reach our vision of every child and family having success in Greater Dalton.

Ensuring educational success cannot be accomplished by one organization or sector; it takes continuous effort and continuous improvement across all sectors including education, industry, business, nonprofit, and civic partners. Our partnership exists to connect the partners for inclusive conversation to eliminate barriers for anyone in our community.

Over the past year, our teams have been hard at work discussing practices, behaviors, and systems that impact the students in our community. We are excited to boast on our school systems for the work they have done and look forward to the future of collaboration to ensure success for every child.

The purpose of this report is to track our progress toward the key indicators of a growing, healthy community:

KINDERGARTEN READINESS

EARLY GRADE READING

MIDDLE GRADE MATH PROFICIENCY

HIGH SCHOOL GRADUATION

POST-SECONDARY ENROLLMENT

POST-SECONDARY COMPLETION

In our first year, we released our Baseline Report, that outlined the collaborative focus of our efforts amongst our community. We now have identified an initial set of strategies that will help move our community forward.

The Education Partnership is committed to the work of building bridges across sectors to create economic mobility for all members of our community. When we all work together, we will achieve our goal of every child having educational success in our community.

Stephani Womack, Ed.D.
Director, Education Partnership
Believe Greater Dalton

Rob Bradham
President
Greater Dalton Chamber of Commerce

Allyson Coker
Project Manager
Believe Greater Dalton

Joe Yarbrough
Co-Chair, Education Partnership
Carpet & Rug Institute

Brian Cooksey
Co-Chair, Education Partnership
Shaw Industries

What is the Education Partnership?

In its second year, the Education Partnership is a collaborative effort that brings together school systems, institutions of higher education, local community members, industry, and nonprofit partners to drive the conversation toward creative solutions for our overall cradle to career effort. The goal of the Education Partnership is to improve student performance and workforce readiness using a data-driven, collective impact approach.

EDUCATION LEADERSHIP COUNCIL

The Education Leadership Council serves as advisors to the six goal-driven Collaborative Action Teams. The Leadership Council meets on a bi-monthly basis to ensure growth of our efforts and approval of directions. We are grateful for their passion and dedication to the students and families in our community, we could not do this work without having them at the table. Members of the Education Leadership Council and our six Collaborative Action Teams are listed below.

Co-Chairs:

Brian Cooksey & Joe Yarbrough
Anna Adamson
Don Amonett
Bob Bethel
Chevis Brooks
Amanda Burt
Matt Evans
Tony Farrell

Michael Fennell
Judy Gilreath
Suzanne Harbin
Kent Harrison
Jim Hawkins
Stephanie Hogshead
Gina Kertulis-Tartar
Celeste Martin
Linda McEntire

David Moeller
Sophie Molaison
Eva Rodriguez
Tim Scott
Barbara Ward
Audrey Williams
Larry Winter

COLLABORATIVE ACTION TEAMS

EARLY GRADE SUCCESS:

Co-Chairs:
Michael Fennell, Suzanne Harbin, Stephanie Hogshead
Amy Allen
Cindy Fujimoto
Judy Gilreath
Jim Hawkins
Lovey Mesco
Salena Weed
Audrey Williams
Margaret Ziesig

MIDDLE GRADE MATH:

Co-Chairs:
Anna Adamson & Stephanie Reynolds
Kristy Adams
Don Amonett
Isabel Barajas
Monica Elrod
Tiffany Evans
Larry Farmer
Nick Gewecke
Scott Houston
Brandy Moore
Tiffine Moreland
Tony Morgan
James Morrison
Jordi Motley
Travis Taylor
Penny Turso
Larry Winter
Brandy Wyatt

HIGH SCHOOL GRADUATION:

Co-Chairs:
Bob Bethel & Sherri Travisano
Britt Adams
Joe Barnett
Jonathan Berube
Amanda Burt
Maggie Lyles
Tracy Mardis
Pam Massingale
Denise Pendley
Bob Pipkin
Chelsea Quarles
Robyn Rhodes
Tim Scott
Bree Walker
Jonathan Willard

POST-SECONDARY ENROLLMENT:

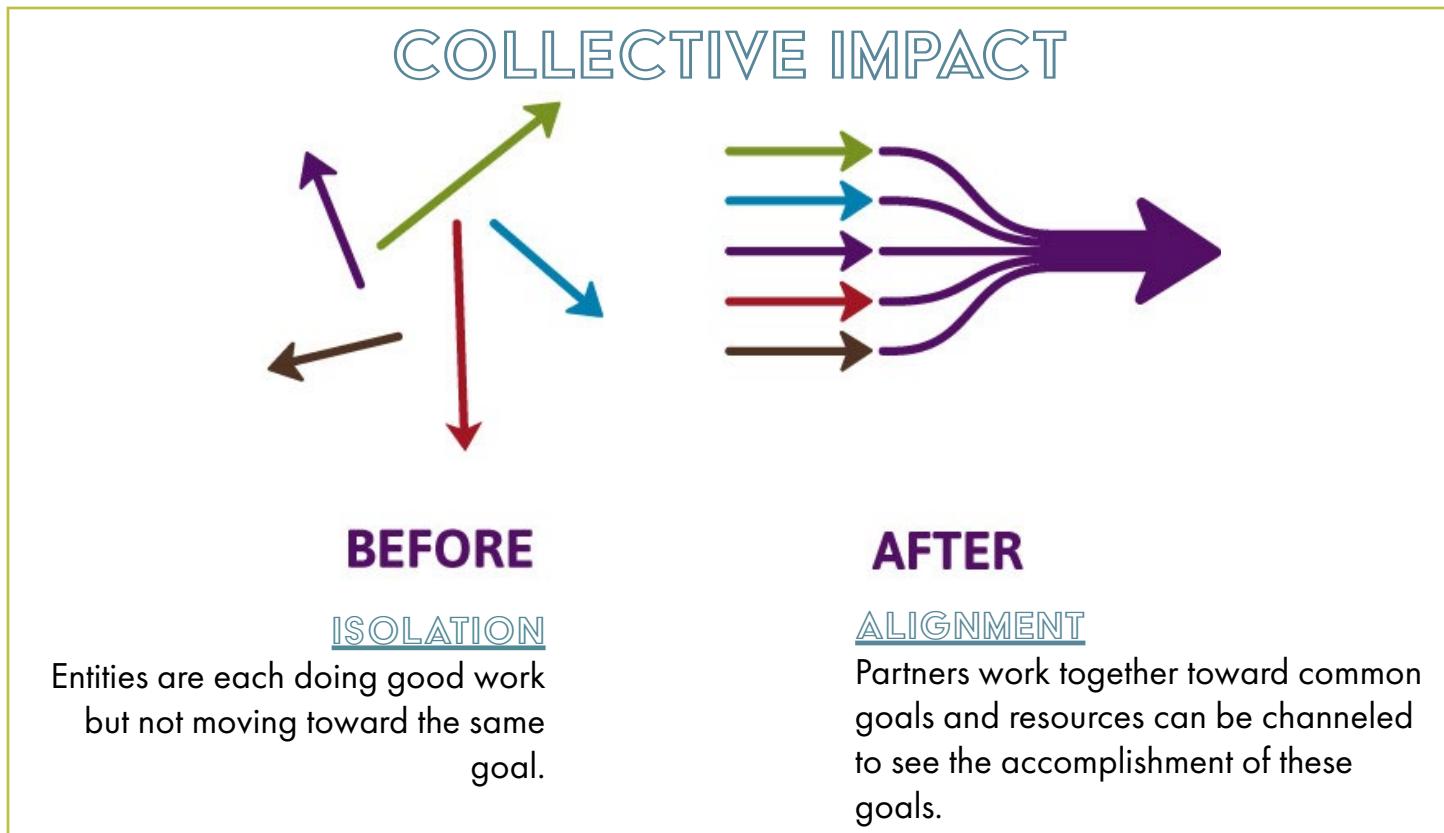
Co-Chairs:
Dave Moeller & Barbara Ward
Tom Appelman
Jay Ashlock
Jason Gamel
Jennifer Howard
Katherine Logan
Adrienne McCurdy
Linda McEntire
Anne McGaughey
Sophie Molaison
Alex Mora
Brynn Munro
Amy Poag
Laurie Wright

POST-SECONDARY COMPLETION

Co-Chairs:
Karen Whitfield & Gina Kertulis-Tartar
Kathy Coker
Jason Hopkins
Celeste Martin
Larissa McCutchen
Samantha Poklemba
Karen Rabren
Mallory Safley
Ginger Talley

What is Collective Impact?

Collective impact occurs when organizations from different sectors come together to solve a specific problem using a common agenda, common measures, and aligned plans for success. We believe the collective impact model offers the Greater Dalton community the best opportunity for our students to succeed at a higher level. The participants in the Education Partnership are all focused on the same outcomes and we will work toward continuous improvement in each of the six areas. **WITHOUT RELATIONSHIPS, THIS PLAN WILL FAIL. WE MUST INVEST TIME TO BUILD TRUST TO BETTER OUR COMMUNITY.** Working together toward this shared vision, we will create a thriving community where all students can achieve success, cradle to career!



What are Difference Makers?

A "Difference Maker" is a program, initiative, or organization that works and has success meeting the needs of the students in our community. The stories provided throughout this report are examples of strategies that successfully address our education challenges and directly relate to the different success factors chosen by our teams. As a reminder, a success factor is where we believe the Partnership can make change in the community. As Difference Makers are chosen, the teams will work with the program, initiative, or organization to expand their offerings to reach even more students throughout our community.

What are Highlights?

Highlights are programs or initiatives that are currently being executed in our community. These highlights are initiatives we want the community to be aware of to see the incredible work being done for our students and families.

StriveTogether®

Every child. Cradle to career.

StriveTogether is a national movement with a clear purpose: helping every child succeed in school and in life from cradle to career, regardless of race, zip code or circumstance. In partnership with nearly 70 communities across the country, StriveTogether provides resources, best practices and processes to give every child every chance for success. The StriveTogether Cradle to Career Network reaches 13.7 million students, involves 10,800 organizations and has partners in 29 states and Washington, D.C.

When Believe Greater Dalton was started, membership into the StriveTogether Network was one of the major recommendations in the overarching strategic plan. The Education Partnership has been actively working toward this membership since August 2018 by developing the Education Leadership Council and the six collaborative action teams. Since then, we have used data to inform decisions, published our baseline report, and focused on continuous improvement for the students in our community.

Finally, on May 5, 2020, the Education Partnership was officially able to achieve this designation. Our Partnership is categorized in the "Emerging" stage by StriveTogether. As the Believe Greater Dalton Education Partnership matures, we hope to move through the different gateways outlined by StriveTogether, ultimately arriving at Systems Transformation to serve every child in our community.



What is Greater Dalton?

The Greater Dalton area includes two public school districts (Dalton Public Schools and Whitfield County Schools), and a private system, Christian Heritage School. Because Christian Heritage uses a different form of assessment than public institutions in the state of Georgia, their data is not included in this report. The Education Leadership Council has worked closely with the administration of Christian Heritage to learn more about their school system, how they assess their students, and the impact they are having on the students of Greater Dalton. Staff from Christian Heritage are involved in different Collaborative Action Teams to help ensure success for all students. Our K-12 systems are working in strong collaboration to serve the students of our entire community, no matter which school they attend, in the best way possible.

In addition to our K-12 systems, Dalton is home to two public post-secondary institutions: Dalton State College, and the Whitfield Murray Campus of Georgia Northwestern Technical College. Each of these institutions serves our unique population of students in the area. Programs range from welding and electrical to education and chemistry.

Both institutions are deeply rooted in our work to impact Greater Dalton.

Our students come from diverse backgrounds and are more likely than students from other communities to speak a language other than English at home. These students are more likely to live in poverty or near-poverty. To gain improved results, we must continue to meet the demands of our ever-changing community.

We must move towards a framework that meets the needs of all students, grounded in data-driven decision making and community-wide collaboration.

Working with the Governor's Office of Student Achievement (GOSA), we are able to present community-wide data rather than district specific data in this report. This report simply would not be possible without the hard work and cooperation of the GOSA team, and we deeply appreciate their assistance.



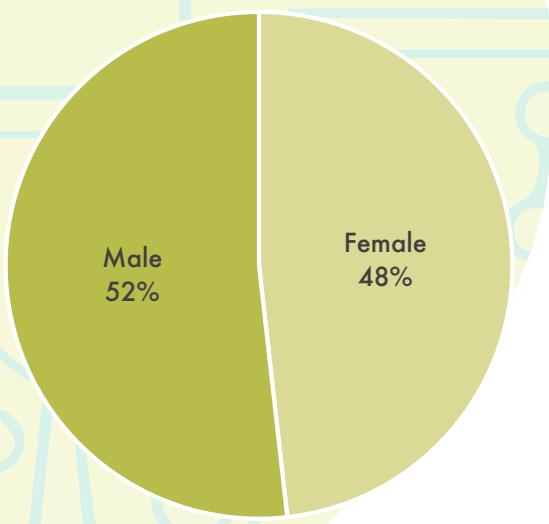
**One County,
Multiple cities/towns**

**K-12 Students 2019:
20,458**

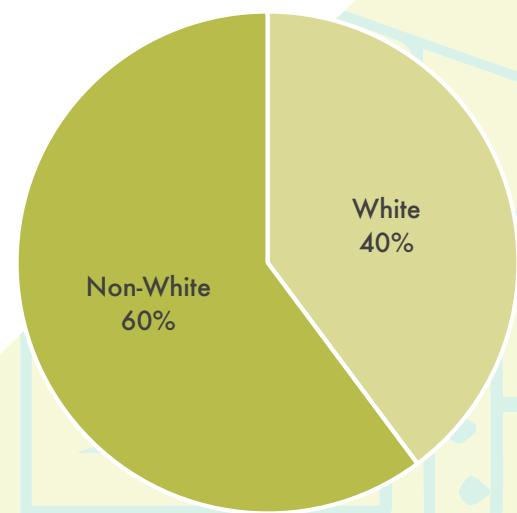
**Post-Secondary Enrollment 2019:
6,113**

K-12 Demographics

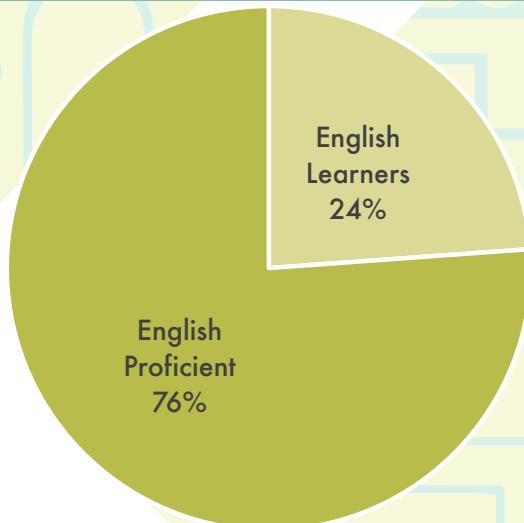
Male/Female



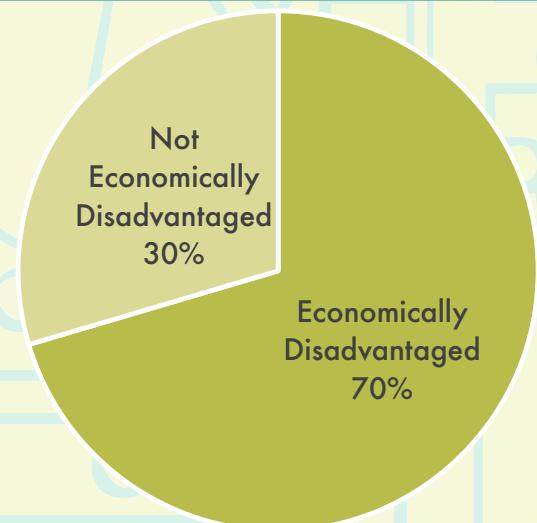
Non-White/White



English Proficient/ English Learners



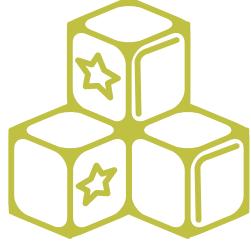
Economically Disadvantaged/ Not Economically Disadvantaged



**Dalton State College 2019 Enrollment:
4,964 students**

**Georgia Northwestern Technical College 2019 Enrollment
(Whitfield/Murray Campus): 1,149 students**

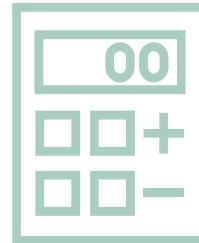
WHERE WE ARE *Today*



Percentage of children in Greater Dalton who can be served in Quality Rated childcare centers



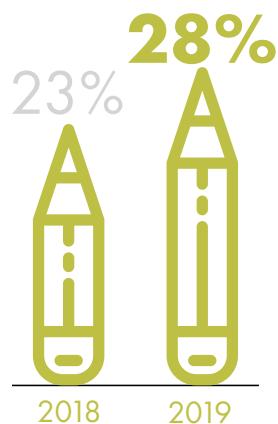
Percentage of students reading at grade level or above target (8th grade included to show growth)



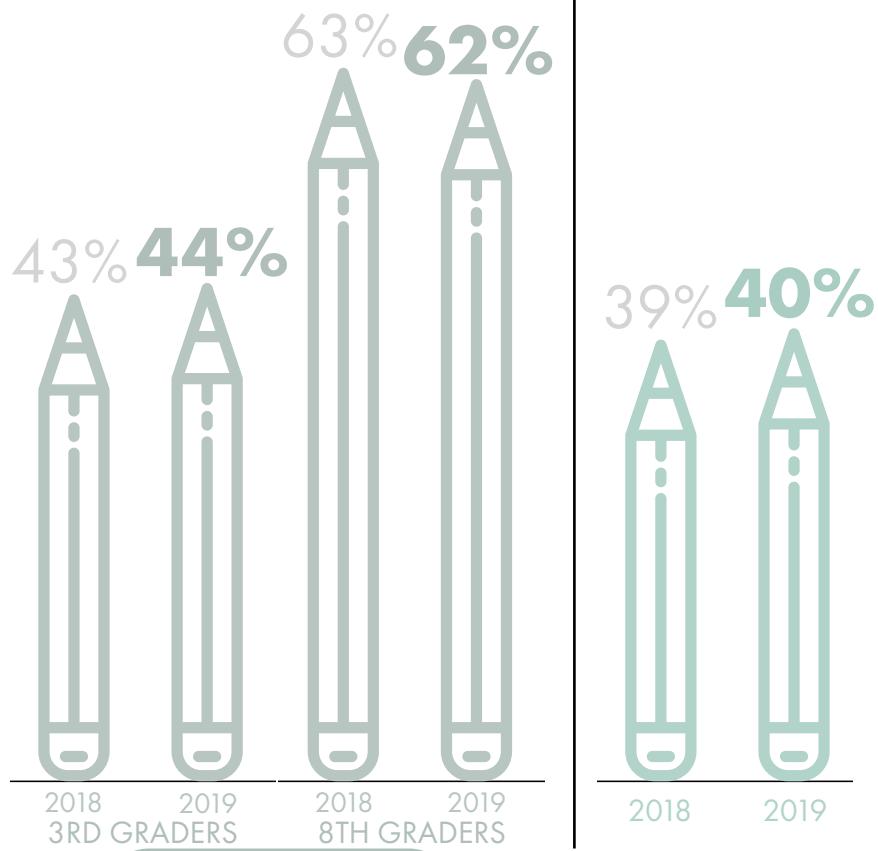
Percentage of 6th-8th graders passing state math standards, measured by the Georgia Milestones Assessment



Percentage of students graduating in a 4-year cohort



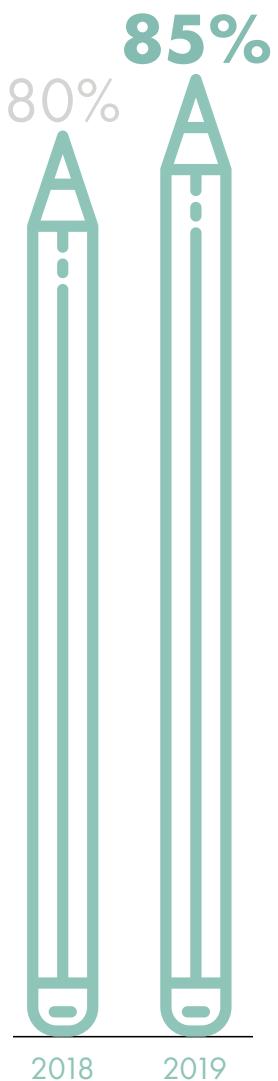
KINDERGARTEN READINESS



EARLY GRADE READING



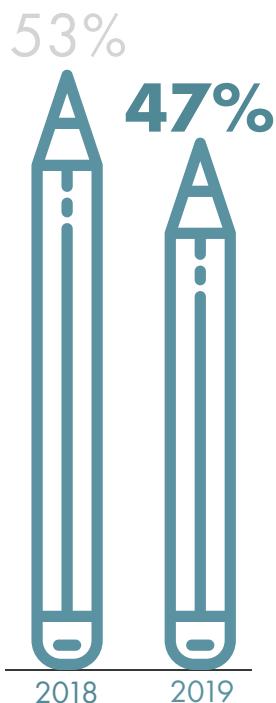
MIDDLE GRADE MATH PROFICIENCY



HIGH SCHOOL GRADUATION RATE



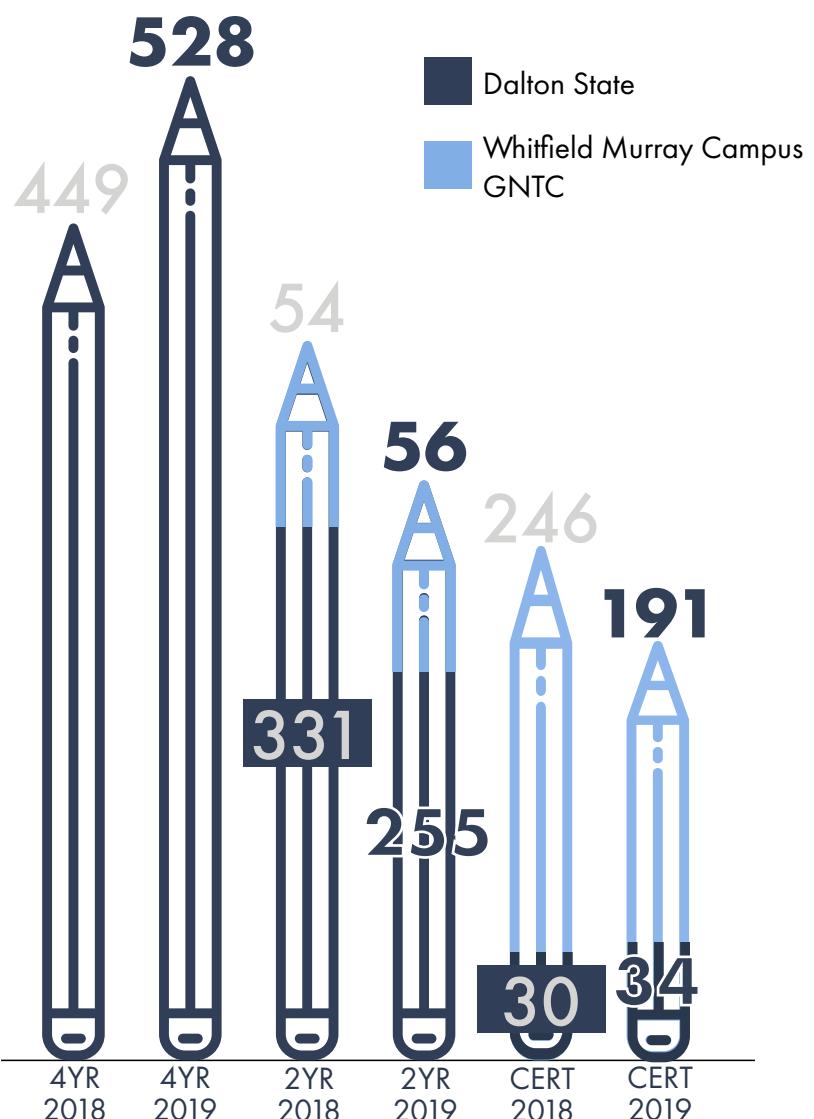
Percentage of students who enroll in a post-secondary institution within 12 months of graduation



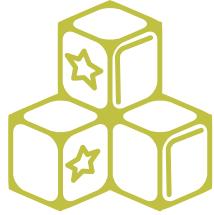
POST-SECONDARY
ENROLLMENT RATE



Number of 4-year degrees, 2-year degrees, and number of technical diplomas or certificates awarded



POST-SECONDARY COMPLETION



KINDERGARTEN READINESS

72% OF CHILDREN IN GREATER DALTON CANNOT BE SERVED IN QUALITY RATED CHILDCARE CENTERS (77% IN 2018)



27 LICENSED CHILDCARE LEARNING CENTERS AND FAMILY CHILDCARE LEARNING HOMES

53% OF THOSE ARE QUALITY RATED

CORE INDICATORS

Number of PreK slots for children in the Greater Dalton area, the number of children who need a slot, and the number of Quality Rated centers in the area.

CHALLENGE

Approximately 1,900 Quality Rated childcare slots available to children under 5 in Whitfield County; only 28% of the total number of children can currently be served in Quality Rated childcare centers

SUCCESS FACTOR

Access to support and services

WHY IT MATTERS:

90% of a child's brain development occurs between birth and age five. Children develop fundamental skills that build strong foundations for reading, counting, and social interactions before they enter a K-12 classroom.

WHERE ARE WE GOING

Substantial work is occurring throughout our community to better prepare children for kindergarten. As a community we are focused on access so that all children and their families have year-round access to high-quality early childhood and elementary education.

HIGHLIGHT:

Because our community is already focused on kindergarten readiness, we have decided to highlight different initiatives that are serving our students throughout Greater Dalton.

GEORGIA NORTHWESTERN TECHNICAL COLLEGE, CHILD DEVELOPMENT ASSOCIATE

This CDA program is a national credentialed program offered through the Whitfield Murray Campus of GNTC. The program is 120 hours of coursework and 480 volunteer hours in a childcare center. The program taught here is taught in all Spanish including all materials provided in Spanish. Fifteen students graduated from the first cohort in 2019 and fifteen more will graduate from the 2020 cohort. The overarching goal of this program is to assist Dalton in meeting the need for more certified, credentialed teachers in our childcare centers as well as empowering those in our community to open their own childcare center. The program began meeting at the Roan Resource Center but was later moved to the Whitfield Murray Campus of GNTC so that the students are able to become comfortable with a college campus. The program is completely free for students due to grants received by GNTC to fund the program. While funding has not been secured for future classes, this program is a great resource to meeting the needs of our childcare centers in the Greater Dalton area!

LITTLE CATS

Dalton Public Schools sponsors the Little Cats program which is a bilingual, two-generation program to educate parents with their children in educational strategies of playing, reading, and talking with their 3 and 4 years old children through basic literacy and numeracy skills, fine and large motor skills in preparation to be ready for PreK or Kindergarten.

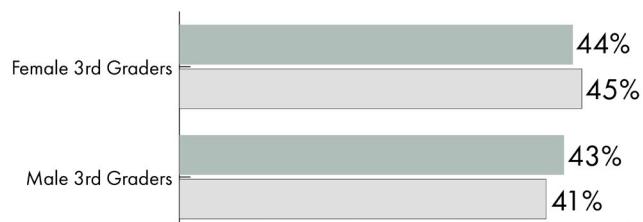
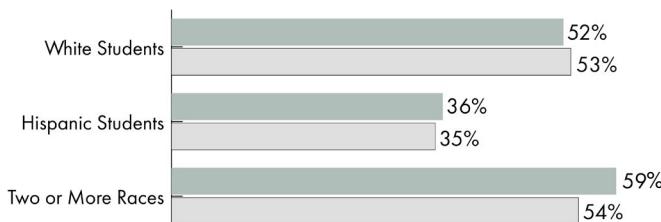
- Focused on DPS families on the PreK wait list
- Parent and child working together
- Extension activities for the home are provided to build communication knowledge between parents and children





EARLY GRADE READING

2019
2018



PERCENT OF STUDENTS READING AT OR ABOVE GRADE LEVEL TARGET

*8th grade included to show growth students make while in our schools.

CORE INDICATORS

Reading at or above grade level target as measured by the Georgia Milestones Assessment System.

CHALLENGE

Almost half of third graders in our area are not reading proficiently by the end of 3rd grade.

SUCCESS FACTOR

Access to support and services

WHY IT MATTERS:

Early grade reading has long been an indicator of long-term success for children. At this time, students are making the shift from learning to read to reading to learn.

WHERE ARE WE GOING

Similar to kindergarten readiness, substantial work is occurring throughout our community to getting our students reading on grade level by the end of third grade. As a community we are focused on access so that all children and their families have year-round access to high-quality early childhood and elementary education.

HIGHLIGHT:

Because our community is already so focused on early grade reading, we have decided to highlight different initiatives that are serving our students throughout Greater Dalton.

WHITFIELD COUNTY SCHOOLS

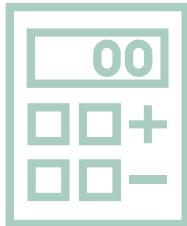
Whitfield County Schools in partnership with Dalton State College (DSC) conduct Learning Academy workshops where DSC professors model literacy activities that parents can do at home with their children ages birth to 8. Workshop leaders circulate to assist parents and answer questions. Parents and children take home weekly backpacks filled with literacy supplies and activities to further literacy development. Activities are designed to foster reading, speaking, listening, and writing skills using everyday objects and events in the home.

DALTON PUBLIC SCHOOLS

Dalton Public Schools, through a Georgia Office of Student Achievement grant, has provided a wide variety of early reading opportunities for the community to support early reading strategies and provide resources.

- Summer camp for Rising First grade students at the Roan Resource Center
- Created Book tubs for students to have personal space for books in their home
- Partnered with Headstart programs for staff professional development, literacy resources, and reading buddies
- Big Red Reads offers books during summer at area school nutrition feeding sites

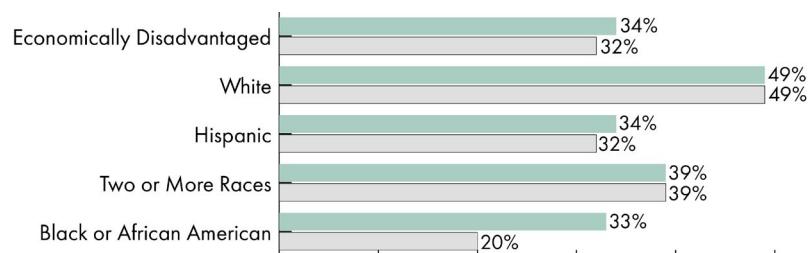
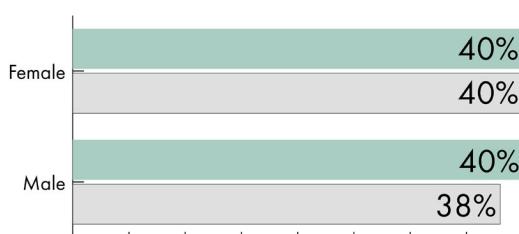
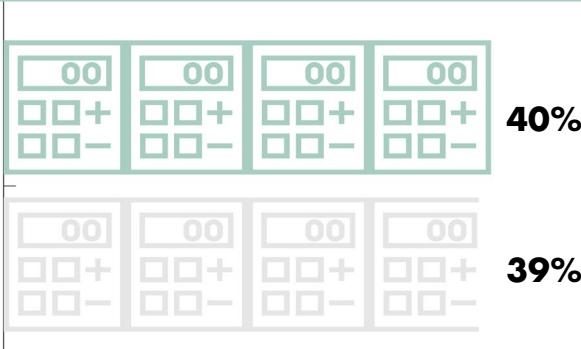




MIDDLE GRADE MATH

2019
2018

Middle School Students



PERCENT OF MIDDLE GRADE STUDENTS (6TH-8TH) PASSING STATE MATH STANDARDS
as measured by the Georgia Milestones Assessment System

CORE INDICATORS

Percent of middle grade students (6-8th) passing state math standards as measured by the Georgia Milestones Assessment System.

CHALLENGE

Our students are not proficient in math by the end of the 8th grade.

SUCCESS FACTORS

Academic preparation, interventions for struggling learners, language and literacy skills

WHY IT MATTERS:



Proficiency in middle school math is a critical path to the advanced high school coursework that is the driver of high school graduation, college readiness, and post-secondary completion rates.

WHERE ARE WE GOING

The collaborative action team dedicated to middle grade math has been hard at work discussing our success factors: academic preparation, language and literacy, and interventions for struggling learners. With these three focuses in mind, the team is currently working to choose what are called Difference Makers, programs or initiatives that are taking place in our community, specifically related to middle grade math. Once the Difference Makers are selected, the action team will work to assist in expanding those programs to other areas throughout the community.

HIGHLIGHT: JUNIOR ACHIEVEMENT DISCOVERY CENTER

The JA Discovery Center of Greater Dalton, opening in 2021, is a 15,000 sq. ft. facility located on the new campus of Hammond Creek Middle School. Here 13,500 middle school students in Northwest Georgia will participate in the unique and innovative learning delivered by JA BizTown® and JA Finance Park®. These 360-degree programs bring relevance, authenticity and application into the traditional learning model in order to energize students around academics and their future opportunities in Greater Dalton. For more information visit georgia.ja.org/about-programs.

EDUCATION PARTNERSHIP TO ALIGN GREATER DALTON'S TALENT PIPELINE:

- Increase student engagement in classroom by demonstrating relevance
- Build strong school-business partnerships that will extend beyond JADC
- Career exploration and work readiness training for students
- Teacher exposure to business and industry
- Professional volunteers for students to look up to as role models
- Increased parent engagement in schools



EDUCATION

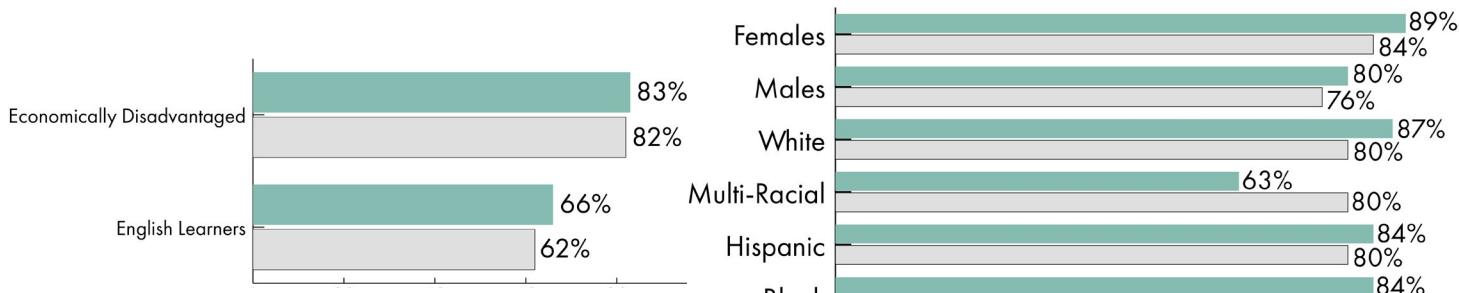




HIGH SCHOOL GRADUATION

2019
2018

Students Graduated



PERCENTAGE OF STUDENTS GRADUATING HIGH SCHOOL IN 4 YEARS

CORE INDICATORS

Percent of students graduating in four years, using the four-year cohort method of calculating the graduation rate.

*The four-year cohort method considers the rate at which a cohort of ninth graders graduate within four years.

CHALLENGE

Currently, high school students do not understand how graduating high school connects to their long-term success in life.

SUCCESS FACTOR

Connectivity to future

WHY IT MATTERS:

High school graduation is a major indicator of earning power throughout adulthood. **ON AVERAGE, HIGH SCHOOL GRADUATES MAKE 26% MORE THAN THEIR PEERS WHO DID NOT GRADUATE HIGH SCHOOL.** With increased high school graduation, our community will spend less on social welfare programs, and we will have improved economic outcomes for generations to come.

WHERE ARE WE GOING

The collaborative action team dedicated to high school graduation is focused on connectivity to future, how we help current high school students understand the importance of graduation, and the impact graduation has on the rest of their life. The team has chosen two Difference Makers, programs or initiatives that are taking place in our community, specifically related to high school graduation, and are working to help expand those programs to other areas throughout the community. You can read about the Difference Makers below.

DIFFERENCE MAKERS

RISING PROFESSIONALS

Rising Professionals is an annual event that allows students to attend breakout sessions covering a variety of employability and life skills. Some of the topics addressed include: money management and credit, job acquisition and advancement, communication and social media in the workplace, and team building experiences. This event allows students to explore and participate in soft skills training and network with local business and industry professionals. This event involves Work-Based Learning students from across five school districts (10 high schools) in the Northwest Region, including Calhoun City, Dalton City, Gordon County, Murray County, and Whitfield County Schools. This year's event sponsors include: Chad Painter State Farm, Dalton Utilities, Engineered Floors, Mohawk Industries, Shaw Industries, and Whitfield Education Foundation.

HIGH SCHOOL GRADUATION COACHES

Graduation Coaches are on the frontlines of getting at-risk students in Whitfield County the support needed to earn a high school diploma. The main components of their job include supporting at-risk students and analyzing school-wide student data to determine which students might need an intervention. These interventions could include mentoring students, assigning teacher mentors, and/or supporting a transition to a different class option where students have an opportunity for credit recovery or credit acceleration. Graduation Coaches support and encourage students through communicating with parents and conducting home visits as needed.





POST-SECONDARY ENROLLMENT

47% OF THE 2018 GRADUATING CLASS IN THE
GREATER DALTON AREA ENROLLED IN POST-
SECONDARY EDUCATION WITHIN 12 MONTHS
(53% OF 2017 CLASS)

46%
OF GRADUATES ARE
COLLEGE AND CAREER READY
(43% IN 2018)

CORE INDICATORS

Percent of students who enroll in a post-secondary institution within 12 months of graduation.

CHALLENGE

Approximately half of our students do not enroll in a post-secondary institution after high school graduation.

SUCCESS FACTORS

College going culture, financial support,
exposure to college

WHY IT MATTERS:

Students must understand the impact obtaining a post-secondary credential will have on the balance of their lives. Students must clearly understand how the post-secondary enrollment process works while also having support in making decision regarding enrollment.

WHERE ARE WE GOING

The collaborative action team dedicated to post-secondary enrollment focuses on a college-going culture, financial support, and exposure to college. The team is currently working to choose what are called Difference Makers, programs or initiatives that are taking place in our community, specifically related to post-secondary enrollment. Once the Difference Makers are selected, the action team will work to assist in expanding those programs to other areas throughout the community.

HIGHLIGHTS:

In the fall of 2019, the Post-Secondary Enrollment co-chairs applied for a College Access Mini-Grant from the Georgia Partnership for Excellence in Education. A total of \$3,000 was awarded to the Education Partnership. Below outlines what our different school systems did to support their students in college access.

CHRISTIAN HERITAGE SCHOOL

Christian Heritage School awarded a scholarship of \$500 to a student for test prep for the ACT. The following were comments from the student:

"The ACT class really helped me on time management and learning tips and tricks on how to save time while taking the test. The repetition of taking a practice test every week and seeing my score improve gave me confidence in my ability to reach my target college. Also, the face to face time each week with my instructors increased my knowledge in different concepts that are often seen on the ACT."

DALTON HIGH SCHOOL

In January 2020, Dalton High School took a group of 49 Seniors to tour Georgia Northwestern Technical College's Walker and Whitfield County Campuses. They had a very interactive campus tour and got to talk face-to-face with the program instructors and attend an in-depth information session on how to become a student at GNTC. In late February 2020, a portion of the students from the original tour group went back to GNTC to complete testing and submit all necessary paperwork for acceptance. Additionally, four students were selected in a random drawing for a \$100 scholarship for textbooks.

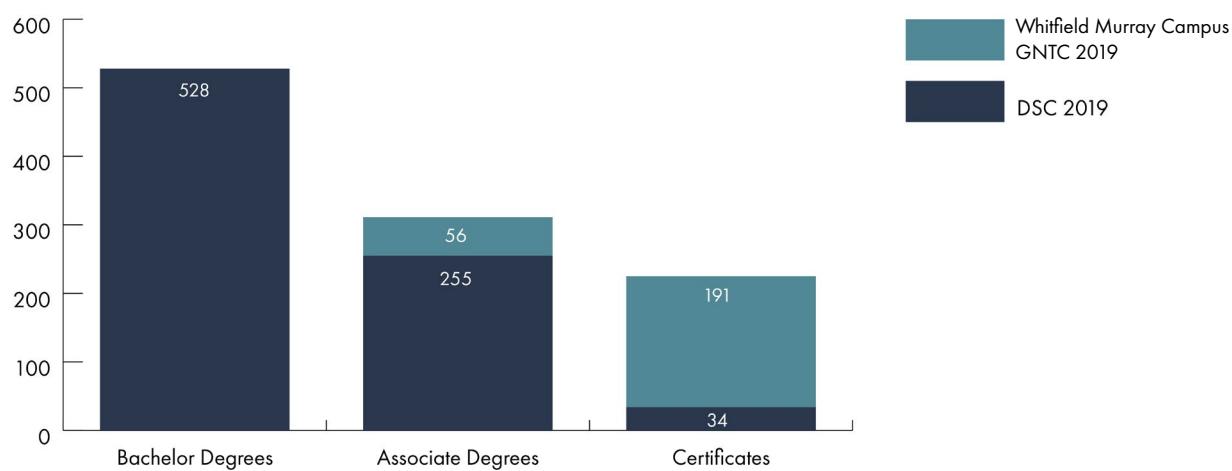
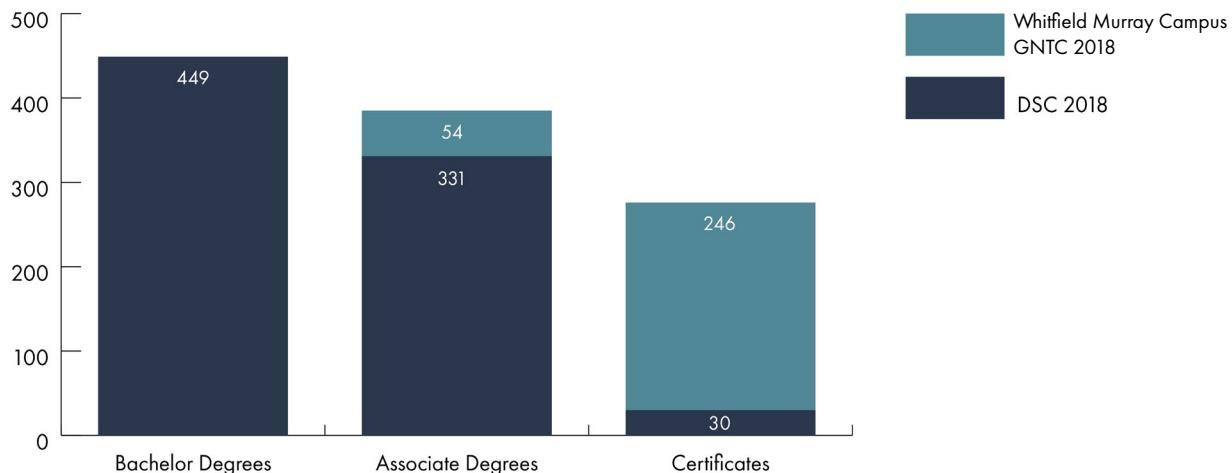
WHITFIELD COUNTY SCHOOLS

Whitfield County Schools brought together counselors, administrators, and social workers to plan FAFSA and Dual Enrollment Information meetings for students and families at each of their respective high schools. Due to COVID-19 and building closures, these events were not able to happen in their original form.



POST-SECONDARY COMPLETION

NUMBER OF 4-YEAR DEGREES, 2-YEAR DEGREES, TECHNICAL DIPLOMAS, AND CERTIFICATES AWARDED



CORE INDICATORS

The number of bachelor degrees, associate degrees, technical diplomas, and certificates awarded at both DSC and GNTC.

CHALLENGE

By the year 2025 more than 60% of jobs will require some form of post-secondary education.

SUCCESS FACTORS

Financial support, career exposure, academic and personal support

WHY IT MATTERS:

Completion of a post-secondary education is integral to bolstering the economic strength and overall quality of life of individuals and our community. By fostering meaningful relationships between business leaders and post-secondary institutions, our students have the opportunity to be trained by their future employer.

WHERE ARE WE GOING

The collaborative action team dedicated to post-secondary completion focuses on financial support, career exposure, and academic and personal support. The team has chosen a few Difference Makers, programs or initiatives that are taking place in our community, specifically related to post-secondary completion, and are working to help expand those programs to other areas throughout the community. You can read about the Difference Makers below.

DIFFERENCE MAKERS

GNTC FOOD PANTRY

The Floyd campus was the first campus at GNTC to start a Food Pantry, and with the help of grants secured in the past academic year, GNTC expanded the Food Pantry to the Whitfield Murray campus. The resource center is open to students by appointment and has food options, educational materials for children, diapers, and personal items. The resource center is maintained by the Special Populations staff and their goal is to take care of students both inside and outside of the classroom. By supporting the needs of students both inside and outside of the classroom, students are more likely to be able to persist to graduation.

GNTC GAP FUNDING

The GNTC Foundation looks at balances owed each semester then selects a threshold at which to fund for each student. The threshold is determined by looking at which level GNTC can retain the greatest number of students. The students chosen are those that cannot pay the balance and would be forced to drop out before the semester begins. Gap Funding is also provided to certain students who apply for it. These funds are awarded on a case by case basis and can vary in dollar amount. Gap Funding is made possible by donations from individuals, business & industry, and grants. For more information on donating, visit <https://50094.thankyou4caring.org/Donate> Indicate "Gap Fund" in the comments section.

THE BIRDFEEDER AT DALTON STATE COLLEGE

The Birdfeeder is a client-choice food pantry created to help meet the basic needs of all Roadrunners. We understand college is stressful enough without worrying about where your next meal is coming from – this is where the Birdfeeder comes in to ensure students can focus on academics. Our goal is to reduce grocery bills and help ensure students are receiving the nutrition needed to be successful inside the classroom. The Birdfeeder is funded entirely through private donations. For more information, visit https://www.daltonstate.edu/campus_life/birdfeeder.cms

STUDENT EMERGENCY FUND AT DSC

The Dalton State Foundation and Dean of Students Office have partnered to create the Roadrunner Student Emergency Fund to support Dalton State students who have demonstrated severe financial need. Any currently enrolled student may apply for financial assistance from the fund, which can be used to alleviate financial challenges resulting from health or medical needs, travel assistance, housing assistance, financial support, food insecurity or other needs. Funds come from private donations and federal CARES funding. For more information, visit https://www.daltonstate.edu/campus_life/student_emergency_fund.cms. An in-depth look at our two post-secondary institutions can be found on the following two pages.



Whitfield Murray Campus



319 students from Greater Dalton high schools were dual enrolled during the 2019 academic year

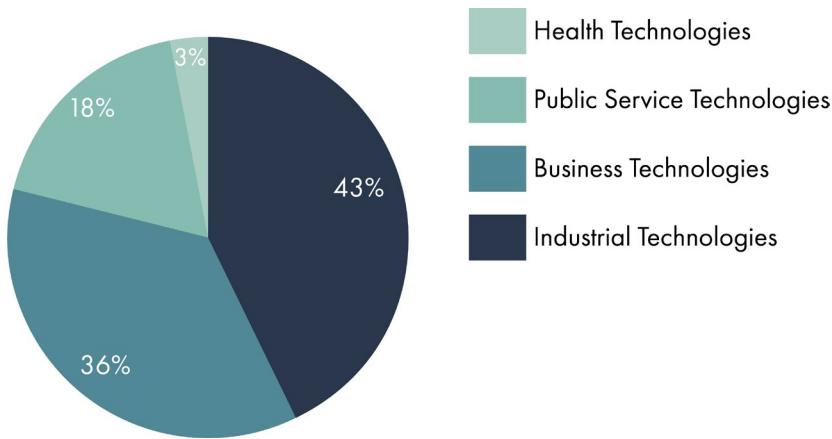
247

Students earned 657 credentials in 2019

300

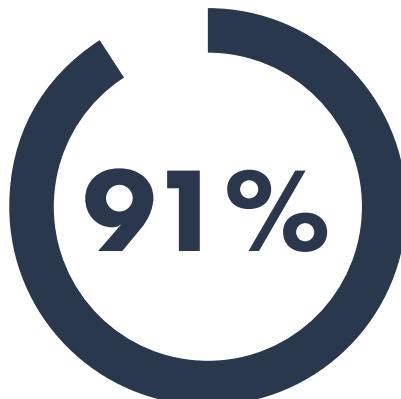
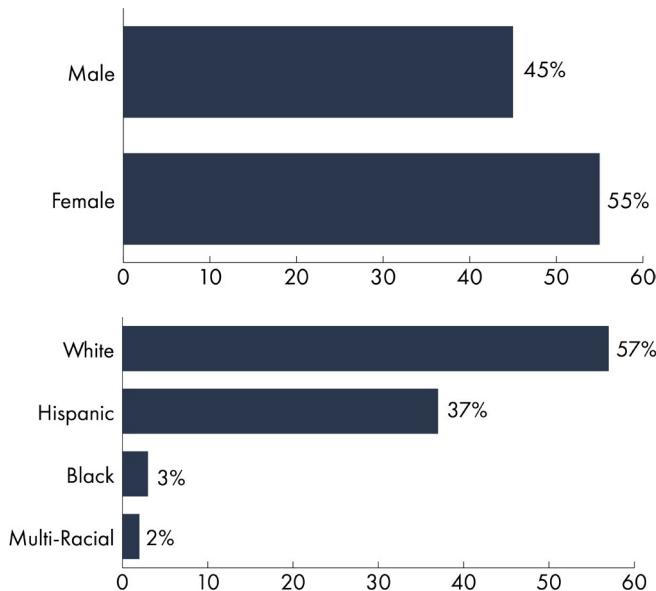
Students earned 661 credentials in 2018

TYPES OF CREDENTIALS:



of 2019 Graduates were part-time students

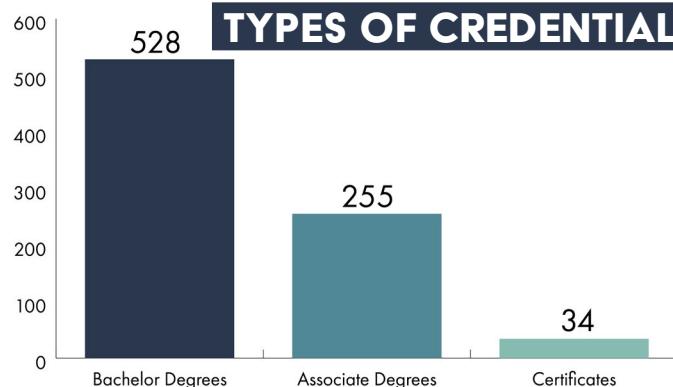
2019 DEMOGRAPHICS



of 2018 Graduates were placed in a job in their field

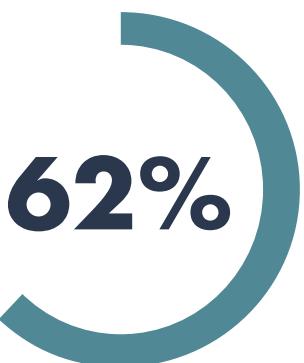
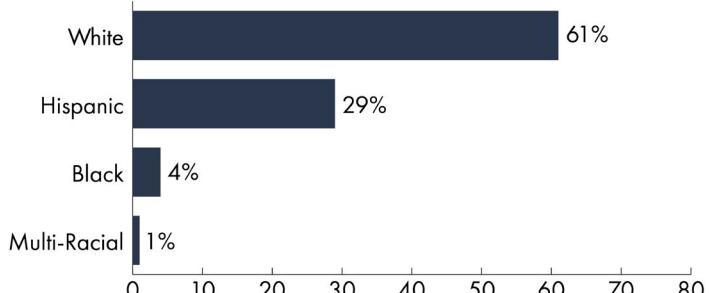
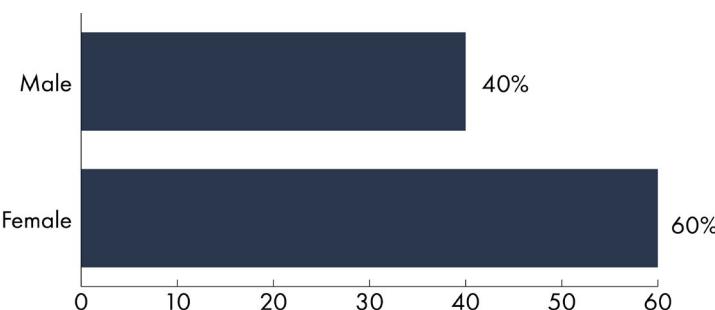


287 students from Greater Dalton high schools were dual enrolled during the 2019 academic year



of 2019 Graduates were full-time students

2019 DEMOGRAPHICS



of Dalton State students graduated with no debt



of graduates planned to continue their education



of students employed after graduation are employed in positions in Dalton and surrounding areas

THANK YOU

OUR SCHOOL SYSTEMS CONTINUE TO WORK INCREDIBLY HARD TO ENSURE EVERY STUDENT CAN SUCCEED AND WE KNOW THEY CANNOT DO IT ALONE. It has been an honor to work alongside our system leaders over the past year and we look forward to continuing the important work they are doing.

While we know we have a lot of work ahead of us, our team members are committed to the work at hand and will continue putting our students needs first. We are one community. Every student belongs to all of us. No matter the school system or zip code, every student is an important thread in our community.

Thank you for your continued support of the Believe Greater Dalton Education Partnership. We look forward to continued collaborations to ensure every student in Greater Dalton can succeed, from cradle to career.



How You Can Support:

- Bring leadership and influence to the collaborative effort for all children – from cradle to career
- Consider joining a Collaborative Action Team by emailing Stephani Womack at womack@believegreaterdalton.com
- Stay engaged by following [@believegreaterdalton](#) on Facebook and Instagram
- Support the work of the Education Partnership financially to accelerate collective impact
- Contact Allyson Coker, Believe Greater Dalton Project Manager, to support financially: coker@believegreaterdalton.com



Back cover art by Wesley Totherow



GNTC | CHRISTIAN HERITAGE SCHOOL | DALTON PUBLIC SCHOOLS | DALTON STATE COLLEGE | WHITFIELD COUNTY SCHOOLS

Greater Dalton Education 2018-2019 Annual Report