

— TENTH —

Annual Summit

expect
more
tehama

Welcome

to the 2018 *Expect More Tehama* *Annual Report*

Expect More Tehama believes that great things are possible when community comes alongside education. Together, the two have the ability to create a healthier community. In 2009 we thought that increasing opportunity looked like awareness and access to more information about higher education. We soon learned it is much more complicated than that.

Expect More Tehama does not run a bunch of programs. We ask questions. We gather people together who are serious about doing good work. We use data to see where we are. We champion great work that deserves to be shared and supported. We ask people to use their talents for specific projects. More than anything, we encourage every stakeholder, every individual to engage in raising expectations through whatever role is best for them. You already wear multiple hats that support the health of the community. How do we get to “the crowd” – those who are not connected -- to join in this work?

Like most small rural counties, Tehama County has its challenges. We have to work harder and together to keep up with the “rest of the world” and not slip behind in skills, access and opportunity.

We can't isolate ourselves from staying competitive and prepared while embracing and protecting our rural way of life. We fight poverty and the ramifications that come with that struggle. We often lack resources that larger areas take for granted, like transportation, higher wages and accessible housing.

But we also have advantages. Our greatest strength comes from our relationships, and we're pretty well connected. This fosters trust and saves years of time in getting to action. We have a common vision for all of our children and crave to live in a rural safe place. Give us the right tools, and we can sprint to the finish line while others are still trying to organize. And those who live here do so because they love aspects of being rural and connected. Whether it's the outdoors, the small town feel, the cost of living, most of us choose to live here and choose to look out for its best interests.

This report is filled with data and stories to help us understand where we are. You'll see stories addressing economics, resiliency and the tools that are helping areas achieve results. We champion the schools, agencies and individuals who fight for our community and those who are working to increase access and address the gaps. These are just some of their stories.

Thank you for your commitment to our community. Thank you for being a change maker and part of the most important work to be done. We believe we are Tehama strong.

Ripple Effect

Improving economic development and increasing employment opportunities in a rural setting can be challenging. The quality of life in Tehama County is obvious to most of us but not always apparent to our young people. Our improvement is largely dependent on retaining and bringing back our students after they have attained skills and post-secondary education.

Our local schools have done a great job improving the Career Technical Educational (CTE) experiences for our students. We also see many of our young people going off to major universities as well as local community colleges. We desperately need all of those individuals to return to our county eager and ready to share their expertise.

Our educators face enormous challenges on a day-to-day basis. Poverty and social emotional issues that come along with childhood trauma seem to be much more common than in the past. Our challenge is to connect, give hope and teach skills for each student to become contributing adults.

It is refreshing to see community members and Expect More Tehama constantly supporting our educational system to improve outcomes for our kids. In talking with students, I have heard a lot of gratitude and recognition from them in regards to the support they feel from the community. Most are truly grateful for the support. My hope is that they will return to support and improve the lives of those that come after them. Thank you all for your contributions in shaping the lives of our future leaders.

Rich DuVarney

TEHAMA COUNTY SUPERINTENDENT OF SCHOOLS

Happy Anniversary!

TWENTY YEARS OF INNOVATION FOR KIDS

First 5 innovates locally, then partners to bring successful projects to scale.
Every year, we touch the lives of thousands of kids, plus their families and caregivers.



Denise Snider, Executive Director
530.528.1395 | dsnider@first5tehama.com

FOCUS AREA 1

EVERY CHILD IS PREPARING TO BE SUCCESSFUL IN SCHOOL

What is important? Why is it important?

Early childhood education and school readiness begin from the moment a child is born and begins making connections to the world. Families are children's first and forever most important teacher, and as children transition from babies to toddlers then preschoolers they continue their early childhood education journey that may include family childcare, play groups and preschools.

The importance of early education cannot be over exaggerated. The impact of foundational learning that occurs in the early years extends beyond school success into economic success.

"Having academic and technical skills will get you on track to a profession, but if you really want to go the distance you need to be a good listener, manage your emotions and work well on a team. Employers can't instill these skills overnight—they're part of the brain power machinery that's developed in kids' earliest years." -Wilbert W. James, President, Toyota Motor Manufacturing

These beliefs are supported by a vast body of research demonstrating the economic need for high quality early learning experiences.

A 20-year study examined the character skills of 800 4.5-6 year olds and followed them until age 25. For every one-point increase in 4.5-6-year-old children's character skills, scores which measured items like self-initiative, communication, emotional regulation, problem solving, and perseverance, the children were:

- 54% more likely to earn a high school diploma
- Twice as likely to attain a college degree
- 46% more likely to have a full-time job at age 25

Not all early education experiences are created equal. It is imperative that the children are provided with a variety of high quality early

childhood education programs that are developmentally, emotionally, culturally and linguistically appropriate. Such programs should include quality markers such as high education of teachers/care providers, play-based environments, home language support for children and families, and use of ongoing assessment. This kind of support is particularly important for "at risk" children for which we see a clear achievement gap prior to entering kindergarten. The state of California focuses on access to high quality early learning programs described above as a key tool to decrease this clear achievement gap. Early childhood programs that participate in the Quality Counts California Consortium are demonstrating a commitment to providing the type of experiences that all the children in Tehama County need and deserve.

What are our indicators?

Due to the nature of early childhood services, which unlike its elementary counter parts, is not provided by one entity but is truly a community and state effort, the data can be hard to appreciate. The framework reports on:

1. Number of children in Tehama County participating in preschool like programs
2. Number of Tehama County early childhood programs participating in Quality Counts.

Northern California Child Development, Inc. (NCCDI) provides high quality infant and toddler (Early Head Start) and Preschool (Head Start) services.

- This quality is evidenced this year by both the participation of all the classroom in the Quality Counts Initiative and the recognition as the Champions for Youth Award presented by the United Way of Northern California.
- This year NCCDI Served
 - 130 infants/toddlers in Early Head Start
 - 247 preschool age children in Head Start

- NCCDI commitment to inclusion is demonstrated by 31% of these children served having an IEP or Mental Health Service

School Readiness, a Tehama County Department of Education program funded by First 5 Tehama, provides services through play groups, home visits, family collaborative and parenting classes. Each of these programs utilizes an evidence based approach.

- This year School Readiness served
- 427 children and 332 parents through home visits
- 261 children, 220 parents through play groups and kindercamp
- 439 parents/caregivers and 119 children through Strengthening Families

Tehama County Department of Education State Preschool provides high quality preschool. High quality is evidenced by both participation in Quality Counts California and the acknowledgment of multiple teachers named Teacher of the Year in the last decade.

Tehama County Department of Education's State Preschool has the capacity to serve 264 children. In addition, there are numerous quality family child care providers, private preschools and social service programs.

Some of these programs focus on supporting children from birth, like Healthy Families, and others focus on supporting the family child-care providers serving children 0-3.

THOUGHT STARTERS:

- What strategies are the most successful and how can community help support those strategies?
- What should we change now?
- What is needed?

*“Do the best you can
until you know better.
Then when you know
better, do better.”*

MAYA ANGELOU

KNOW MORE, DO BETTER

If we know the power of early learning, social emotional support, and high-quality experiences, how can we do better?

The mission to provide the early learning experiences our children deserve does not belong to one entity, one role, or one social agency. Instead it belongs to every individual who cares about the economic health and well-being of Tehama County. So much has been discovered about how to best serve our youngest children and their families. How can we start doing better?

Expect More is excited to learn more about Results Based Accountability and Results Based Leadership (see page 39 for more). RBA is a potential tool to help bring about results around big issues that one organization alone cannot solve. Corning Promise has been utilizing RBA in their work.

Another example comes from Tehama County Department of Education who leveraged their partnership with Shasta County Office of Education to provide free training to over 50 teachers and coaches by a nationally renowned child development specialist focused on creating deeper connection between teachers and students to increase the emotional safety and result in deep learning through “powerful interactions”. These powerful interactions have been shown to be one of the key indicators of quality.

Salisbury High School and Northern California Child Development Inc. (NCCDI) partnered to provide high quality infant and toddler care to high school students who are also parents. This partnership enables parents to continue pursuing their education and connection to their established support network of teachers and staff while the same time affording a high-quality learning environment where their infants and toddlers are beginning their journey to school readiness.

Here are some ways to get involved:

- Contact NCCDI to become a volunteer or parent leader:
<https://www.nccdi.com/parents--community.html>
- Join the Tehama County Local Planning Childcare Council to support, empower and advocate for high quality services in Tehama County:
<https://bit.ly/2DvqcPr>
- Donate books for young children to Tehama Reads to empower children and families to learn and love to read. Contact kstroman@tehamaschools.org

LITTLE TYKES

In some months it occurs on Friday nights while families sip snow cones and munch on peanuts in the bleachers. In other months it emerges on Saturday mornings while aunts, uncles, and neighbors set up lawn chairs to watch the little black and white ball vault around the field. It can leave the unexpected bystander curious and in awe of the undeniable energy of the children and families engaging in community organized sports like little league or soccer. Unexamined, this energetic culture of team collaboration, bravery, and pride can be taken for granted. But these experiences play a key role in many of the foundational skills (communication, self-initiative and perseverance) predictive of elementary school success, high-school success, and even economic success in adulthood.

These skills have just begun developing in our three and four-year-old children. Understanding how critical these skills are to later success makes it necessary to provide opportunities for our young children to build them in as many arenas as possible: including home, school and community. However, this charge is not simple. Because young children are only beginning to build these skills, it is not appropriate to expect them to engage in organized sports in the same way 5, 6 and 7-year olds can. It was for these reasons and more that Red Bluff Youth Soccer League took a chance on offering Little Tykes, an age specific opportunity, for three and four-year olds.

“It is so vital to have opportunities and options for our kids, especially from a small town...we set it up so kids could learn the basics of the sport and teamwork in a

more relaxed atmosphere [with smaller groups of children than typical teams].”-Carolyn Walker, Red Bluff Soccer League Little Tykes Coordinator.

Families in Tehama County clearly agree that these opportunities are vital, and the Little Tykes program sold out two seasons in a row. “My daughter loved it,” expressed Megan McColpin. “Each time she tried something new and was successful, she smiled from ear to ear. It was clear her confidence was growing.” The League’s hope is that these experiences in Little Tykes can support the transition to a formal team.

Courtney Stroing, a U-6 coach agrees, “We had a few players who had done Little Tykes and then transitioned to U-6 this fall. At the beginning of the season their confidence was high during practice because they were familiar with soccer from their Little Tykes experiences, but their confidence was noticeably less during the games. We focused on the positives; helped them build relationships with each other, and eventually, by the end of the season, they were confident enough to play the entire game.”

Allowing children to step into the arena, persevere even when it’s not easy, and learn that they are capable of more than they realized builds skills which lead to successful adulthood. Many of our children will face much more adverse experiences than their first season of soccer. But perhaps they will do so knowing they can initiate their own learning, continue to persevere, and trust others like they trusted their teammates.



CHRONIC ABSENTEEISM

There are so many great things going on at Corning Union Elementary Schools that district administrators don't want students to miss out on a single day. "It's one of our goals this year to improve attendance across the board and specifically to reduce chronic absenteeism," says Superintendent Rick Fitzpatrick. "It's absolutely vital that we get kids there to build those vital skills."

"Everything scaffolds," he adds, noting that the years between Transitional Kindergarten and second grade are foundational to core skill building, particularly in math and reading, and set the tone for learning to come. Attendance is key.

"We have about 96% attendance," he adds, though notes that, "Our numbers of chronically absent students are much higher than we want."

What sets Corning Union Elementary apart from many school districts, which often take a punitive approach to chronic absenteeism, is its commitment of support to families in a positive and pro-active way.

With the understanding that, "A loving and challenging school life can be transformative," Fitzpatrick says, "We can change how we present, how we welcome, how we reinforce." In short, the district is making every effort to create an environment students won't want to miss out on.

When families feel welcome and supported, and the school culture promotes academic success, students have greater reason to show up on a regular basis. Parents know that they will find support rather than judgment in difficult situations which prevent them from getting their children to school. "The underlying reasons for the absences are many and varied but we're more concerned with finding a prescription for success," says Fitzpatrick.

The first order of business for school staff has been to identify chronically absent students and then have direct, supportive conversations with family members. The tone is always, "We

want to help you. We want to come along side and help make it better," says Fitzpatrick. The payoff has been great and improvements in attendance have been seen. "When they happen, we make sure we notice them and celebrate them," he adds.

Attendance awards have been modified to celebrate improvements, as well as to honor the student who may miss only one day of the year. Students with perfect attendance remain celebrated as well.

Olive View School Principal Joe Lodigiani is in awe of the turnaround he's seen in some of his students, including two young girls, not related, who were clearing perfect attendance rates in the first 25 days of school this year after a prior year of up to 23 unexcused absences. "We have to think with that dramatic a turn around that we're having an impact," he says. For all students, he adds, "As they're missing their first day of school we're making a call that day. It's a call of concern, check in. It reinforces the importance of school attendance."

A key component of the success of this approach is mindfulness to the environment students walk into when they arrive on campus each day. "It's about creating community," says Fitzpatrick, "and being intentional with things other than academics to create it." This includes offering students warm and caring appropriate relationships with adults and a welcome environment for their families. It's an important mix of students, parents, teachers, staff and administration. "We can only do this if we all care about the same things," he adds.

When students are in class, teachers and administrators can focus on what Fitzpatrick considers the larger issue of education: "How to empower the imagination and the passion of students. That's the challenge. Always will be."



Story shared with permission from Corning Promise

FOCUS AREA 2

EVERY CHILD IN GRADES K-5 IS THRIVING
AND DEMONSTRATING ACADEMIC COMPETENCY

Why is this important?

What does the research say?

The support that students receive both outside and inside of school is essential to a student's academic, social and emotional well-being.

There are many factors that influence a student's success and allow them to thrive, specifically non-cognitive competencies such as grit, self-control, organization and tenacity. Students who have these skills tend to have fewer absences, positive engagement and stronger academic success. In addition, students who have family/community supports, a positive adult role model and a stable environment are better able to thrive both physically and academically.

There is significant research about the need for all children to be proficient readers by the end of third grade. According to Early Warning Confirmed, "Children who do not read

proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers." In addition,

there is evidence that those students who are not able to meet proficiency levels at third grade become our nation's lowest income, least-skilled, least-productive and most costly citizens of tomorrow (National Assessment of Educational Progress). Similarly, mathematics proficiency at fifth grade level is an indicator for future success.

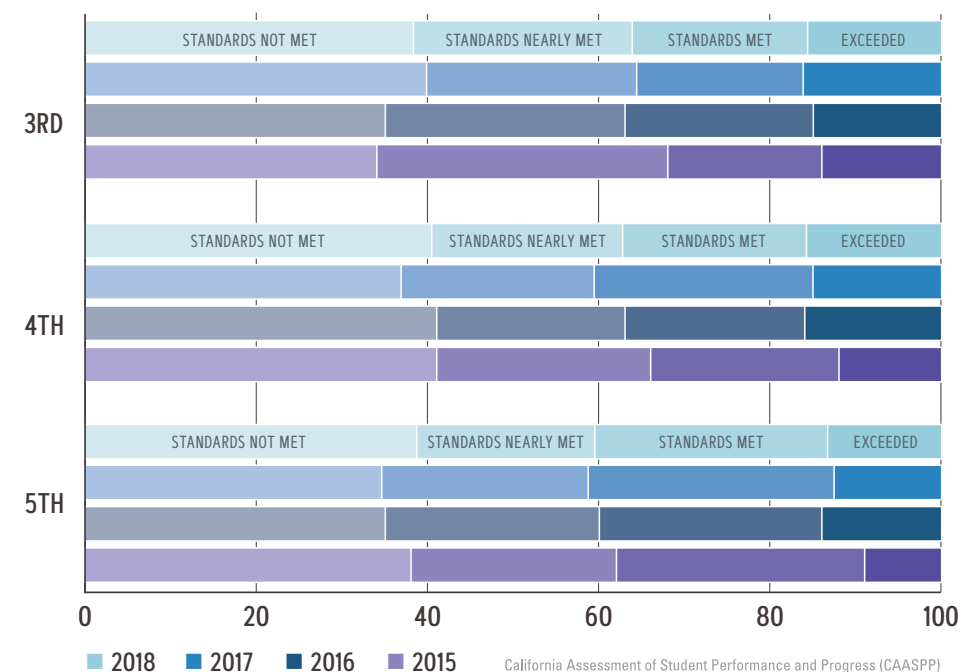
What are our indicators?

Research suggests that reading must continue to be taught beyond 3rd grade, particularly for English Learners; the academic language necessary for success in school is far more specialized and complex than the heavily narrative based language employed in learning to read. Thus, while we focus on 3rd grade reading proficiency, we include fourth and fifth grade reading proficiency as well.

THOUGHT STARTERS:

- How can we help our kids become better readers?
- What can we do to help reduce the absenteeism rate?
- How can our kids connect with more positive adult role models?

3RD-5TH GRADE READING PROFICIENCY % OF STUDENTS



FOCUS AREA 3

ALL STUDENTS ARE THRIVING AND GAINING AWARENESS OF COLLEGE AND CAREER

Why is this important?

What does the research say?

A student's success in middle school is critical to their future. All of our local school districts are committed to helping students achieve their greatest potential. There is the understanding that students must be exposed to high standards and be challenged academically while continuing to develop their social emotional skills. They must also have exposure to college and career options. Student engagement in an ap-

THOUGHT STARTERS:

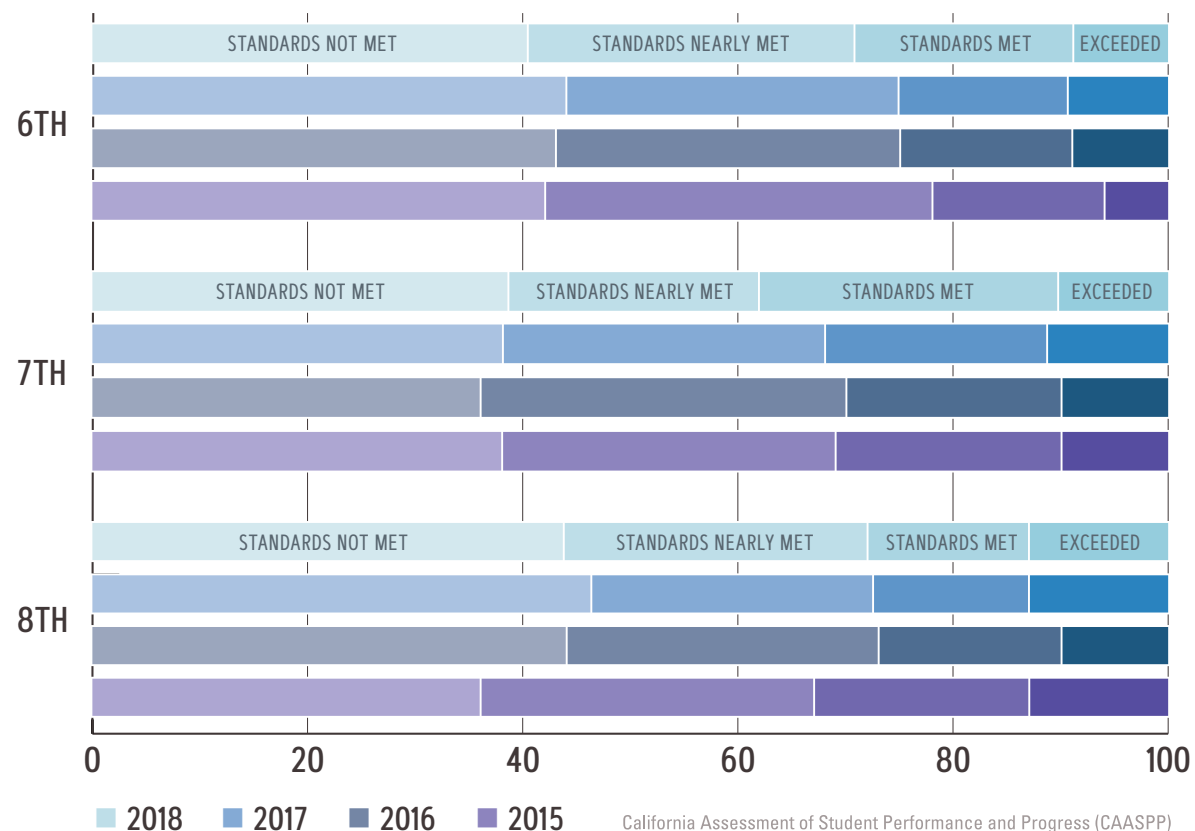
- How can we support education in student engagement activities?
- Are there ways for community to help connect math with project based learning?
- What can community do to help students connect with college and career options?

pealing aspect of school, whether electives, sports, clubs or a specific area of study is important to being connected.

What are our indicators?

The current indicators in this focus area rely heavily upon academic measures obtained from our local schools. We use the 6, 7th and 8th grade mathematics proficiency % of students. Math continues to be a tough challenge for the nation, the state and Tehama County.

6TH-8TH GRADE MATHEMATICS PROFICIENCY % OF STUDENTS



SLOWING THE SUMMER SLIDE

Over the past decade, studies have shown that on average students lose academic ground during the summer, what is often referred to as “summer slide”. Reading loss often comes to mind, although math skills are also at risk. A study released this summer by NWEA’s Megan Kuhfeld, PhD, outlines just how serious this slide is for our students.

“In NWEA’s research, summer learning loss was observed in math and reading across third to eighth grade, with students losing a greater proportion of their school year gains each year as they grow older – anywhere from 20 to 50 percent.”

Other studies suggests children from lower-income homes have less access to summer camp and other enrichment activities during the summer, compounding the situation.

Our community and education must work together to create rich learning opportunities during the summer months, especially for those who cannot afford and easily travel long distances. Programs like SERRF, summer sports, camps and library programs are key, but more are needed.

New Camps Fill Gaps in Performing Arts and Technology

Summer provides a special community opportunity to keep kids engaged and avoid the summer “slide”. In response, Expect More Tehama invited representatives from all types of summer programming to a mapping session last Spring. The goal was to map all activities to create a guide for parents as well as identify gaps in programming. The mapping showed gaps in performing arts and technology, and programming for 6-8 graders. As a result, two exciting summer camps were offered: Theater Camp and Everything TECH Camp.



RUNNING DOWN A DREAM

A vibrant recreation department was a dream deferred for the City of Corning.

“About ten years ago the city did have a recreation program which was just beginning to be developed,” says Kristina Miller, Corning City Manager. “Then the Great Recession happened and they lost the coordinator.”

Today, through the close collaboration between the city and Paskenta Band of Nomlaki Indians, with infusion of Corning Promise resources, and the input of the people, the Corning Recreation Department is realizing a vision dreamed a decade ago.

“Through the Promise Neighborhood grant, we are able to create new and additional recreation opportunities within the greater Corning area,” adds Miller. What’s best is that the core of these opportunities are based upon a community survey of interests in which over 600 residents responded.

“We’re taking those responses and using them as a focus but we’re not limiting ourselves by any means,” says Miller, who is excited by the breadth and creativity of classes being made available. Every course must have a youth enrichment/literacy component to enhance it, which means that the new Tae Kwon Do classes will also cover the history of the martial art.

Students are now able to learn everything from video game coding, which transfers to the very marketable skill of computer coding, to vocal performance, which can enhance self-esteem. A princess camp will set imaginations on fire and ballet classes will get kids moving. Digital photography classes will open doors of creativity while a Pinterest Project class will help students take projects from the popular website into their real lives. Building vocabulary is an implicit goal of all courses, which weaves in the larger goals of Corning Promise and a child’s success in school.

Of great pride to all involved was the recent offering of free swimming lessons to all second graders in the Corning area. “We provided four days of swim lessons with the goal that every kid, if they fell in the pool, would

be able to save their life,” says Miller. Additional lessons were offered to 30 families needing support beyond the initial offerings to meet this goal. 216 second graders participated in the initial offering, demonstrating a clear desire for the opportunity.

“I would like to see a very robust program for students to get them very healthy and active after school and in the summer months,” adds Miller. Fortunately, she has many partners who agree with her and are lining up to support the efforts. Both Corning school districts offer their facilities for recreational classes after hours. This means that the most frequently requested course offering -- baking and cooking classes -- will be able to occur.

Another point of pride is the inter-generational bonding that occurs with events such as Family Game Day, complete with crafting, that will be offered to students through the Senior Center. “It really bridges the generation gap and it really benefits both sides,” says Miller of the event. “It’s been really neat to see how all of the partners have come together to say, ‘This is best for kids, so let’s do it.’”

These opportunities are also good for the community as a whole. The local organizers recognize the value of the social bonds created when people gather around food and entertainment. “People want to reside in places where it’s fun to live,” adds Miller. That’s one reason the City of Corning and the Paskenta Band of Nomlaki Indians have partnered for four Food Truck Tuesday nights in the city. Notoriously laborious to organize, the events are exceedingly successful. “The community loves it,” says Miller. “And that’s what we’re here for. To serve the community.”

For more information, visit:
<http://corning.org/recreation.html>



*Story shared with permission
from Corning Promise*

2018 SUMMER THEATRE CAMP

Many performers over the years have appreciated the wonderful acoustics of the State Theatre auditorium. What better sound to hear reverberating off those mural-covered walls, then the laughter of children as they experience all things related to theater?

When the State Theatre for the Arts (STFTA) decided to purchase and restore the historic theatre in 2010, one of their stated goals was to provide a performing and cultural arts venue for children within the community. While there has been a variety of wonderful programming targeted towards Tehama County youth over the years, this summer our children had a new opportunity to participate in a week-long theater boot camp thanks to a partnership between STFTA, Expect More Tehama and the generous underwriting of past STFTA President Venita Philbrick.

Ella (age 9) said, “My favorite thing about theater camp was getting to act on the stage and getting to know a lot about performance. I loved being on the stage in the State Theatre, it was very cool.”

Participants received a full introduction into the world of theatre and all the elements needed to put on a production. Ksa Curry, the Camp Director shared, “The goal is to give a representative experience of all the theater roles. We want every kid to be their own costume designer, lighting technician and star of the show.”

Held July 30th through August 3rd, the camp included work and play in acting, directing, costuming, stage make-up, prop making, lighting, sound and more. One participant, Owen (age 7) said, “I really loved it when we painted boxes. We painted them to use for decorations for the plays. We put our boxes in the plays off to the side.”

Twenty-three children, ages 6 through 14, participated in the camp this summer. They were split into 2 sections by age group, but had the opportunity to come together and put all their new knowledge to work in a live performance at the end of the week. It was expected that the students start the camp with their lines already memorized, so that the week could be focused on all the other elements of the show.

Nearly 200 friends, family and community members turned out for the culminating event which included a variety of scenes, songs and monologues—all directed, costumed and planned by the participants themselves. According to State Theatre for the Arts Board President Bill Cornelius, the camp was a hit. “Based on the reaction of all in attendance, this camp was only the first of many more to come. Bravo to all involved!”





Everything TECH Camp: July 23-26

How do we engage the innovative, hands on student in the summer? How do we introduce them to technology and the excitement of coding, robotics and start to get them interested in the computer science and manufacturing classes ahead in high school?

In July, Expect More Tehama partnered with Syerra Quigley and the Makerspace at the Tehama County Department of Education to provide Everything TECH Camp. Students going into 6th, 7th and 8th grades enjoyed hands on fun with robotics, coding, graphic design and film making. Each day was taught by passionate instructors from Tehama County.

“Our tech instructors are so creative and fun,” said Expect More Director Kathy Garcia. “Most adults I talked to wanted to sign up for the camp.”

The camp will be back in 2019. Visit www.expectmoretehama.com for details.

Girls Travel to Google

In August, a group of nine young women from Red Bluff High School attended the 2-day VEX Robotics Girl Powered Workshop at the Google complex in Sunnyvale.

The Workshop was a collaboration between the Robotics Education & Competition (REC) Foundation and Google. In the VEX Robotics Competition, teams are tasked with designing and building a robot to play against other teams in a game-based engineering challenge.

The girls, along with Red Bluff High's Rochelle Barajas and Vista School's Alethea Vasquez, split into two teams. They built a vex robot that competed in the competition and had a great time.

MAKER SHOWCASE AT THE FAIR

As the Principal at Maywood DaVinci Middle School in Corning, I am excited to be part of the planning for this year's Maker Showcase at the 2019 Tehama County Fair. Maywood DaVinci has a makerspace program that has been a rich part of our STEM program. Much of the success of our makerspace instruction is connected directly to the skills of our teachers coupled with the interests of our students. This year one of our teachers, Noelle McDaniel, agreed to help me in the organization of a mini Maker Faire within the Tehama County Fair - along with Syerra Quigley of Tehama County Department of Education and Michelle Hickok of Zelma's. There will be many hands on activities for children with some activities being led by our own students who have already learned some robotics, coding, green screen technology, video editing and more.

Because we are in the early stages of planning, nothing is completely set in stone as of yet, but some of the exciting ideas we have already discussed are:

- Starting with “Create, Make, Build” as our theme
- Showcasing keynote “makers” each day featuring expert makers in our county and doing activities such as robotics, painting, creating t-shirts – perhaps even having a maker breaker competition between schools.
- Creating a special class for Maker Showcase exhibit entries.
- Holding workshops with creative spins like pancake art or paper rockets or airplanes
- Having different schools host a workshop
- Hosting a robotics competition

We believe it is important for our schools to support and partner with our community events such as the fair because those partnerships ultimately benefit the kids of our communities. We are hopeful that all of the schools in the county will contribute to the fair this year even if it is just entering student work as exhibits. We are very excited to be working together with a common goal of making our fair, and really our community, stronger for our children. I would invite all of the schools in our county to help spread the word and excitement around this year's “Grow It, Sew It, Show It” 2019 Tehama County Fair in May and within that the “Create, Make, Build” Maker Showcase.

Tiffany Dietz

PRINCIPAL, MAYWOOD DAVINCI MIDDLE SCHOOL



WOMEN IN TECH

This summer, Expect More Tehama was hoping to start a Girls Who Code Camp to encourage more middle school aged girls to connect with the world of tech. After meeting with Butte County connections, we realized the camp would require a team of women who understood tech to lead the project. This started an exciting discovery of talent within our county lines. Ultimately, the Everything TECH Camp became more broad based than coding, and included a session for boys; however, the new connection to this talented group continues to inspire!

ROCHELLE BARAJAS

*Red Bluff High School, Project Lead The Way (PLTW)
Computer Science & Cisco Academy Teacher
Femineers™ Technology Trainer*

Rochelle Barajas graduated from college with a Bachelor's Degree in Automated Manufacturing and Robotics. She took her knowledge of penultimates and manufacturing and worked for industry as a computer field service technician. She so enjoyed any opportunities she got to train customers on equipment and ended up going back to school and acquiring her teaching credential and Master's Degree in Education.

Barajas started teaching electronic application and computer repair courses at Red Bluff High School. Then, five years ago, the high school transformed the electronics course into a computer science driven course. The curriculum still contained electronics but with more micro controllers and how to program them. They have continued to grow that program and now offer a 4-year pathway of computer science at RBHS. Project Lead the Way entails a rigorous training for instructors. Barajas and colleague Stan Twitchell have dedicated much of their summers to training in increasingly more difficult subject matter.

"The training that my colleague and I have done through PLTW at San Diego State University and Cal Poly Pomona introduced us to a network of contacts and other programs," says Barajas. "One of these programs is the Femineers."

BROOK DOMINICK

Fifth Grade Teacher, Antelope School

Fifth grade teacher Brook Dominick doesn't actually think of herself as a "techy woman." Although, she does love a new iPhone, she feels she still has a lot to learn in the world of coding and robotics. However, when it comes to teaching, using technology is a no-brainer.

"I work hard to put together lessons that integrate technology as much as possible," says Dominick, who's been at Antelope Elementary for the last four years of her thirteen years teaching. "For three years, I taught writing as a single subject to fifth graders. For most of my students, writing was very difficult. It wasn't a creative writing class and there was little time for fiction. I found that students were longing to express themselves and making videos was an awesome way for them to communicate their ideas without focusing on the actual essay itself."

Dominick found there was still plenty of writing involved in making videos, from creating a script, editing, and reworking transitions. However, to the students, it didn't seem like the monotonous task of writing a huge essay. "The stories my students were able to tell through making videos were beyond impressive."

ALETHEA VAZQUEZ

*Math and Science Coordinator,
Tehama County Department
of Education*

Alethea Vazquez has sort of an obsession with tech. Her own fascination with phenomena and how things work fostered a desire to share that with her students. "I wanted all my students to experience the explainable feeling of overcoming something they first thought was impossible," said Vazquez. She has since taught a variety of electives including Tinker Lab, Crazy Circuits, Coding, Robotics, and Photography.

One of her favorite experiences teaching tech was when she offered her first coding elective. Her middle school students opened a Chromebook, and began following online tutorials on how to code sprites with Blockly code. After a couple weeks, not only did Vazquez feel like she wasn't truly engaging her students, she felt like there had to be more than just coding via a web-based tutorial. She started to do some research and soon had a handful of robots that she had no idea how to operate. "I started handing these robots to groups of students and asking them if they wouldn't mind figuring out how they worked and report back to me," said Vazquez. "Not only did they figure out how they worked, they started teaching each other. I will never forget the group of 8th grade boys who couldn't wait to get their hands on the drone. They quickly figured out how to turn it on, download the software and firmware, and get it to move by coding commands. I was impressed!" She challenged the boys to code the drone to take a picture while hovering in the air. It took them two weeks but Vazquez will never forget the look on their faces when they finally figured it out. "The only question I had for myself was, 'How can I facilitate more of these experiences?'"

SYERRA QUIGLEY

*Project Specialist/Makerspace Lead
Tehama County Department
of Education*

Sierra Quigley joined the Tehama County Department of Education in 2014 and is the Project Specialist and Makerspace Lead for the Makerspace, a creative space used to allow kids to be hands on with learning and creating. She began teaching technology based lessons a few years ago when the Makerspace opened.

"Coding is where my mind automatically goes when I think of teaching tech, but it was so fun to see all the students using technology to not only code, but to create videos, build robots, and design their own t-shirts." Quigley sees daily how technology widens the realm of possibilities and is excited to see the students in our area get excited to learn more about tech and what they can do with it.

Quigley, who holds a Bachelor of Arts degree in Communication Design with an option in Graphic Design from California State University, Chico, has discovered her talent for teaching. "I love to encourage students who think they can't do something and watch them light up when they prove themselves wrong. Seeing them shout for joy while high-fiving their partner when they finally reach that "Aha moment" never gets old. I love it!

These women are excited that more teachers and administrators are stepping outside their comfort zones and supporting more tech in the classroom. She knows it's a brave thing to do these days, especially when the students typically know more than the adults. "If we change our mindset about having to be the experts all the time, we can change the future."

*See more of their stories online at
www.expectmoretehama.com*



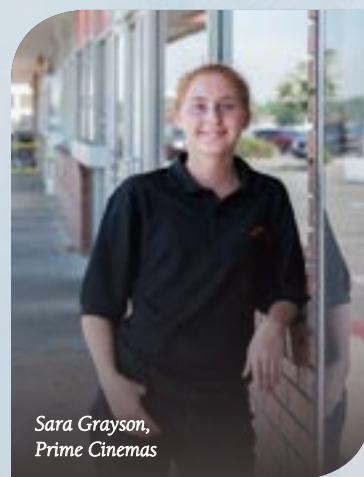


Businesses want employees with soft skills, but where do soft skills come from?

When you first learn to drive a car, you read lessons about driving and you pass a test. But until you get behind the wheel and drive, you really aren't skilled at driving. The same is true with starting your first job and developing soft skills.

Joey Stephens, Manager of Prime Cinemas, is one of Red Bluff's leading soft skills developers. He happily hires many with little or no work experience and coaches and trains them on the job. He does this aware they aren't likely to stay. He's essentially training them to work for someone else who requires a work history and proven "soft skills" down the road.

Stephens doesn't mind. He realizes young adults need opportunity.



Sara Grayson,
Prime Cinemas

This summer, Stephens and his staff took on five extra workers as part of the Job Training Center's Jumpstart 2018 program that provided first jobs to young adults. The program paid for wages and provided classroom instruction on how to be a good employee, but Prime Cinemas and eight other carefully chosen work sites provided the on the job coaching and real life experience that builds true soft skills.

Stephens used the experience to help his management staff: "It can be challenging when dealing with situations that we may think are "common sense". It's a good experience to help management realize that our younger generation hasn't had a chance to learn these things yet."



Dax Wagner with Bakery Owner Shelly Hagen,
Sweet Swirls Bakery

Sometimes they just need a little help getting started.

Nearly all of the young adults, mostly 17 and 18 year olds, were anxious about starting their first job. They worried if they would catch on quickly and if their coworkers would like them. Starting your first job in a supportive, patient environment is a great way to build self-confidence and skills. By the end of summer, all participants were enjoying their jobs and earning paychecks.

"Today's perceived lack of motivation is often just uncertainty on how to get started," said Kathy Sarmiento, CEO of the Job Training Center. "It's easier to avoid doing something rather than admit you don't know how to do it. This is especially true for teenagers who don't want to appear foolish in front of others."

Angelina Garcia is good at looking ahead. This summer, the 17-year old had an opportunity through the Job Training Center's Jumpstart program to work in her very first job. She thought it would be a good way to get work experience for the future. Although a bit nervous at meeting her new co-workers, she accepted and started a position at Top Tier Flower and Gifts in Corning (recently purchased and named Cairo's Floral & Gifts). She's still working there this Fall.



Nolan Stacy,
Tehama Family Fitness Center



Prime Cinemas Supervisor
& Sara Grayson



Angelica Garcia,
Top Tier Flowers & Gifts

Jumpstart 2018 Worksites:

- Latimer's Pharmacy
- Prime Cinemas
- Sweet Swirls Cakes and Confections
- Tehama County Library
- Tehama County Lock & Security
- Top Tier Flowers & Gifts
- The Copy Center
- The Makerspace at the Tehama County Department of Education

Garcia, a junior at Corning High School, likes to draw and work on artsy projects. She also enjoys her AP English class and writing. She'd like to work and attend college after high school. At the flower shop, she keeps busy cleaning, answering the phones, going along on deliveries and even creating simple arrangements. She says she's learned a lot about the business from the names of flowers to the basic rules about arrangements and shapes that keep flowers viable.

When asked what she likes about her job, she's quick to answer. "I like the laid back atmosphere of the business and the people who work there." Garcia prides herself on knowing how to always find something to do. The hardest part? "The phones can be hard."

Expect More Tehama and Tehama e Learning Academy (TELA), along with several grants, helped fund Jumpstart 2018. "Employment and mentorship from adults other than your parents and teachers often produces great results," said Sarmiento, who plans to expand the program in 2019.

Expanded Learning in Rancho Tehama

There's a subtle difference in how the SERRF (Safe Education & Recreation for Rural Families) Program is being referred to these days. Once commonly known as the after-school program for Tehama County, administrators and staff are now referring to their award-winning array of services and interventions as the SERRF Expanded Learning Program.

"We're more than after-school now," says Karla Stroman, SERRF Administrator at the Tehama County Department of Education.

In one rural community, expansion beyond after-school programming was made possible through partnerships between Corning Promise, Tehama County Department of Education, and multiple service providers. During the school year, turnout in the after-school program at Rancho Tehama typically reaches 100 students. According to Stroman, with no on-site program available, there is little interest in participation in summer programs. Even with the invitation to participate in off-site summer programs at the nearest school, a 48 mile round-trip bus ride, few if any participate. In 2018, when the program was offered directly at the Rancho Tehama community school, participation soared to 40 local youth. "It made a huge difference to have it on site," she adds. "Corning Promise really allowed us to make that happen."

In the spirit of Corning Promise, where partnerships are central to the project's operation, summer enrichment activities were made available in Rancho Tehama to children in grades K-8. Similar high-quality, fun and engaging programs were also offered in other district schools.

An alliance with California State University - Chico and sub-contract with CalPoly, funded by Anthem, allowed for Rancho Tehama students to participate in culinary workshops and gardening. These partnerships, including the alliance with Community Action Agency at Tehama County Department of Social Services, will allow several mentors from the high school, who live in the Rancho Tehama area, to assist with the on-site gardening program throughout the school year. This will allow the high school students to gain work experience and test the waters for a career.

Other programs that shed light on SERRF's extension throughout the Corning area include the Missoula Children's Theatre at Maywood School. A well-established touring company that

makes an annual stop in Red Bluff through the Tehama County Arts Council, Missoula Children's Theatre casts and produces a one-hour production in one week, providing costumes, props and direction to the chosen youth who audition for their parts. While the Red Bluff production is open to Corning youth, logistics of travel to the mandatory after-school rehearsals often inhibited participation. This year, 35 area youth were cast in a production of The Secret Garden.

The summer programs mix academics and enrichment activities designed to promote academic gains during the summer; they are offered by highly trained, certificated teachers who deliver in-person academic support, while using technology to enhance the student's literacy skills. Corning students also participated in the county-wide book in common program with the Newbery Medal-winning, The One and Only Ivan by Katherine Applegate.

Of course, summer is synonymous with fun, and what could be more fun for students than field trips? This year, SERRF summer participants at Rancho Tehama and Maywood were able to attend the Ide Adobe State Park for living history experiences and spent a day at the Tehama District Fair where students learned about the different Science Technology Engineering Math (STEM) career, engaged with a Maker Space and enjoyed all the traditional fair activities, such as barn tours, shows and carnival rides. "A lot of kids don't get to go to the fair," says Stroman, who delights in bringing this traditional community activity to a wider audience of students.

Stroman reflects with pride on the greatly expanded offerings created and says the program will continue "giving kids hands on experiences and skills that they can continue to develop and bring home to their families."

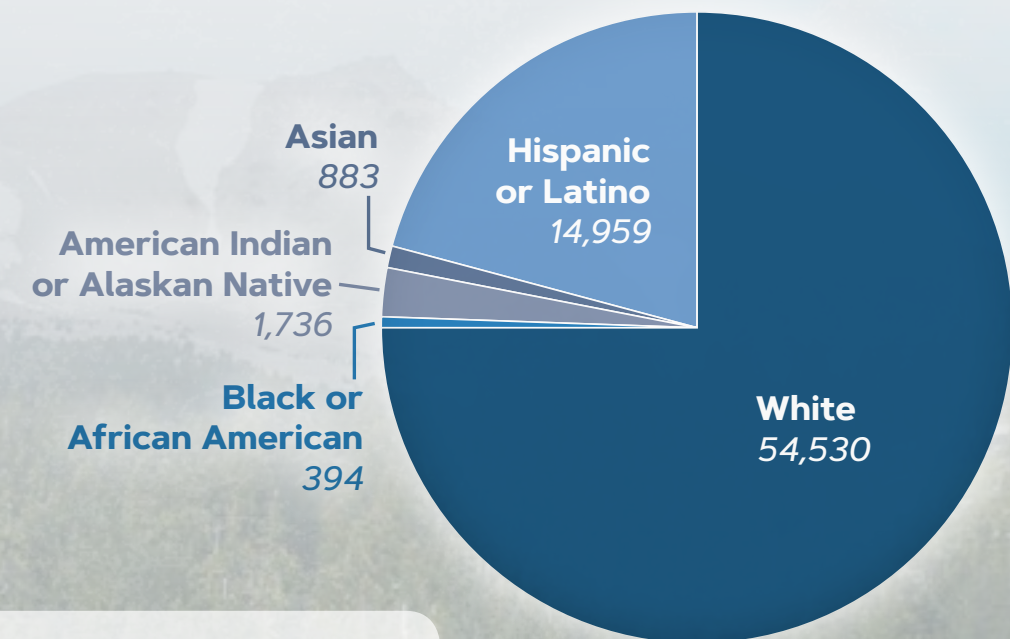
These lofty undertakings are not done in isolation, but in community, and the results are meaningful. "It was really a leveraging of resources," says Stroman. "These are opportunities for enrichment that we may never have had without the contribution from Corning Promise."

<http://www.tehamaschools.org/departments/serrf>



Story shared with permission
from Corning Promise

TEHAMA COUNTY POPULATION SNAPSHOT



26.1%
OF TEHAMA COUNTY'S
POPULATION ARE
CHILDREN 19 & UNDER

16,133
FAMILIES IN
TEHAMA COUNTY

7,470
FAMILIES WITH
CHILDREN UNDER 18

25.6%
OF THOSE FAMILIES
LIVE BELOW POVERTY



CREATING A CULTURE OF ACCEPTANCE

Temple Grandin Comes to Red Bluff

Best selling author and speaker Dr. Temple Grandin spoke to packed audiences in both Redding and Red Bluff in February. Both events were free to the public, thanks to a partnership between Red Bluff High School Parent Engagement Team, Shasta College Ag Leadership and the Sector Navigator, plus sponsors from both counties. Grandin talked to students and the public about her life and experiences in the fields of autism and animal behavior.

Dr. Grandin, is a professor at Colorado State University. She was inducted into the American Academy of Arts and Sciences. Her life was brought to the screen with the HBO full-length film "Temple Grandin," starring Claire Danes. Red Bluff High School chose Grandin's book _____ as their 2017/18 Book in Common.

Choosing Dave Isay's *Ties that Bind* as Red Bluff High School's Parent Partnership Team's fourth Book in Common was inspired by Breaking Down the Walls, a school-wide event designed to build a culture of belonging. The underlying theme of the three-day event is "Everyone Has a Story" and kicked off with an assembly where a BDTW facilitator shares relatable anecdotes that lead students to start thinking differently about their peers and themselves. Over the next two days, over 250 students, staff, and community members engaged in full-day workshops led by students trained to guide participants through a series of activities created to promote empathy and acceptance.

The success of the January event prompted RBHS's Parent Partnership Team to choose a Book in Common that would complement this movement, and *Ties That Bind* was the obvious choice. Isay's book commemorates ten years of StoryCorps through transcripts of conversations between family, friends,

coworkers, and neighbors. These authentic exchanges serve as reminders of what it means to be a member of a community, the value of sharing, and the importance of actively listening. In addition to reading excerpts in class, students are listening to audio clips from the StoryCorps website (<https://storycorps.org/>). Classes will also be participating in The Great Thanksgiving Listen (<https://storycorps.org/participate/the-great-thanksgiving-listen/>) where students record an interview with a friend or family member during the Thanksgiving break.

The purpose of the RBHS Parent Partnership Team is to unite and engage students, parents, staff, and community members through activities and events such as the annual Book in Common and monthly Parent Academy sessions. For more information about how to get involved, check the Red Bluff High School website (<https://bit.ly/2PTnWHj>). If you would like to participate in next year's BDTW event, email kclawson@rbhsd.org.

"I've never felt better. I now know who else knows what I'm going through. I've never felt more...welcome."

2018 PARTICIPANT

"The best thing about BDTW was getting to know students that I knew nothing about and learning things about people I thought I knew."

2018 STUDENT LEADER

"BDTW is about healing. Connecting. Bringing people together."

2018 ADULT PARTICIPANT

FOCUS AREA 4

EVERY STUDENT IS ENGAGED IN GAINING SKILLS NECESSARY FOR COLLEGE OR A CAREER BEYOND HIGH SCHOOL

Why is this important?
What does the research say?

"By 2018, we will need 22 million new workers with college degrees – but will fall short of that number by at least 3 million post-secondary degrees" (Georgetown University). Extended low unemployment is already showing shortages of skilled and licensed positions from teachers to accountants to medical personnel, especially in our rural areas. All students need to graduate from high school prepared and with options.

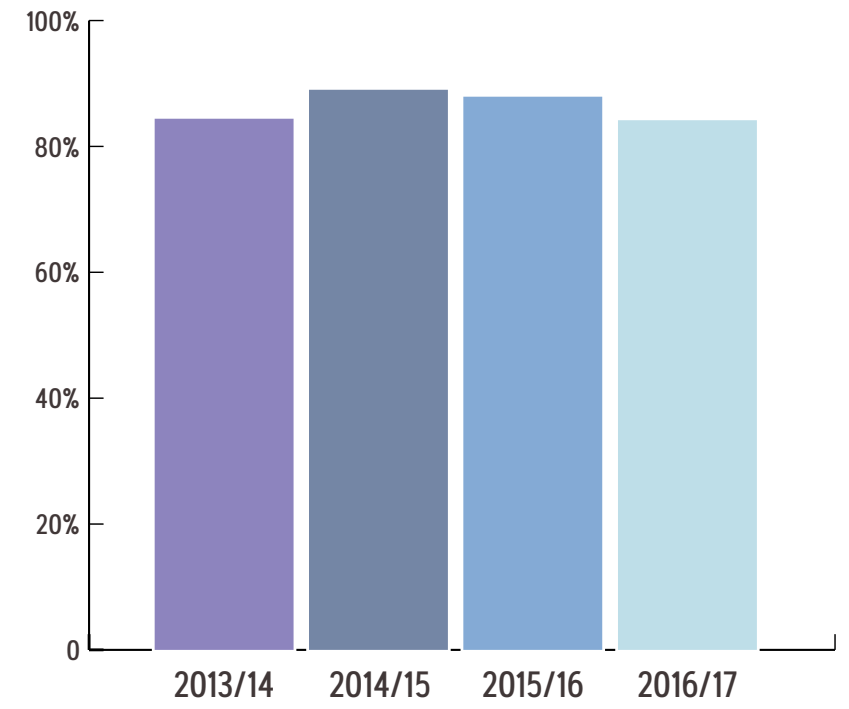
What are our indicators?

In order to graduate from high school, all students must complete a course of study and earn credits for coursework set at a minimum level by the state. Alternatively, students may earn a General Education Diploma (GED), pass the California High School Proficiency Exam (CHSPE), or earn a special education Certificate of Completion. Of those students who graduate from a high school, we can also measure the number of students who have completed the college preparatory coursework, also referred to as "A-G Requirements". Students planning on attending a CSU or UC must fulfill the A-G requirements which are more stringent than high school graduation requirements. Career Technical Education (CTE) programs emphasize the important role CTE plays in providing a comprehensive education to all students. Hands on, practical, real world experiences are a vital component to a well-rounded education and state educational leaders continue to support work in this area.

TEHAMA COUNTY GRADUATION RATES

THOUGHT STARTERS:

- How can business connect with this age group for work experience and soft skills development?
- What can the community do to help students prepare for higher education opportunities?
- What training options are needed in Tehama County?



DUAL CREDIT

For a group of Corning High School students, a rigorous look at the past is helping them prepare for the future. A college course available online through Shasta College and facilitated by Corning High School teacher, Jason Weston, on the high school campus, allows students to gain dual-credit for both college and high school.

"I wanted the experience to see what just one college class would be like," says incoming senior, Abigail, who recently completed the History 17 A&B offerings as a junior. While her professor is in New York City, she receives support from her co-hort of students and teacher, Mr. Weston, during a special course period designed to facilitate the dual credit courses. This class period, and Mr. Weston's time, is funded by Corning Promise.

Research conducted by the Community College Research Center found that dual credit enrollment participation is positively related to a range of college outcomes, including college enrollment and persistence, greater credit accumulation, and higher college GPA. This is in part because students are introduced earlier to the rigor of college work and therefore better prepared when they arrive at a college campus. Additionally, when they arrive with college credits already attained, it reduces the time and cost necessary on the campus and makes achievement of a college diploma feel that much more attainable.

Both Abigail and her friend Veronica already have their sites set on college and appreciate the head start their dual enrollment class has given them. "At first it was really hard," says Veronica. "We had to read a lot of books and the class was very challenging. But once I got into a routine and got organized, it started to get a little easier."

Corning Superintendent Jared Caylor concurs about the rigor of the course. "As a history major myself, I was not only impressed with how rigorous the class was, but how

well the students did. I read a particular essay question from the test and admitted to my colleagues that had I been asked the question, I'm not sure I would have done as well as these junior students."

The key to the successful dual credit program is the consistent presence and time committed to facilitation by Mr. Weston. Students gather one period a day to work on the course with his guidance. While he does not teach the course, he supports the students in being organized, remembering course time lines and understanding what is required of them academically.

"It was great being in class with other students who took their work seriously," says Veronica of her classmates. "We shared tips and knowledge with each other. It was like being on a team. It was different from high school classes because everyone takes the class seriously." Adds Abigail, "I would tell others that you have to push yourself but that it does get easier."

"I had to really learn how to read the textbooks," adds Veronica. "And learn new skills like high lighting names so that I could find and reference them during test taking time."

In addition to the history courses, Corning High offers dual enrollment in Freshman 1 (College Success), Health, and Communication & Technology. A Political Science course is being considered to compliment the history offerings.

The success of the history course is best summed up by Abigail, who says, "I felt like I got the opportunity to experience college, but with the safety of being in high school. It allowed me to get a glimpse of what college will be like and I'm excited for it."



Story shared with permission from Corning Promise

SCHOOL CONSTRUCTION

Schools in California have always faced the uncertainties of economic activity since the state budget depends on volatile income and sales. This is doubly so for the maintenance and construction of new classrooms at existing schools. Most districts set aside monies annually for maintenance, and, depending on the stability of funding from the state, spend a relatively fixed amount for upkeep of their facilities. But what happens when school facilities become very old?

Routine maintenance of roofs, paint and trim does not address deeper structural issues such as plumbing, electrical or sewer, never mind the more modern concerns of internet connectivity and changes to classroom practices that require more classroom space. Many schools built in the mid twentieth century are fifty to seventy-five years old or older, and these aging structures often need more substantial reconstruction than mere maintenance can cover. The state offers some funding for assisting districts with these costs, including the Modernization and New Construction programs. Eligibility is based on need, but there is a long waiting list for monies, as the state struggles to find a better way to fund such programs other than statewide bond sales, something Governor Jerry Brown has been reluctant to do.

When these deep needs arise, and because existing, ongoing funding is not intended for these kinds of costs, districts must turn to their communities and seek General Obligation Bonds.

"Prior to 2001, districts needed a two-thirds super-majority vote approval to pass local general obligation bond measures.

More than 40 percent of local school bond ballot questions failed. In November 2000, California voters passed Proposition 39. Proposition 39 reduced the super-majority needed to pass a bond issue ballot question from 66.67 percent to 55 percent. Proposition 39 also imposed restrictions on the allowable amount of the bond and included accountability requirements. Since the passage of Proposition 39, districts have had the choice of whether to seek a two-thirds super-majority approval or to comply with the additional restrictions to qualify for the 55 percent approval requirement." (*Ballotopedia*)

Schools must comply with state and federal regulations, laws and agencies when spending money in schools, including making upgrades to accessibility for people with disabilities as part of compliance with the Americans with Disabilities Act, and the California State Department of Industrial Relations, or DIR, that sets the 'prevailing wage' rates for state entities, including school districts, must pay for workers employed on projects through the district. Stringent building codes for earthquake, fire and safety also inflate the cost of construction.

Schools, as the places our most valuable assets--our children--spend the bulk of the day are intended to last many years and be safe and productive places of learning. Research indicates that standardized test scores improve 6-19 percent in modern, well-lit and climate controlled classrooms, so keeping schools in tip top shape is essential to effective instruction and learning. Communities express their expectations and hopes for their children's futures by keeping their schools clean, safe and well appointed.





TEACHER SHORTAGE PROMPTS NEW EVENT

Tehama County Projected Retirement numbers by Category:

TEHAMA COUNTY	Percentage Retiring	Number Retiring
Overall	30.40%	160
General Education	30.00%	153
Special Education	28.60%	7
Elementary School	33.40%	83
Middle School	25.70%	31
High School	28.20%	39
Math	22.30%	12
Science	30.20%	13
English Language Arts	25.90%	18
History	25.80%	12

Between 2014 and 2024, approximately 160 teachers are expected to retire from Tehama County. That is about 30% of all teachers in the county, with the greatest percentage of retirements coming from the elementary level. The impending teacher shortage, combined with the ongoing challenges of recruiting teachers to rural areas, is motivating Expect More Tehama to address the issue.

In the spirit of “grow your own,” a team is working with California State University, Chico to create a clearer pathway for local young people to go into teaching. Their focus is specifically on attracting more Latino teachers to better align with the demographics of the students. Recent research indicates that a more diverse teaching force is better for students from all backgrounds.

In February, Expect More will host a Celebrate Teaching event designed to encourage local high school and com-

munity college students to consider teaching as a profession. Local educators will nominate students who they feel would be a good teacher, with an eye to encouraging them to come back to their communities after obtaining their teaching credential. The main goal is to celebrate the young people who have been recognized by adults as having demonstrated great potential to be influential teachers. The event will also include opportunities to learn from inspiring members of the profession about why they teach and how to become a teacher. Representatives from local school districts and institutions of higher education will be available to provide information and answer questions.

If you would like to be involved and/or nominate a student for this event, contact Kathy Garcia at expectmorekathy@gmail.com

FOCUS AREA 5

EVERY YOUNG ADULT
IS COMPLETING A COLLEGE EDUCATION OR CAREER TRAINING

*Why is this important?
What does the research say?*

Our hopes for our students to not end with high school or even with their start of a higher education plan. While we strive to see our students accept a diploma fully prepared with options, the ultimate goal is that they complete their college education or career training.

What are our indicators?

We currently use the Post-Secondary Attainment rates and the Unemployment Rate for this age group as our indicators.

How are we doing?

Our challenge is access to real time data. However, according to the most recent U.S. Census Bureau-American Community Survey, percentage of adults (25+) with an Associates Degree or more, Tehama County ranks #52 out of 58 counties in California.

Unemployment rates are also an indicator. Nationally, this age group suffers from the highest unemployment rate overall, even during healthy economic times.

THOUGHT STARTERS:

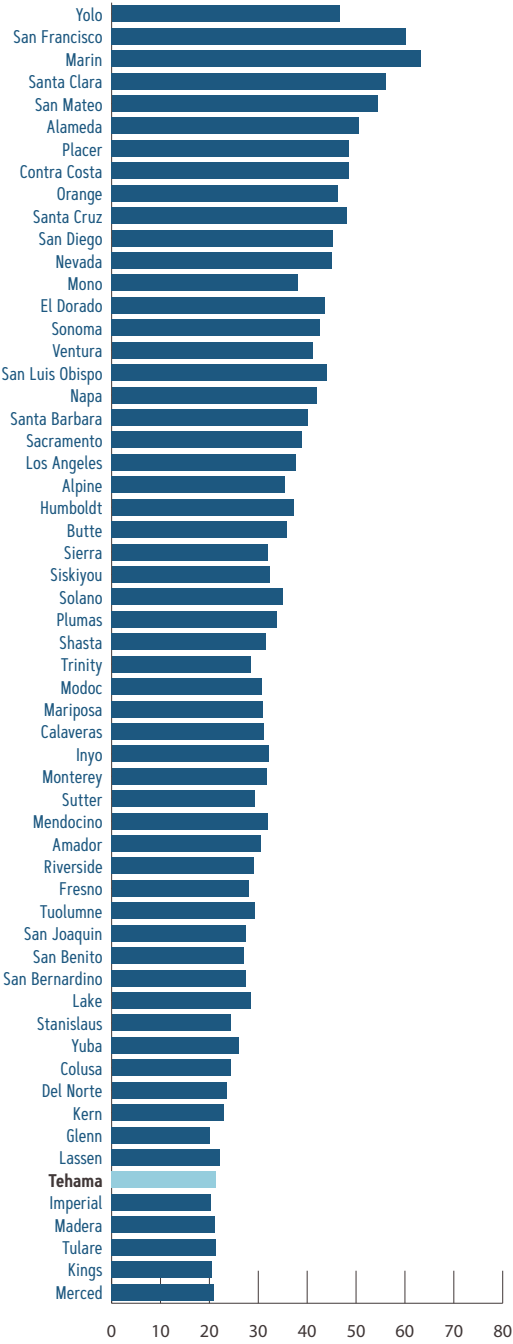
- How can we encourage and introduce young people to their first job experiences?
- What ways can our community champion and support young people who are in training programs and college?
- How can our community provide more internship opportunities?

TEHAMA COUNTY LABOR FORCE STATISTICS: SEPTEMBER 2018

	Total Population	In Labor Force	Employed	Unemployment Rate
Population 16 Years & Over	49,635	26,800	25,540	4.7%
Age				
16–19 Years	3,123	37.6%	28.7%	22.9%
20–24 Years	3,690	74%	63.3%	12.9%

Source: LMID/EDD

PERCENTAGE OF ADULTS (AGES 25-64) WITH AT LEAST AN ASSOCIATE DEGREE



At CASA, their mission is to ensure that every child who has experienced abuse or neglect has a caring, consistent adult to advocate for his or her well-being. In this four county region, over 1400 children are in the foster care system. This year, CASA has supported 101 advocates in serving 183 of these children.

NVCSS CASA celebrates each advocate's unique connection with a child in need, and they are proud to welcome 17 new advocates to CASA over the past year. However, there are so many children who still need assistance.

A Spring training starts in February 2019 in Butte County. However, trained advocates can be sworn in after attending our training in any county of their preference.

For more information, visit <https://nvcss.org/casa>



Empower Tehama (formerly Alternatives to Violence) is a non-profit organization with a mission to promote healthy relationships and social change in the community through education, intervention and responsive services.

Expect More Tehama is thankful for Empower Tehama and its efforts to empower individuals to make choices that are healthy and safe.

www.empowertehama.org

RURAL PARTNERSHIPS

CHICO STATE & THE REGION STRENGTHEN EACH OTHER
THROUGH CONTINUED COLLABORATION

Over the next 6 months, Chico State students from rural areas are meeting to develop ideas that will enable them to contribute to strengthening the relationship between the university and their home community. This concept is based on the idea that young people from a place know best about what might be needed, and it provides community-based, experiential learning opportunities for students. Chico State seeks to produce civic-minded graduates who have a foundational knowledge of what it means to be a member of a community coupled with a commitment to participation.

This committee, led by Ann Schulte, Faculty Fellow for Rural Partnerships, allows students from Red Bluff, Los Molinos, and Alturas (among other places) to consider the needs of their community and propose ideas that will support educational attainment, civic engagement, or community vitality. Potential project themes so far have been initiatives to address the need for college access, to address the stigma that comes from leaving your small community, and to inspire more young people in their community to get involved.

Over the next few months, the students will formulate ideas, connect with their home communities, and research options for implementation. Students receive a stipend from the Office of Civic Engagement for participating in the committee and can apply for small grants to enact an idea that may need funding.

For more information, contact Ann Schulte at AKSchulte@csuchico.edu.

Hand Painted

Library Murals in Corning and Los Molinos

At 30 years old, Ryan Ramos considers himself a nontraditional college student. While his passion for art has been around since he started taking classes at Corning High School, the studio arts major took a circuitous route to Chico State University.

As he puts the last coats of paint on a new library mural in his hometown, however, it appears his timing is impeccable. Coinciding with Ramos' matriculation into Professor J Pouwel's public art murals class is the commitment of a group of Chico State faculty to strengthen connections to the service area of the college by not only bringing in students from rural areas, but providing opportunities for them to return home.

"We're interested in partnerships," says Ann Schulte, a professor in the School of Education and Faculty Fellow for Rural Partnerships.

The story of Ryan Ramos and Pouwel's class, then, is one of a win for two years of collaboration and commitment to the cause. Pouwel, a mentor to Ramos, is also a faculty fellow for Rural Partnerships and has been developing his mural class since the creation of the partnership.

The results are a series of student-designed murals around Chico, Los Molinos, Oroville and Corning, each teaching project development and implementation. And in the case of Ryan Ramos, it was bringing his skills first learned in Corning and honed at Chico State University back to his hometown.

"It's what I learned in high school that really got me motivated," says Ramos, who still lives in Corning. "I was able to take art all four years with the same teacher and I was able to take art history. We took a lot of field trips. We went to the Modern Art Museum."

Now, Ramos gets to give back to the community he loves so much. His mural design for the Corning City Library was accepted by the Corning City Council and has been created on an exterior wall of the building. "It's where we do our summer reading program outside," says Todd Deck, Tehama County Librarian. "The mural is a great opportunity to get some attention to that area."

Although Ramos has lived in Corning most of his life, he says the mural project helped him develop new eyes for his community. "I observed the town more than I usually would have," he says. "I drove around a lot." The result is a bright and vivid representation of what he sees.

"The images that are included are really common," he says. "You see a lot of tractors and trees." In choosing to represent a farmworker as well, he is paying homage to an often-excluded figure in agriculture. "I think a lot of times, the people who work out in the fields aren't as represented in the community as far as olives are concerned," he adds. "I wanted to represent that."

A team of Ramos' classmates developed a mural for the interior of the Los Molinos Library. While the chosen design was developed by a Chico State student from the Bay Area, it was created after students toured the community and interviewed Los Molinos students who will be using the facility. "They came on a Sunday at 2 pm and they finished around midnight that same evening," said Deck, clearly impressed by the student artists. "That was the first mural completed by the class and it was the first class of its kind at the university."

Funding of paint and supplies came from the Friends of the Library organizations in both communities. "They instantly said yes," says Deck. "We really did get paint on the wall in a matter of weeks."

A third mural is being developed at Nu-Way Market in Los Molinos, thanks to networking support by Alison Wylie, a project manager for the Center for Healthy Communities at Chico State University and a Tehama County resident.

For Deck, the opportunity to have the murals created in Los Molinos and Corning was a way to extend some love back to these small communities that remained very patient while time and resources were poured into a new library in Red Bluff the last few years. "I really wanted to give Corning and Los Molinos some attention and some revitalization," he says.

The murals, designed to last for decades, are a bright expression of hope to the communities in which they were created and a symbol of success and persistence to the many involved in their development. Deck couldn't be more pleased by the collaborations that took place to brighten his spaces. "Libraries really are about celebrating creativity, curiosity and learning so this was exciting."

*Story shared with permission from Enjoy Magazine
Story by Melissa Mendonca, photos by Eric Leslie*



PAL MENTORING

Kids, Cops & Community

In just one year, the Tehama County PAL (Police Activities League) Mentoring program has more than doubled the number of youth involved, a major accomplishment for PAL Mentor Coordinator Dusty Jobe. Starting the year with 51 youth, they currently have 135 enrolled. This after-school program is designed to serve our most at risk youth, teaching prevention and helping them discover healthier and happier options. Activities often include local law enforcement through activities, events and tributes each year. Jobe would love to have PAL mentoring offered at every school in Tehama County.

How it works

PAL offers mentoring groups for ages 7-18. Each group meets either weekly or bi-weekly for 1-3 hours. They implement two prevention curriculums. For the elementary age mentees, they use McGruff which is implemented by high school aged peer mentors and Jobe. Topics include bullying, dating violence, drinking and drugs, gangs, cliques and exclusions, crimes, shoplifting, intellectual property theft, hate crimes/diversity,

robbery/assault and guns. For middle and high school age youth, they implement a leadership curriculum called Innovation 4.0. This curriculum is designed to teach leadership, values, teamwork and innovation for positive change within our communities. They implement the curriculum through various lessons, activities, presenters, field trips and community service projects. Currently, they have 11 mentoring groups:

West Street McGruff Club: 2nd – 5th graders, group meets weekly and has 6 Corning High School peer mentors.

West Street Peer Mentors: Group meets weekly to do mentoring sessions for the McGruff club. They also meet bi-weekly for their own mentoring sessions with Jobe.

Rancho Tehama Peer Mentors: Group meets bi-weekly for mentoring sessions. This is an extension of the summer partnership with CSUC, for the “Dig In” project, now using the Innovation 4.0 curriculum.

Camp Hope McGruff Club: Group meets bi-weekly and has 4 Red Bluff High School peer mentors. This is a collaboration with Empower Tehama. They selected the 24 youth that were sent to Camp Hope, a week-long intensive trauma camp.

Camp Hope Peer Mentors: Group meets bi-weekly for their McGruff club mentoring sessions. They also meet bi-weekly for their own mentoring sessions with Jobe.

Girls Group 1: Group meets weekly for mentoring sessions. Half of the girls are Corning High School students and the other half are Maywood School students. This group has been together for nearly two years. This year half the girls started high school.

Girls Group 2: Group meets weekly for mentoring sessions. This group is all Maywood School 7th graders.

REACH: This group is for the students that attend REACH. Programs include a weekly book club that coincides with their homework reading assignments and a weekly cooking workshop that focuses on teamwork and following instructions.

Drug and Alcohol Youth Program: A collaboration with Tehama County Health Service Agency, Youth Program. Group meets weekly, PAL is offered as the reward incentive for good behaviors and positive choices for their sobriety.

Juvenile Probation and Detention Facility Group: A collaboration with the Juvenile Probation and Detention Facility. Group meets as often as allowed and is the reward or incentive for good behaviors.

Adulting 101: PAL and Red Bluff Rotary Club decided to partner together to host monthly workshops for high school age youth that focus on teaching fundamentals of becoming an adult. Topics include How to Buy a Car; Communication Skills; Leasing Advice; and How to Be Social Media Savvy.

Community Service Projects

The community service projects are often done as a collaboration with various PAL mentoring groups. The community service projects that we have already done this year are the following:

- Pet Donation Drive for the victims of the Carr Fire.
- Massage’s for First Responders for the Carr Fire.
- Volunteers at Corning Food Truck Tuesday’s.
- Hosted Skateboard Competition and Slime Booth at Corning Olive Festival.
- **Safety Stones:** Kids hand painted 185 rocks with the word “Safety” for all our law enforcement in Tehama County. They wrote a poem and tied it to the stone and presented it at the opening ceremonies for Red Ribbon Week.
- Volunteers at Mud Run

In Process

- **Tooth Fairy Project:** kids have collected donations from dentist to create dental hygiene kits for kids in need in Tehama County. They are hoping to get enough donations to create 15 bags for each school in the county.
- **Kindness Campaign:** Girls Group 2 is in the process of creating a kindness campaign that they would like to implement in their school. This project is in the beginning phases of planning.

For More Information:

Contact: Dusty Jobe, PAL Mentor Coordinator
djobe@palmentoring.org or 530-354-9184
or check out the PAL web site at: <https://tehamaso.org/tehamacounty-pal/pal-programs/>



COMMITTED TO OFFERING MORE

November brings many things to Shasta College's Tehama Campus. Fall, winds, spring registration, the spring schedule of classes, and first time and returning students. This autumn, Shasta College also celebrating new staff and new programs.

Shasta College a strong vision of the future of the Tehama Campus and that vision is focused on growth. Staff has a district-wide commitment to offering *More* to students: more choices, more classes, more opportunities for individuals to pursue their educational goals. In Extended Education, they are committed to expanding resources and opportunities to better serve Tehama County.

The role of the Associate Dean of Student Services for Extended Education is to work closely with the Dean of Extended Education to help implement their vision. The following is a list of some of the activities they have been engaged in since the start of the Fall semester:

- Additional faculty have been hired to teach on the Tehama Campus; Communications Studies, English as a Second Language, and Math faculty have already begun teaching, they are in the process of recruiting Business and Anatomy/Physiology faculty.
- The position of their first Associate Dean of Student Services for Extended Education is focused on expanding student services and their connections with community partners, identifying degrees and certificates that can be completed on or near campus without having to travel to Redding, and developing programs and outreach efforts.
- Staff is working on the creation of a Hispanic Latino Initiative as a vehicle for fostering student communities of belonging, providing academic support, expanding leadership opportunities, and offering transfer assistance in a manner that is culturally rich and responsive. This will be a homegrown program co-created with the students now in our Latino Club; the goal is to increase student success for a greater number of students while maximizing students' abilities to follow their own degree pathways.
- Shasta College will be hiring a coordinator for STEP-UP, a program recently honored by the California Community College Chancellor's Office with an Innovation Award. The program serves vetted students on probation who are assisted in selecting and completing certificate or degree programs that will increase their options and ability to be economically self-sufficient.
- Shasta is growing the Tehama Learning Center; the center now hosts study groups, a computer lab, instructor office hours, student success workshops, and a capacity to

receive tutoring assistance via Zoom from the comfort of home, favorite café, or library.

- Shasta College continues to expand their dual enrollment program which enables high school students to earn college credits while taking high school courses on their campuses. Other course offerings continue to grow. In addition to face-to-face classes, we have a greater number of online, ITV, hybrid courses (online with a regular face-to-face component), science labs, late start classes, and a few accelerated courses that are stand alone as well as those that are part of the ACE (Accelerated College Education) program.

Be on the lookout for more updates and be sure to visit Shasta College Tehama Campus at 770 Diamond Ave. You can also contact staff by calling 530.242.7750.

Familiar Faces, New Roles!

Two north state colleagues that have been active in Expect More Tehama, Reach Higher Shasta and North State Together, are continuing to support educational attainment in the North State, but will be doing so in a new capacity. Tim Morehouse and Kate Mahar, along with a new partner, Aimee Myers, have been chosen by the California Community College Chancellor's Office to be Guided Pathways Regional Coordinators for the North/Far North Region. These new roles were developed in support of the ambitious access and completion goals set forth by the Chancellor's Office in their new Vision for Success. (<http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf>)

The Vision for Success outlines goals and commitments that will guide the work of all community colleges statewide with the intention of increasing attainment and closing achievement gaps across California. Central to the Vision for Success is the introduction of Guided Pathways that create clear pathways for all students from high school through to postsecondary completion and career attainment. Because California is unique in its size and diversity, the Chancellor's Office committed resources to each region so that Pathways are directly connected to local workforce, education, community and economic needs.

As Regional Coordinators for the Chancellor's Office, Tim, Kate and Aimee will assist colleges with the development of innovative strategies to support local Guided Pathways efforts. In addition, in collaboration with Chancellor's Office staff, Regional Coordinators will facilitate partnering within the geographic region and across the entire state system in order to ensure the deeper penetration of best practices and the widespread sharing of field expertise amongst all California Community College campuses.

Firm believers in collective impact, Tim, Kate and Aimee plan to work closely with our county-based partnerships to ensure that our Guided Pathways efforts span all academic segments and directly meet local needs. Kate will still be a Shasta College employee but is on loan to the CCCC to support these new efforts. She can be reached at kmahar@shastacollege.edu. Tim and Aimee can be reached at Tmorehouse@CCCCO.edu and Amyers@CCCCO.edu, respectively. This is a very exciting time for the north state region. And, thanks to the incredible work of Expect More Tehama, North State Together, Reach Higher Shasta, we are well positioned to make the most of these new opportunities.

OPPORTUNITIES FOR GROWTH

ACE & Bold Programs provide options for adults to continue their education

In Tehama County, over 30% of our adults started college, but did not complete a degree. This is a huge opportunity to engage our adults to go back to school.

Shasta College has programs designed for students who need college to fit their lives. ACE (Accelerated College Education), is designed using compressed 8-week courses so students can complete a certificate in 9 months or an associate degree in 24 months (fewer if students have completed some college coursework already). Students focus on only two classes at a time. Students also receive additional support from dedicated staff. Since the program started in June 2016, ACE has graduated 36 students to date, with another 19 due to graduate at the end of Fall 2018!

The BOLD (Bachelor's through Online and Local Degrees) program has identified reputable and affordable universities offering Bachelor degree completion programs so students can earn their Bachelor's degree without moving away or giving up their job. Shasta College also created a support program for students while they are pursuing their university studies, so they can continue to have a Shasta College "home" while they earn their Bachelor's.

For more information, contact the ACE/BOLD Office at 530-242-7676 or go online to www.shastacollege.edu/ACE or www.shastacollege.edu/BOLD

The Job Training Center helps adults and youth, ages 18-24, connect with short-term public and private training programs and employment in the region. They offer funding assistance for those eligible. The Job Training Center works with local industry and training is focused on what is needed in the region. Visit www.jobtrainingcenter.org or 718 Main Street in Red Bluff.

FOCUS AREA 6

EVERY ADULT IS EQUIPPED TO BE AN ENGAGED, SELF-SUSTAINED CITIZEN

Why is this important?

What does the research say?

The ultimate goal is for all students to become adults who are engaged, self-sustained citizens. For those not planning to attend higher education directly out of high school, we must help them identify career paths and better understand the needs of local employers. How someone starts out as a young worker plays a major role in their future earning potential. Integrating into the world of full time work is daunting and we need opportunities for these entry level workers to connect with the value of employment.

For those who attend college or career training, we must identify career paths that will sustain employment. Much work has been done by education and workforce to identify key industry sectors that maintain high wage / high growth opportunities including healthcare, manufacturing and agriculture. Short-term Career Technical Education is needed for adults in Tehama County. Currently nearly all offerings are out of the county.

In addition to being equipped and working, our hope is that our citizens are also involved with the community, participating in community groups and with local government.

What are our indicators?

Expect More currently uses education attainment (25 and older and living wage to measure this focus area.

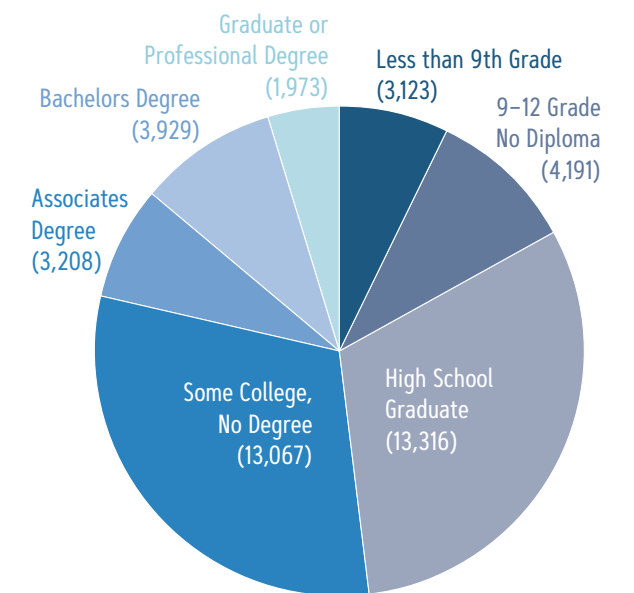
How are we doing?

The living wage shown is the hourly rate that an individual must earn to support their family, if they are the sole provider and are working full-time (2080 hours per year). The state minimum wage is the same for all individuals (with a few exceptions). The poverty rate is typically quoted as gross annual income. It is converted to an hourly wage for the sake of comparison. On January 2, 2019, the minimum wage will increase to \$12 per hour for employers with 26+ employees (\$11 for employers with 25 or less).

THOUGHT STARTERS:

- How do we encourage more adults to return to complete their certificate, AA, and Bachelor's degree?
- How do we help more underemployed adults gain skills to move to more gainful employment?
- How can we mentor more young adults to success?

TEHAMA COUNTY EDUCATION ATTAINMENT ADULTS 25 YEARS OR OLDER



LIVING WAGE CALCULATION FOR TEHAMA COUNTY

The living wage shown is the hourly rate that an individual must earn to support their family, if they are the sole provider and are working full-time (2080 hours per year). All values are per adult in a family unless otherwise noted. The state minimum wage is the same for all individuals, regardless of how many dependents they may have. The poverty rate is typically quoted as gross annual income. We have converted it to an hourly wage for the sake of comparison. (Source: © 2018 Dr. Amy K. Glasmeier and the Massachusetts Institute of Technology)

HOURLY WAGES	1 ADULT	1 ADULT, 1 CHILD	1 ADULT, 2 CHILDREN	1 ADULT, 3 CHILDREN
LIVING WAGE	\$10.79	\$24.50	\$29.60	\$38.85
POVERTY WAGE	\$5.00	\$7.00	\$9.00	\$11.00
MINIMUM WAGE	\$11.00	\$11.00	\$11.00	\$11.00

HOURLY WAGES	2 ADULTS	2 ADULTS, 1 CHILD	2 ADULTS, 2 CHILDREN	2 ADULTS, 3 CHILDREN
LIVING WAGE	\$8.97	\$13.27	\$16.58	\$19.86
POVERTY WAGE	\$3.00	\$4.00	\$5.00	\$6.00
MINIMUM WAGE	\$11.00	\$11.00	\$11.00	\$11.00

Source: U.S. Census Bureau, American Fact Finder: 2012-2016 5-year Estimates

Teacher of the Year

The Tehama County Education Foundation (TCEF) has awarded the Teacher of the Year Award for 2018/19, to Metteer 5th Grade Teacher Pam Gross.

In the summer of 1990, Pam moved from Sacramento to Red Bluff with her husband and two small children in tow. She began volunteering at her children's school. This led to more opportunities to work as a volunteer at each of the schools her children attended as well as serving on parents clubs and other school organizations.

One day a principal came up to her and suggested she apply for a job, and soon she began working with students at Alta Mesa School in Redding.

In 2001, when her boys were in their senior year of high school, Pam decided to go back to school and become a teacher. Over the next few years she earned her AA degree from Shasta College and her BA from California State University, Chico. It was at Chico that she enrolled in the credentialing program and received her teaching certificate in 2007.

According to Pam, going back to college at the age of 40 wasn't easy, but worth every minute of it.

Pam's first teaching job was at Grand Oaks Elementary School in Shasta Lake City. She taught reading and math, but still didn't have her own classroom.

Her first full time classroom was at Richfield Elementary where she taught kindergarten for one year. Pam then applied for a position in the Red Bluff Elementary School District and was hired to teach 7th grade. While she enjoyed her expe-

rience at middle school, she made the decision to move to 5th grade. She moved to Metteer Elementary and is currently in her third year of teaching 5th grade.

"Pam Gross is an amazing teacher who makes learning fun and the state standards relevant," says Jennifer Brockman, principal of William M. Metteer Elementary School. "She can be seen in the classroom and halls of Metteer Elementary with a big smile on her face relating something optimistic and positive. Pam is patient, loving, kind and fair, and builds positive relationships with her students and their families, which means she makes classroom management seem effortless. Her classroom is a community and a family, and students know they are in a safe place--Pam even has made a virtue of making mistakes, showing students that it is through their mistakes that learning happens. Pam maintains the highest expectations and considers it her mission to help her students achieve the greatness that is inside each of them. As a testament to her impact on lives,

it is common for students to return each year to inform her of the positive impact she has made on them. Pam Gross, quite simply, is a trans-formative educator."

The Tehama County Teacher of the year was presented to Pam at the Tehama County Farm City Night. Every year TCEF visits Teacher of the Year candidates to observe instruction in the classroom and to conduct interviews.

Congratulations, Pam Gross!

"Pam maintains the highest expectations and considers it her mission to help her students achieve the greatness that is inside each of them...Pam Gross, quite simply, is a trans-formative educator."

JENNIFER BROCKMAN, PRINCIPAL
WILLIAM M. METTEER
ELEMENTARY SCHOOL

The last year has been one of change and growth for the North State Together team. At the inception of North State Together, Tehama County and Shasta County already hosted two highly successful collective impact models, Expect More Tehama and Reach Higher Shasta, respectively. North State Together is delighted to report the formation of three new collective impact groups: Modoc County's Advancing Modoc Youth; Trinity County's Trinity Together: a Cradle to Career Partnership; and Siskiyou County's Siskiyou Education and Business Alliance. The North State Together Advisory Board, comprised of representatives from the five county collaborative groups as well as the Shasta College Foundation, the McConnell Foundation, College Options, Inc., and Chico State University, continues to meet monthly, providing an opportunity to facilitate continuous communication and collaboration. Here are some other highlights from this year:

- The first North State Together Learning and Design Summit took place on May 4, 2018 at the McConnell Foundation. A team from each of the five county collaborative groups

attended, as well as a team from Chico State University. Under the guidance of a talented facilitator, participants had the opportunity to share common language, review and analyze data, work collectively and in teams on data dashboards, and reach agreement on a common agenda.

- North State Together continued to work with Chico State University while serving as a Far Northern California hub for the Rural Schools

Collaborative, a national organization. This collaboration has led to increased opportunities for students throughout the North State.

- North State Together distributed over \$300,000.00 in funds to the five county collaboratives, which has allowed them to hire Program Coordinators and fund other operations, programs and functions for their respective groups.



Stay in the Loop!
www.northstatetogether.org

AND FOLLOW US
ON SOCIAL MEDIA:



ECONOMIC HIGHLIGHTS

The national economy is at a place where uncertainty is back, but the fundamentals are strong. Interest rates are slowly rising, and that is slowly undermining investor, consumer and business confidence in continued low costs of credit. Interest rates rising, coupled with trade war concerns and global economic questions, have sent equity markets into a small tumble since October 1. All forecasts for the US economy still point to growth into 2020 minimum, and California is no different.

There are no forecasts of a recession, which makes the current growth the longest on record. California is leading that charge, as jobs and incomes have increased steadily since 2013. However, rural California is moving more slowly than urban/coastal California. Some of this is due to technology firms driving hiring and investment; San Francisco has again become the centerpiece in an expansion of wealth and ideas. Los Angeles and San Diego have also followed suit, where entertainment, tech and real estate have brought the LA basin back, and San Diego continues as a life-sciences, defense, education, and tourism center. Sacramento has been steadily growing since 2015, as has much of central California along I-5. The North State has been slower to come back, but is also slowly growing.

Tehama County is classic rural California. A place that sells quality of life, agricultural focus, having I-5 come right through it and closer to the Bay Area than other communities. Rural areas in California are normally focused on agriculture, natural resources, and dependent on place for the economy. This includes visitors; folks that come to Tehama County may see it as a place to live and do business. Tehama must consider this as part of an economic development strategy, especially those potential residents that have an ability to conduct business outside Tehama.

Tehama County added 770 jobs since September 2017, a 4.0 percent growth rate, where 1/3 of jobs were in agriculture. In percentage terms, Tehama County is among the fastest growing in California for 2018. Wage data from April 2018 estimate weekly wages as \$760 on average for Tehama County, where monthly rents are \$1,115/month in August 2018 according to Zillow. Home prices are \$228,000 at the median as of October 1, up 18.9 percent since September 2017 and 8.8 percent from the highest nominal prices ever in the county. All signs show Tehama is getting more and meeting its expectations!

In the long-term, Tehama County faces challenges that can become opportunities. To do this:

- Tehama needs to be different than Mendocino, Humboldt, Glenn, Butte, Shasta, Modoc, Siskiyou, and other rural counties in California that **attracts and retains** businesses;
- Tehama needs to be a place for workers in industries that focus on **global markets** to help speed growth along, recognizing some industries may come to Tehama County for space and logistics and not necessarily for workers;
- Tehama can sell quality of life, but should sell quality of **work-life**, meaning reliable broadband/wireless in core areas where businesses and workers can co-locate, as well as options for transportation (connections to Chico's airport, e.g.); and
- Tehama needs to prepare **investments and incentives** to be available for new and expanding businesses, shaped by what the community wants.



Robert Eyler is President and Head of Research at Economic Forensics and Analytics. Dr. Robert Eyler is also Dean of the School of Extended and International Education at Sonoma State University. Dr. Eyler is Professor of Economics and Director of the Center for Regional Economic Analysis at Sonoma State University, where he has been teaching since 1995. He earned a Ph.D. from the University of California, Davis in 1998. He earned a B.A. in Economics at CSU, Chico in 1992. Dr. Eyler also serves on the board of directors of Redwood Credit Union, a \$2.3 billion nonprofit financial cooperative. Robert also serves on the board of directors of SommSelect, a wine curation company. Dr. Eyler specializes in research on macroeconomic and monetary policies, and is finalizing a textbook on monetary and banking topics. His academic work has focused on the economics of the wine industry, monetary policy and theory, derivative markets, and international finance.

CREATING A CULTURE OF ACCOUNTABILITY AND EXPANDED LEADERSHIP

Today's social sector leaders must go beyond having a passion for change and a desire to help the communities they serve. The complex public problems these leaders face require them to work in a way that holds desired results at the helm and is pursued by a broad coalition of organizations. Results leaders hold "results in the center" of their work, pursue change through collaboration and in ways that align action, de-emphasize the personal, and leverage parallel lines of work—all in service of the children and families for whom the work exists.

Raj Chawla, Principal of The OCL Group, has over 20 years of experience in leadership development and organizational and executive coaching. He has guided many organizations, including the Corning Promise team, in transforming a culture that focuses primarily on program- and/or grant-based work to a culture that holds shared results with partners and stakeholders as the focus of the work in service of the people they serve. Raj makes building a "culture of accountability" integral to his work with leaders, and stresses expanding leadership capacity at all levels to develop co-leaders who

can advance the work and spread its impact. He is skillfully able to address the system and structural dynamics that contribute to racial, class, and/or cultural disparities.

Raj is the author of the recently released book, "Choose Results! Make a Measurable Difference Through Aligned Action." He is also a master facilitator equipped to use and teach Results Based Facilitation skills, which enable groups and teams to move from talk to action while holding results in the center.

Raj urges folks to work towards shared results and develop a way of working together that is aligned, data-driven, collaborative, and supports systems change. He makes a particular point to position the results work in the context of real-time complex leadership challenges and support leaders to persist and use themselves as instruments of change.

Expect More Tehama hopes to see Raj back in Tehama County in 2019.

Learn more about Results Based Leadership and/or follow Raj's work at www.theoclgroup.com

COORDINATOR

KATHY GARCIA

EXECUTIVE COMMITTEE

CLIFF CURRY

KATE GRISSOM

JENN JONES

KARLA STROMAN

LEADERSHIP TEAM

MIGUEL BARRIGA

SCOTT CHANDLER

KELLEY DOLLING

AMANDA HARTER

MICHELLE HICKOK

CASEY HICKOK

HEIDI MENDENHALL

DOTTIE RENSTROM

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