

9TH ANNUAL SUMMIT

CREATE &

CULTIVATE

NOURISHING AND SUSTAINING OUR FUTURE



WELCOME!

Create & Cultivate, Grow & Nourish

Each Fall, it's hard to live in Tehama County without feeling the hum of harvest as local ag producers reap the reward of hard work, careful stewardship and know how. For the North State, crops are abundant, but a different critical commodity is needed. If our businesses and communities are to thrive and grow, we need more of our students to fill key positions. A talent and worker shortage and low unemployment is forcing the region to be more strategic and creative in how we grow our own today and into the future.

Welcome to the 2017 Expect More Tehama Annual Report. When we started eight years ago, we wanted to understand why more of our students weren't earning more than a high school diploma. We wanted to come alongside education and help raise expectations in the form of hope, access to information, awareness of great existing programs and new connections.

Although today looks different than 2009, our driving question was and remains:

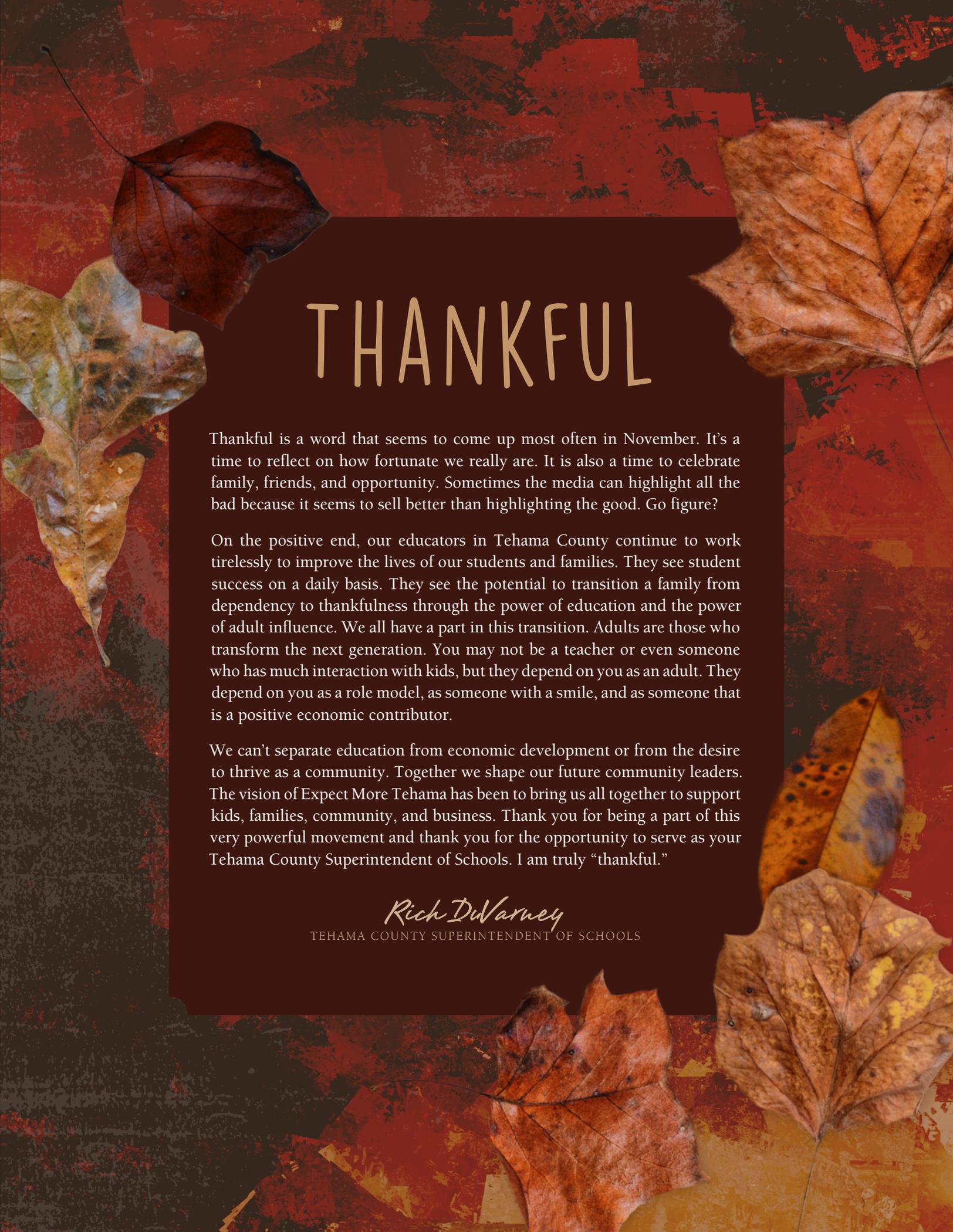
What can we begin to do or put in place to raise expectations for our students beyond a high school diploma?

This year was an important one for Expect More Tehama. In September 2016, the McConnell Foundation approved funding for the creation of a regional collaborative called North State Together which includes Tehama, Shasta, Trinity, Siskiyou and Modoc Counties. This was an enormous endorsement of community/education partnerships. With special involvement from Shasta College Foundation and staff, the model launched in January, creating opportunities, data and support, and sharing of best practices between the five counties. Expect More Tehama took advantage of this time to enter a new phase, EMT 2.0, to meet and design a new 2-year plan and for the first time, dedicate staff and resources to the mission.

We ask you to help us add ideas to the 2-year plan. We hope you'll be inspired by business owners who not only love their industry, but want students to discover it as well. We'll learn how the 4-H program complements education and produces responsible leaders. How can that be expanded to kids who do not traditionally participate? We'll also hear about the Paskenta Band of Nomlaki Indians' commitment to the Promise Neighborhood grant and their meaningful work ahead. We're also excited about a new partnership with California State University, Chico and CSUC President Gayle Hutchinson's plan to be a Community Based University with a special commitment to the North State.

The report, while only touching on a handful of amazing people and projects, is a reminder of the good work caring adults and organizations do every day to use their own talent to mentor and develop others.

Ultimately, caring adults are the stewards of this land. They help kids, from cradle to career, move in the right direction. Without them, and more of them, we won't succeed. We thank you for making time today and for making a difference every day.



THANKFUL

Thankful is a word that seems to come up most often in November. It's a time to reflect on how fortunate we really are. It is also a time to celebrate family, friends, and opportunity. Sometimes the media can highlight all the bad because it seems to sell better than highlighting the good. Go figure?

On the positive end, our educators in Tehama County continue to work tirelessly to improve the lives of our students and families. They see student success on a daily basis. They see the potential to transition a family from dependency to thankfulness through the power of education and the power of adult influence. We all have a part in this transition. Adults are those who transform the next generation. You may not be a teacher or even someone who has much interaction with kids, but they depend on you as an adult. They depend on you as a role model, as someone with a smile, and as someone that is a positive economic contributor.

We can't separate education from economic development or from the desire to thrive as a community. Together we shape our future community leaders. The vision of Expect More Tehama has been to bring us all together to support kids, families, community, and business. Thank you for being a part of this very powerful movement and thank you for the opportunity to serve as your Tehama County Superintendent of Schools. I am truly "thankful."

Rich DeVarney

TEHAMA COUNTY SUPERINTENDENT OF SCHOOLS

Expect More Tehama

TWO-YEAR PLAN

In late Spring, Expect More invited a focus group to join in on a special design session to help identify a solid 2-year plan:

ONGOING

- Empower/Connect Community Educators
- Continue Grassroots Conversations
- Influence Educational Decision Makers
- Advocate for Education and Change Minds/Behaviors
- Continue to Celebrate Great Programs and Successes

WE OWN SUMMER

- Invite community and map all existing summer efforts and work to fill in the gaps with new programs/opportunities. To include youth employment/ internships, workforce immersion camps, art offerings, skill workshops, etc.
- Continue to produce Summer Activity Guide
- Utilize social media tools to share summer activities with residents

ANNUAL SUMMIT & REPORT

- Continue to bring stakeholders together to share information, connect in meaningful way.
- Provide stories and data that educate, inform and motivate.

SCHOOL BOARD APPRECIATION: CREATING A VOICE

- Continue hosting annual school board appreciation dinner/speaker
- Host additional opportunities for boards to learn about regional/state issues and advocate for their districts.



SOCIAL MEDIA POWERHOUSE

- Dedicate staff to creating and maintaining strong social media presence that shares information, educates, connects, and champions people, programs, campaigns, and more

HIGHER EDUCATION BRANDING & MESSAGING

- Work with regional higher education institutions to better showcase their programs and events to Tehama County.



QUARTERLY CONVENINGS: DESIGN/CONNECT

- Host quarterly meetings designed around specific issues/challenges to provide brain power toward ideas/solutions.

SUPPORT SCHOOL READINESS

- Support school readiness efforts and programs, promote preschool and quality day care opportunities, share opportunities for community support

LATINO OUTREACH & PARTNERSHIP

- Dedicate staff to work with Latino community on goals and strategies for higher education attainment.

FOCUS ON NEW TEACHERS & TEACHER SHORTAGE

- Work to promote teaching
- Explore and support programs focused on supporting those new to teaching and those new to the community
- Work to educate the public about the teacher shortage/sub shortage and connect with career and training opportunities

LCAP

LOCAL CONTROL ACCOUNTABILITY PLAN

The Local Control Funding Formula (LCFF), passed in 2013, is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed.

California's new accountability system is based on multiple measures. These measures are used to determine LEAs and school progress toward meeting the needs of all students. The measures are based on research validated factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English Learner Proficiency progress, suspension rates, and parent engagement.

The Local Control Accountability Plan (LCAP) is a three-year district plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs to share their stories of how, what, and why programs and services are selected to meet their local needs.

The California School Dashboard contains public reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement.

If you would like more information about LCFF, LCAP or the California School Dashboard, contact Jim Southwick at the Tehama County Department of Education (jsouthwick@tehamaschools.org, 530-528-7322). Jim is also available to speak to your organization about the new accountability system in California.

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 at birth. The importance of early education cannot be overstated. According to Economist James Heckman, there is a \$7 return for every \$1 spent in early childhood education.

However, not all early education experiences are created equal.

It is imperative that the children in our county are provided with a variety of high quality early childhood education programs that are developmentally, culturally and linguistically appropriate. This means that first and foremost children under the age of five have an opportunity to attend an early childhood program often referred to as preschool. Such programs may also be called family childcare, playgroups, or home visiting. Secondly the programs the children attend 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 for families and children 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?

The Expect More Tehama Framework focuses attention in this area and has selected several potential indicators to measure whether children are prepared to be successful in school. 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 to provide localized services as needed, the data can be hard to appreciate. To address this unique aspect of early childhood the framework will report on two types of numbers:

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

How are we doing?

We have many examples that promote early learning for our Tehama County children.

- Tehama County has Northern California Child Development, Inc. (NCCDI) who provides both center based and a home visiting program for pregnant women and babies. NCCDI served 149 children in their Early Head Start Program demonstrating an 11% increase from the previous year. Additionally, NCCDI also served 252 children in Head Start Program.
- School Readiness, a Tehama County Department of Education program funded by First Five Tehama, served 528 children with visits and play groups in 2016-17 demonstrating a more than 15% increase from 2015/2016.
- Tehama County Department of Education’s State Preschool served 388 children in 2016-17.

In addition, there are numerous quality family child care providers, private preschools and social service programs who serve children in Tehama County. Some of these programs focus on supporting children from birth, like Healthy Families, and others focus on the transition to Kindergarten, like the KinderCamp program run by Tehama County School Readiness. The impact of ALL of these programs can be seen in the number of Tehama County programs that are committed to providing the utmost quality environments. This year **20 Tehama County agencies** are participating in Quality Counts California.

How do we cultivate more with what we have?

Tehama County is making strides to provide a rich array of support for families and children in our community. In the years that follow, we hope to see both the numbers of children accessing high quality early learning and the number of programs demonstrating a commitment to providing quality programs through participation in Quality Counts California increase.

DOUGLASS ST. PRESCHOOL

Heidi Mendenhall walks in to pick up her adorable, spunky and slightly strong-willed three-year old Zoey from Douglass St. Preschool. Her daughter takes her hand and drags her to a large white piece of paper with the words: *forks, chips, plates, and pandas*. To the naked eye, this might not make sense, but Heidi also has 15 years' experience working with teachers, children and families to know immediately (and it wasn't that the classroom was adopting a panda who ate chips off plates). "How exciting that you are going to create a restaurant in the classroom!" The students had made a list of what their restaurant would need, took account of what they already had, and would make the rest with materials from the art station.

This scene is the epitome of cultivating our resources to create more.

Tehama County Department of Education (TCDE) has supported over 10 quality preschools throughout the county. The TCDE classrooms embody all that is essential for children to thrive. Teachers have bachelor's degrees, access to ongoing professional development, opportunities to partner with families and community, and resources to continuously improve learning environments. Prior to this year, TCDE preschools worked to decrease the achievement gap by providing subsidized quality preschool to families who were income qualified. However, this left an unmet need for families who were not income qualified but still required quality preschool.

Thanks to the hard work of many people, including Renee Davis, Director (TCDE) State Preschools, Douglass Street State Preschool opened August 1, 2017. And now Heidi's Zoey and the other preschoolers have the amazing benefit of attending this 100% fee based preschool.

For Heidi and husband Dale, Zoey's transition to preschool was daunting. They welcomed the comfort and confidence that Douglass St. delivered. Mrs. Virginia summed it up for the Mendenhall's: "Our goal is to instill

a love of learning in your child. To make them want to go to school every day and every year after this".

In the car ride home the day Heidi learned about the restaurant project, Zoey said, "Mama, my best part today was when I got to go to school. Cause we always figure stuff out there and figurin' is fun".

What would our community look like if we raised a whole generation of children who just always want to "figure stuff out?"

"Our goal is to instill a love of learning in your child. To make them want to go to school every day and every year after this"

MRS. VIRGINIA,
DOUGLASS ST. PRESCHOOL

For more information about Tehama County Department of Education Preschools including Douglass Street School, please contact Renee Davis at rdavis@tehamaschools.org.

If you are a business and want to partner with the community's early childhood education, contact Jane Lonsberry, Local Planning Child Care Council at jlonsberry@tehamaschools.org.



SCHOOL READINESS BEGINS AT BIRTH

Learning doesn't begin when children start school, it begins at birth. By the time children turn three, they have already begun to lay the foundation for the skills and abilities that will help them succeed in school. The School Readiness Program helps guide parents to give their child the best possible start in life and build a school readiness foundation that is so important to his/her future. The School Readiness program promotes early learning through Home Visitation, Playgroups, and Kinder Camp with the goal that children will enter kindergarten with all medical and dental needs met, a quality early learning experience – preferably at least one year of preschool, a home environment promoting early literacy, and a school that is ready for them!

Home Visitation is a great way to empower parents and give them skills to be their child's first and most important teacher. Susie and Brandon are the parents of a 1 and 5-year old. A School Readiness Family Liaison has been visiting their home since October 2016. In the beginning, books were limited in the home and reading happened very occasionally. The Liaison educated Mom and Dad about spending uninterrupted quality time and about the importance of reading to their children daily. The Liaison was able to supply the family with some books and Mom is now reading to her children almost every day. The 5-year old has made great progress since receiving home visits. In October 2016, she could not count, identify colors or numbers, or have the skills to write her name. With the guidance of the Liaison, Mom has continued to work on these skills and made great strides. In six short months, the child can now write her name, count, and identify colors and letters. The next step for this child was Kinder Camp where she learned more skills prior to beginning school in the Fall. The child enjoyed learning and was so excited to start school! Mom is excited to see her child become ready for school both emotionally and academically, and has expressed gratitude to the Liaison, and the program, for helping her to be a better teacher for her children.

The School Readiness Program is administered by Tehama County Department of Education and made possible by a grant from First 5 Tehama.

What can you do? Refer families to School Readiness at 530-528-7348.



An Unlikely Partner

The Paskenta Band of Nomlaki Indians owns Rolling Hills Casino & Resort, which includes the Casino, three restaurants, the Equestrian Center at Rolling Hills and The Links at Rolling Hills Golf Course. They employ over 500 team members, most of whom work full time with health care benefits and 401k options. Each year, hundreds of thousands of guests visit Rolling Hills Casino, bringing with them tourist dollars that benefit the local economy. The Casino and the Paskenta Band of Nomlaki Indians are strong community partners supporting local programs through generous grants and sponsorships. The Foundation donates over \$300,000 to community organizations each year, with over \$8 million dollars donated to benefit local health, safety and education programs.

The Paskenta Band of Nomlaki Indians are founding supporters of Expect More Tehama, making programs and activities possible through the generous donations of space, staff time and in-kind contributions and financial grants. Special focus is always placed on innovative programs that encourage creativity while building skills and encouraging higher expectations for higher education. The Tribe supports a highly educated workforce and knows it will bring jobs to the region.

“Tehama County has an unlikely partner in a casino, and often outsiders are amazed to hear about their support and commitment to education,” said Kathy Garcia. “Expect More Tehama started over a conversation about education because the tribe wanted to support education. We owe them a huge and sincere thank you.”

Over the past decade, the Tribe and Rolling Hills Casino have contributed to a variety of educational programs both in and out of the classroom. Such programs include Expect More Tehama, College OPTIONS, Girls Inc., College Logo T-Shirt Campaign, 8th Grade Leadership Days, Mini Technology Grants to Classrooms, Sober Graduation, Makerspace, College Campus Visits and so much more.



Promise to Succeed

THE PROMISE NEIGHBORHOOD INITIATIVE

In Corning, through a U.S. Department of Education grant applied for by the Paskenta Band of Nomlaki Indians, a new pipeline is being built, one geared towards success.

"Promise Neighborhood is the pre-school to career pipeline," says Tony Cardenas, a champion of the grant's outcomes who describes himself and others involved as servant leaders.

"Our program is very different from other Promise Neighborhood grants in the country," adds Matthew Russell, another servant leader. "It's the first grant of its kind awarded to a tribe." The grant, which took about three and a half years to plan through extensive data dives, community surveys and candid conversations, awards the majority of its resources to existing organizations to amplify and expand their services. "We're building upon the strengths that we already have," he continues.

"If you're going to create sustainability, you really need to have the different partners own it," he says. "Providing them resources is really key. At the center of our approach are great schools. About 75% of our resources go straight to school districts."

For Cardenas, the real payoff is seeing community members gathering to address hard issues such as a higher than average drop-out rate, substance abuse and lackluster academic test scores. "You have the option to either bury your head in the sand and pretend it doesn't exist, or address it," he says. "When all the information comes in, you have to address it."

Promise Neighborhood will infuse the Corning community with 15 million dollars over five years in programs as diverse as professional training for pre-school teachers, academic and therapeutic counseling for students, dual credit college classes for high school students, an expanded Healthy Families America program through Public Health, and intensive training in reading, writing and math instruction for elementary educators. The grant is expected to serve nearly 3,000 students.

"The real positive is that people see the need to make change," says Cardenas. "Everyone who is at the table wants it."

About the Everett Freeman Promise Neighborhood Initiative

In December 2016, the U.S. Department of Education announced that it would fund six organizations for a third round of Promise Neighborhoods implementation grants. Those six organizations included: Berea College, Center for Family Services, Delta Health Alliance, Drexel University, Youth Policy Institute and the Paskenta Band of Nomlaki Indians.

Promise Neighborhoods, established under the legislative authority of the Fund for the Improvement of Education Program (FIE), provide funding to support eligible entities, including (1) nonprofit organizations, which may include faith-based nonprofit organizations, (2) institutions of higher education, and (3) Indian tribes. The vision of the program is that all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career. The purpose of Promise Neighborhoods is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities, and to transform those communities.

To learn more, visit <https://www2.ed.gov/programs/promiseneighborhoods/resources.html>.

GROWING AND NOURISHING THE REGION TOGETHER

The last year has been an extremely busy one for the North State Together team, comprised of Chief Executive Officer Kevin O'Rorke, Chief Learning and Research Officer Kate Mahar, Operations Manager Sharon Strazzo and Research Analyst Sara Phillips. One of our first tasks was to form an Advisory Board, comprised of representatives from Expect More Tehama, Reach Higher Shasta, Trinity County, Siskiyou County, Modoc County, the Shasta College Foundation, the McConnell Foundation, College Options, Inc., and Chico State University. The board meets monthly, and these meetings have allowed the groups to learn from one another in many tangible ways. Here are some other highlights from our year:

We were excited to have the opportunity to join with Chico State University in forming a Far Northern California hub for the Rural Schools Collaborative, a national organization. We were honored to have the opportunity to present at their national conference in Kansas City, MO this summer.

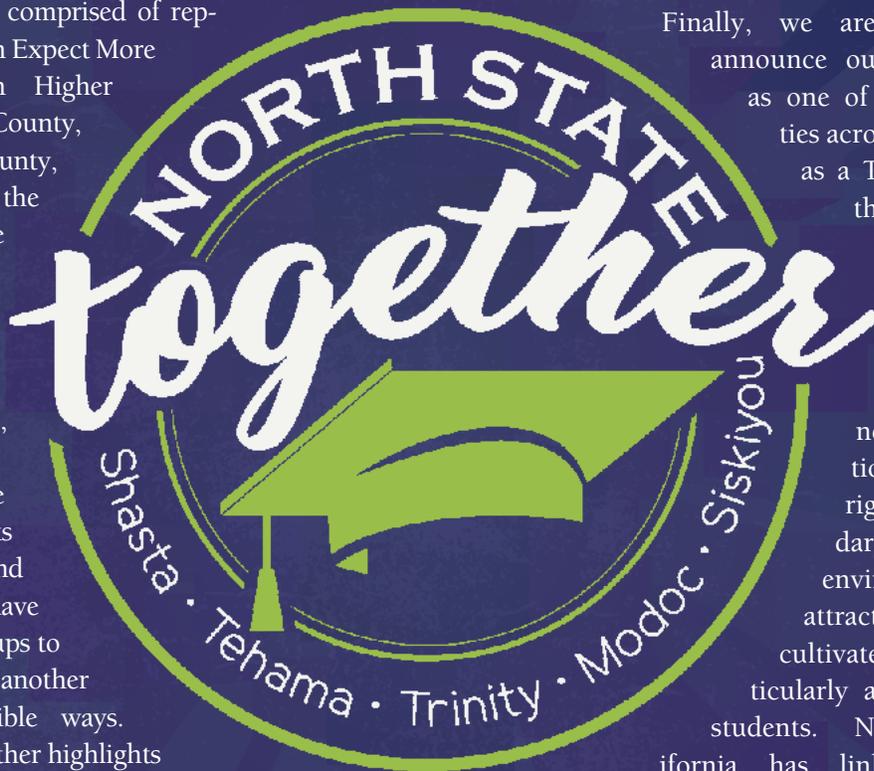
We have already distributed \$200,000.00 in funds to local educational collaboratives, which has

allowed these groups to have an actual operating budget – some for the very first time!

We have made over 20 outreach visits to locations throughout the North State, and are planning a 5-county summit in the Spring.

Finally, we are thrilled to announce our designation as one of 17 communities across the country as a Talent Hub by the Lumina Foundation.

These communities earned this new designation by meeting rigorous standards for creating environments that attract, retain, and cultivate talent, particularly among today's students. Northern California has linked together through North State Together (NST) to enhance educational options and economic development for all populations in the region.



Stay in the Loop!

www.northstatetogether.org

AND FOLLOW US
ON SOCIAL MEDIA:



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 can 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.

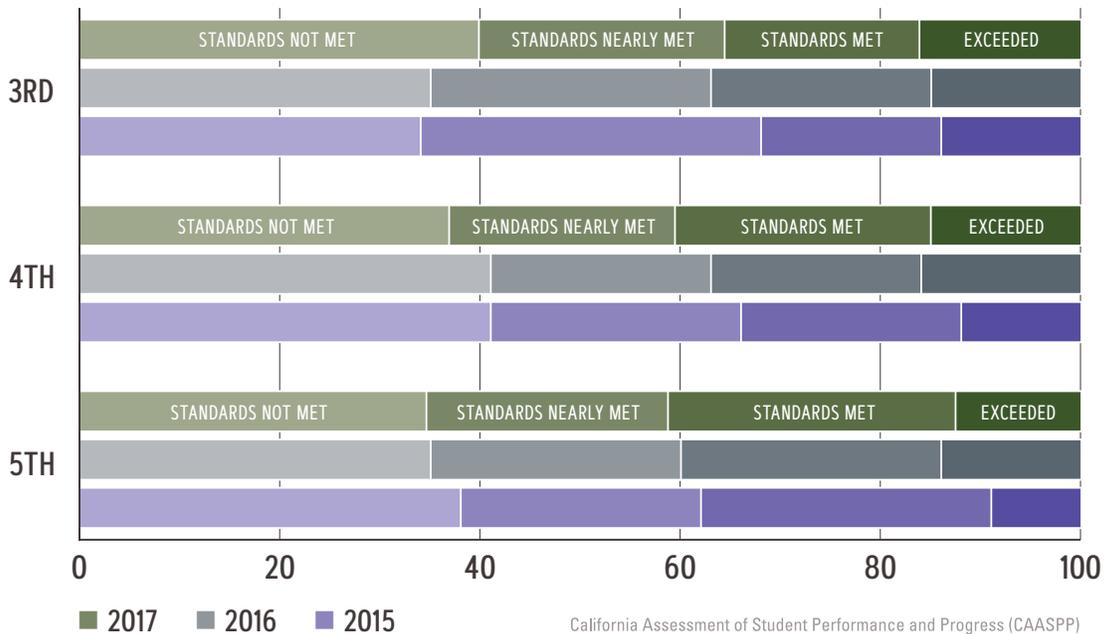
What are our indicators?

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. Having said that, our focus remains on the baseline of 3rd Grade Reading Proficiency; Keeping a clear goal in mind when gauging progress avoids any mission creep.

How are we doing?

The current indicators in this area rely heavily on academic assessment data collected from the 14 schools in our community. A new assessment, the California Assessment of Student Performance and Progress (CAASPP), is now given to students in grades 3-8 and 11. This replaces the STAR program. It will take several years before we can accurately gauge our progress; this Spring will be the 4th year of the test, and we should be able to see trends emerging. For third grade, 35.64% (32% last year) met or exceeded the standard in English Language Arts/Literacy (24.55% nearly met it). For fifth grade, 41.30% (38% last year) met or exceeded the standard (24.13% nearly met it). Measurements for math for these grades is also available.

3RD-5TH GRADE READING PROFICIENCY % OF STUDENTS



10 THINGS *to know about* YOUR LIBRARY

It's been a great year for the Tehama County Library. Todd Deck's appointment as County Librarian in February was followed by the August grand opening of the new Red Bluff location at 545 Diamond Avenue. New Saturday hours are icing on the cake.

The new site comes with a variety of opportunities from additional community meeting and study rooms that allow for educational classes through Shasta College and Tehama County Department of Education to new technology.

A rural library might have a smaller audience, but there's a lot of advantages. Librarian Todd Deck gives a list of 10 things people should know:



#1

Tehama County is a community of readers. The collection on site has about 200,000 titles, including e-books available online, and every year more than 100,000 books are checked out by patrons. With the transition to the new site, 4,000 more books have been checked out than the same time last year.

#2

The library belongs to the community and the staff are merely the caretakers. The library and its role in the community is something that should be defined by the community through input by patrons, and also through the types of uses that occur.

#3

One of the biggest challenges faced by rural libraries is geography. The three locations are spread throughout the county to help provide representation, but to fill in the gaps staff has story boxes patrons can check-out. The library is looking into also making mobile makerspace activities available.

#4

Libraries are fun, vibrant, active spaces with a lot of activities: children's story hour, adult coloring book nights and events like Parent University where parents can learn about technology their kids are using.

#5

Technology was upgraded as part of the changes, and the Tehama County Library will soon have the fastest internet available in the county, continuing to fill a need for online access. In addition to computers, there is a countertop set up for people to plug in laptops brought from home.

#6

Staff and volunteers are essential to the growth of the library and Tehama County has a very committed, hard-working group. The volunteer needs fluctuate and include a variety of tasks and talents. Those ages 14 and older are encouraged to come to the library and fill out an application.

#7

The best way to help the library is by coming in and using it. Getting a library card and checking out books helps with the process of deciding how the library is used.

#8

The library is a place for all ages. It is a wonderful tool for young people to explore the world and enrich their lives, but is also a place for the older crowd to get a sense of community, and learn new skills. The library is a place to link people to activities while enriching their lives.

#9

While the library of today has cool, fun features, it is still foundationally the same as when the first library was created – a space for books and a center of learning.

#10

California stopped funding K-12 library media teachers in 2001. As a result, 96% of California Schools operate without a credentialed librarian.

To get involved with the Tehama County Library, be sure to check out the Friends of the Tehama County Library Facebook page for fundraisers and events. Stop in and check it out for yourselves!

Four things to know about Librarian Todd Deck

- Deck is an Enterprise High School graduate. He received his Bachelor of Arts from CSU, Chico and his Masters of Library Information Science from Emporia University in Portland, Oregon.
- He has been a librarian for 5 years (all at Tehama County Library). Before that he worked in customer service / marketing for companies in the Bay Area (starwarshop.com, methodsoap.com).
- Deck has always loved customer service, and libraries have played a big part in his life, so it is a great fit. He decided on becoming a librarian because he believes in the power that literacy can play in a person and a community's success.
- For about two years Todd Deck held a teen book discussion with Salisbury High School students. One year, they had the entire school read "The Interrogation of Gabriel James" and author Charlie Price came to speak. Now these teens are college students and Deck still sees them coming in and using the library. For Deck, it's a wonderful feeling.

Getting to Know the California School Dashboard



The California School Dashboard (www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.

10 Indicators of School Success

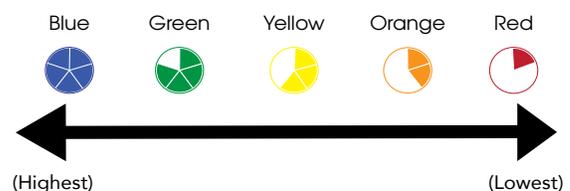
State Indicators

- **SIX** indicators allow for comparisons across schools and districts.

- ★ High School Graduation Rate
- ★ Academic Performance
- ★ Suspension Rate
- ★ English Learner Progress
- ★ Preparation for College/Career
- ★ Chronic Absenteeism

- Based on information collected statewide.
- Results for all districts, all schools, and all defined student groups (e.g., ethnic groups, low income, English learners) with more than 30 students.

- Schools and districts receive **one of five color-coded performance levels** on each of the six state indicators.



- The color and amount that the circle is filled are two ways of showing the performance level. For example, Green will always have four segments filled and Red will always have one segment filled.
- The overall performance level is based on how current performance (status) compares to past performance (change).

Local Indicators

- **FOUR** indicators based on information collected by school districts, county offices of education and charter schools.

- ★ Basic Conditions
 - Teacher qualifications
 - Safe and clean buildings
 - Textbooks for all students
- ★ Implementation of Academic Standards
- ★ School Climate Surveys
- ★ Parent Involvement and Engagement

- Districts receive **one of three performance levels** on the four local indicators based on whether they have collected and reported local data.
 - Met
 - Not met
 - Not met for two or more years
- School and student group information is not available for local indicators.

Getting to Know the California School Dashboard Continued.

The California School Dashboard provides four different reports that allow custom views of school success. Users can also look at performance of all student groups on a single indicator by clicking on that indicator. Clicking on a single student group shows the performance of that student group across all six state indicators.

4 Reports Provide Custom Views of School Success

Equity Report

Status/Change Report

Detailed Reports

Student Group Report

Equity Report

❖ Shows:

- The performance of all students on the state indicators
- The total number of student groups for each state indicator
- The number of student groups in the Red/Orange performance levels
- Performance on local measures (school district level only)

❖ Allows selection of information by indicator

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	2
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	4
College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		8	0
Mathematics (3-8)		8	1
Local Indicators	Ratings		
Basics (Teachers, Instructional Materials, Facilities)	Met		
Implementation of Academic Standards	Not Met		
Parent Engagement	Not Met for Two or More Years		
Local Climate Survey	Met		

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2.2%	Increased +0.3%
English Learner Progress (K-12)		Very High 90.2%	Increased +2.7%
Graduation Rate (9-12)		High 93.1%	Declined -1.5%
College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		Very High 49 points below level 3	Maintained +6.2 points
Mathematics (3-8)		High 31 points above level 3	Increased +6.5 points

Status/Change Report

❖ Shows for each state indicator:

- All student performance
- Status (Current Performance)
- Change (Difference from Past Performance)

Detailed Reports

- ❖ Shows information about performance over time on state indicators
- ❖ Shows the locally collected performance information on the local indicators
- ❖ Organized into three categories:
 - Academic Performance
 - School Conditions and Climate
 - Academic Engagement

Student Group Report

- ❖ Shows the performance of all students and each student group on the state indicators
- ❖ Allows selection of student groups by performance level
 - Blue/Green (i.e., meeting standards)
 - Yellow
 - Red/Orange

Fighting the SUMMER SLIDE

This past summer, students and families throughout Tehama County participated in a Book In Common: "Charlotte's Web". This county-wide reading initiative was made possible by the Safe Education and Recreation for Rural Families (SERRF) Expanded Learning Program, Tehama County Reading Council "Tehama Reads" and a number of community partnerships. The goal was to keep kids reading and engaged in activities to prevent "summer slide", when kids fall back in their achievement levels.

The distribution of books began in the Spring during the Children's Fair, at "Charlotte's Web" themed booths put on by Tehama Reads and the Tehama County Library. Children and families took copies of the book, along with a bookmark that included a reading time line and coordinating activities on one-side, and family reading tips/strategies on the other. Books and bookmarks were available in both English and Spanish.

The Safe Education and Recreation for Rural Families (SERRF) Expanded Learning Program provided 1,000 copies of the book, and K-8th grade students enrolled in the Summer SERRF Program read "Charlotte's Web" together. The book also served as a key literary link to other areas of study. Students in Summer SERRF took part in engaging STEAM-based (Science, Technology, Engineering, Art & Math) curriculum that included spiders, local agriculture, ground water pollution and roller coaster engineering.

In addition, the Tehama District Fair hosted close to 1,000 students for "Summer SERRF Fair Day and STEM EXPO", that also included a "Charlotte's Web" wheelbarrow decorating contest, part of the still-exhibit entry division. In a wheelbarrow were additional books available during the length of the fair.

The Tehama County Library and staff presented "Charlotte's Web" based read-alouds and themed STEAM activities at local branches and through visits to all five Summer SERRF school sites. Children and families could follow along on Facebook and listen to chapters being read by local community members in both English and Spanish.

As the main culminating event, the Tehama County Department of Education (TCDE) sponsored a Movie in the Park, where the movie-version of "Charlotte's Web" was shown. Children also had the opportunity to visit the TCDE Makerspace table where they made spider parachutes. Rolling Hills Casino and Dignity Health were key sponsors of this event.

Thanks to many generous donations by community-minded organizations, books were made available all summer long via SERRF, local libraries, Free Little Libraries, Wednesday Night Farmer's Market, Movies in the Park and businesses around Red Bluff. Contributors included Corning Friends of the Library, Los Molinos Friends of the Library, Rotary, Tehama County Farm Bureau, Rolling Hills Casino, and Delta Kappa Gamma.

*Plans are already underway for our upcoming
2018 "Book in Common"...so stay tuned!*

FOCUS AREA 3

EVERY 6TH-8TH GRADER IS THRIVING, DEMONSTRATING ACADEMIC COMPETENCY, AND GAINING AWARENESS OF COLLEGE AND CAREER OPPORTUNITIES

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. They must also have exposure to college and career options at this point in their academic career.

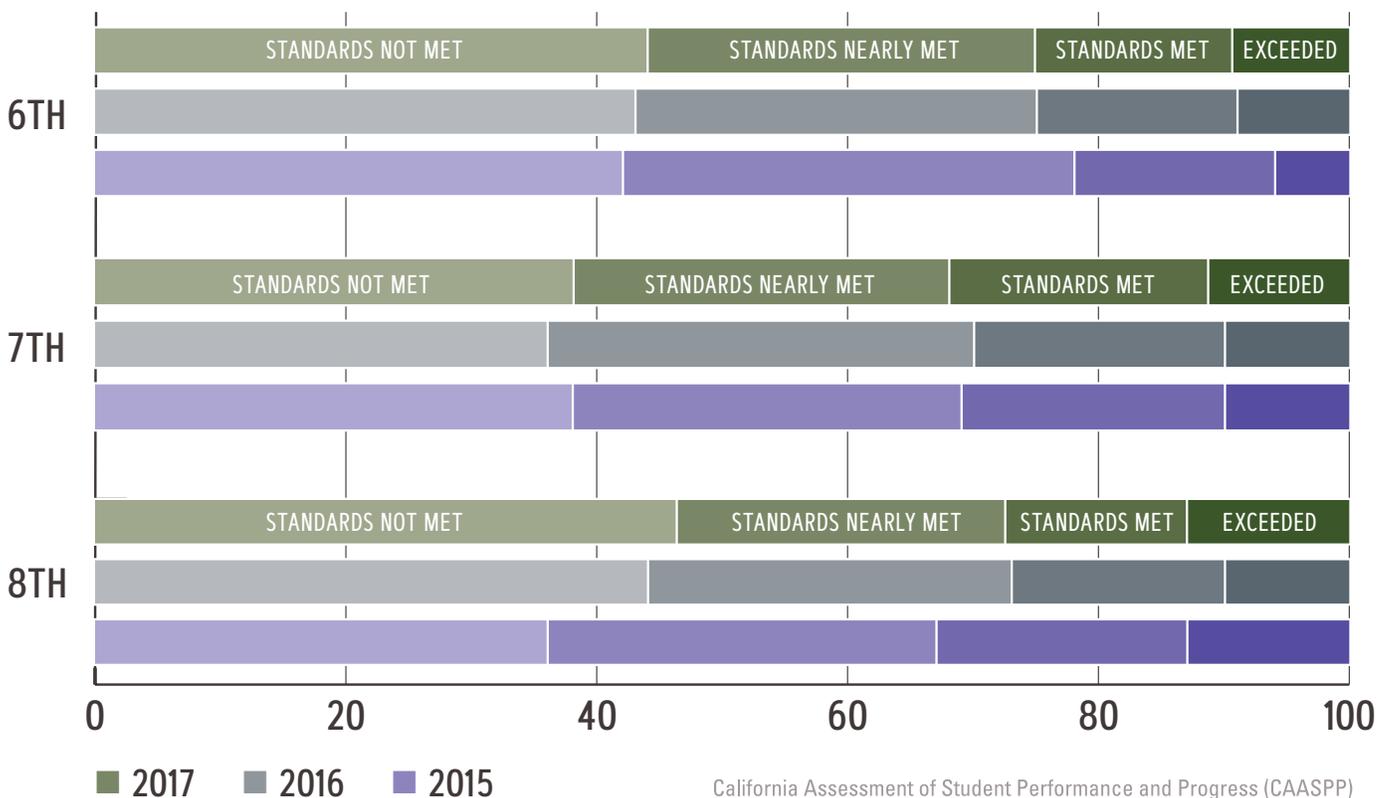
What are our indicators?

The current indicators in this focus area rely heavily upon academic measures obtained from our local 14 school districts. In addition, we look to both schools and extracurricular activities to see how many students are participating in programs and events that expose them to college and career options.

How are we doing?

Big changes are happening in education, including a new California Assessment of Student Performance and Progress (CAASPP) for students in grades 3-8 and 11. This replaced the STAR program. We realize it will take several years to return to a place where we can accurately gauge our progress. For 6th grade, 25.14% (25% last year) met or exceeded the standard in Mathematics (30.88% nearly met it). For seventh grade, 31.98% (30% last year) met or exceeded the standard (29.95% nearly met it). Measurements for English Language Arts/Literacy for these grades is also available. For eighth grade, 27.52% (27% last year) met or exceeded the standard (26.19% nearly met it). Measurements for English Language Arts/Literacy for these grades are also available.

6TH-8TH GRADE MATHMATICS PROFICIENCY % OF STUDENTS



HEAD. HEART. HANDS. HEALTH.

4-H AND ITS LIFELONG POSITIVE IMPACT ON YOUNG PEOPLE

4-H defines itself as a society founded on expanding the potential of young people. The nationwide community aims to instill core concepts into its members' life-skill repertoires. Themes such as teamwork, critical thinking, along with self-sufficiency are implemented in the activities of each club.

4-H began in the early eighteenth century. Rural American communities started educating students in the field of agricultural technology, so in turn, these students could teach the skills to their parents, who were less apt to learn new farming methods. 4-H's origins are difficult to attribute to one single individual, as throughout the late 1800s, farming competitions for children, incentivized with cash prizes, were first held to help cultivate agricultural skills in young people. 4-H formally became a society when clubs started meeting in Ohio in 1902, and in 1910, Jessie Field Shambaugh coined the name 4-H by designing the emblem of the club: a clover with each leaf inscribed with the letter H.

Today, 4-H is known for its massively positive influence in the world of agriculture, with similar societies formed for teenagers as well, such as FFA (Future Farmers of America). However, 4-H is also highly regarded for challenging its members to master a number of fundamental skills necessary to succeed in the general workforce. 4-H now aims to educate students from rural, suburban and urban areas on the importance of topics that relate not only to the field of agriculture, but to global sustainability as a whole. These topics include maintaining environmental protection and securing food availability for all communities.

Did you know...

- The 4 H's on the club's emblem stand for Head, Heart, Hands, and Health. These are the primary cornerstones of the club's origin.
- 4-H is, by number, the largest out-of-school youth program in the United States, even surpassing membership of Girl and Boy Scouts Clubs of America. In Tehama County alone, there are 11 clubs. On average, there are 2.6 million members from rural communities, 1.6 million members from suburban communities, and 1.8 million from urban communities.
- Every county in the United States has at least one 4-H club.

- 4-H was one of the first societies in the United States to educate young people in the field of STEM as a larger, combined discipline. Today, 4-H has worked with companies such as Google to promote computer literacy and acquiring technology-based skill sets in order to help students excel in STEM. 4-H also offers educational activities in fields like robotics, rocketry, and electrical engineering.
- 4-H also presents a stellar opportunity for young adults to volunteer in their communities, in long-term commitments such as mentoring, or in annual events such as at 4-H camps or events.

For more information, visit www.4h.ucanr.edu

In Tehama County, visit http://cetehama.ucanr.edu/4-H_Program/How_to_Join_4-H/



Social Media Savvy

LEARNING TO NAVIGATE THE DIGITAL AGE

With new innovations in technology and social media conventions being developed daily, school districts are on the line to align themselves with those that facilitate learning and protect their communities from those that harm and perpetuate falsehoods.

On the one hand, social media makes it easier to do positive things like promote the book in common discussions of Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World at Red Bluff High School.

“Access to content and knowledge is now instantaneous,” says Todd Brose, Superintendent of Red Bluff Union High School District. “Decision making can be a lot quicker.”

On the downside, “A lot of false and bad information gets out there,” he adds. While this is a debate being played out on the national level, it permeates our small communities and finds its way into classrooms as well.

“It’s great that we have the information, but we have to vet the source, make sure it’s accurate and understand that information contextually,” says Brose.

At Red Bluff High School, proper use of technology has been incorporated into a semester-long class all 9th grade students take. History teachers are

making sure students know how to identify accurate documents. Additionally, the school has committed to hosting difficult conversations about physical, social, and emotional safety as well as legal implications of social media interactions. The school is developing podcasts and other resources for students and parents.

While there is much excitement about incorporating the latest technologies into academic areas such as the computer science pathway and other areas of learning, proper use of technology must be taught early and continuously.

“It’s a K-12 curriculum issue,” says Brose. While he says his district employs filtering on

its internet offerings, “You’re never going to solve the problem by turning off or filtering or denying access to the web.”

“It’s great that we have the information, but we have to vet the source, make sure it’s accurate and understand that information contextually,”

TODD BROSE,
RBUHSD SUPERINTENDENT

NO EXCUSES PARENT UNIVERSITY

*Parent “Technology” Themed courses
at the Tehama County Library*

**January 29: College/Career Readiness
Using Technology**

**April 23: What did you do at school today?
Google Training for Parents**

*To register, or more information, contact Kendra
Tyler at 528-7378 or kt Tyler@tehamaschools.org*

FREE CHILDCARE AND DINNER

Positive Impact

ST. ELIZABETH'S SUMMER VOLUNTEEN PROGRAM

"I started my career in healthcare volunteering two afternoons a month at a hospital," said Jordan Wright, St. Elizabeth Community Hospital President. "It's how I decided to become a healthcare administrator. I don't think we could run the hospital without our volunteers."

Jordan shares this as he's addressing the first group of participants to complete the Dignity Health St. Elizabeth Hospital Volunteer Program this summer. The new program worked in collaboration with Corning High School, allowing students between the ages of 14-18 to gain hands-on career experience in the healthcare field.

Modeled and adapted from a similar program at a sister Dignity Health hospital in Arizona, the six-week Volunteer Program was a combination of volunteering in different departments and attending lectures from healthcare professionals representing a variety of careers including registered nurse, Sisters of Mercy, physician, marketing and communications, registered dietitian and strategic planning. The goal is to not only develop leadership skills, but also provide the opportunity to have a positive impact on the variety of patients, staff members and visitors that participants interact with throughout the program.

One participant said, "Overall the summer Volunteer Program was great! I got to make new connections and

really had the chance to see how these medical professionals work. I'd recommend the program to any teenager who wants to get involved."

To participate, students had to apply to the program and meet specific criteria. This included attending a three-hour orientation, maintaining availability for one four-hour shift per week and maintaining a 3.5 GPA during the school year. The students also had to go through an interview process, just as they would for any future career opportunity.

St. Elizabeth Project Assistant Volunteer Coordinator Phillip Moller, who spearheaded the program said, "The purpose is to offer real world experience to lay a foundation for the future of healthcare professionals in Tehama County. Participants are educated on career paths of healthcare providers and administrators, while introducing them into a healthcare environment."

Congratulations to Ashlynn Ramirez, Jazmine Lopez, Jessica Carrillo and Angela Diaz for completing the first summer Volunteer Program! Not only did they make a difference for the patients and community members they interacted with while volunteering, but they also are a step closer to determining their own career goals.

To learn more, call 530-529-8269 or email Phillip.Moller@DignityHealth.org



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 postsecondary degrees” (Georgetown University). Many of these students will not complete programs as a direct result of lacking the skills necessary they need to succeed in educational attainment or career training. Therefore, all students need to graduate from high school with these skills (literacy, mathematics, and critical thinking).

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. Determining how many of our students complete high school with one of these is an important measurement of success. Of those students who graduate from a high school, we can also measure the number of students who have completed the college preparatory coursework (A-G Requirements).

Many school districts have added local requirements on top of the state's for regional educational priorities: (i.e. 4 years of English coursework versus the state's minimum of J years). Career Technical Education (CTE) programs designed to give students employability and career readiness skills are one example of the local priorities of Tehama County schools.

CTE initiatives being funded at the state level 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 are signaling this by providing increasing fiscal support.

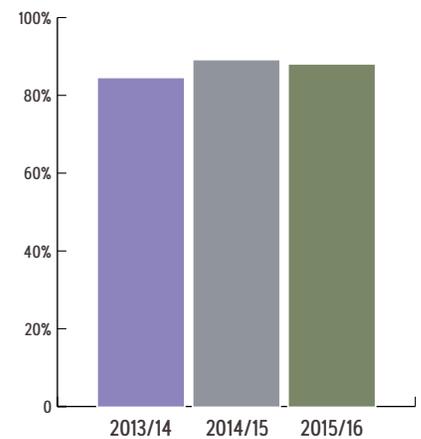
Another indicator for college and career preparation is the number of students who are deemed “Ready” for college level English and Math according to the Early Assessment Program (EAP), given to students at the end of their junior year as part of the new California Assessment of Student Performance and Progress (CAASPP). The EAP assesses students to be “Ready”, “Conditionally Ready” or “Not Yet Ready” to begin coursework at the college level with no need for remediation. The new alignment with the state CAASPP tests will show that students are deemed “EAP Ready” with a score of “Standard Exceeded” on the CAASPP assessment. Students who earn a “Standard Met” on their CAASPP will be deemed as conditionally ready for English and/or mathematics college level coursework and are exempt from taking the CSU English Placement Test (EPT) and/or Entry Level Mathematics (ELM) exam. However, students must continue their preparation in the 12th grade by taking an approved English course, such as the Expository Reading and Writing Course (ERWC) and/or an approved math course. Students must pass the approved course with a grade of “C” or better.

The College Entrance Tests (ACT and SAT) and our students' scores in comparison to national and state benchmarks also give us an indicator of students being ready for the next step. Research shows that the ACT, when combined with high school grade-point average, is an excellent predictor of math first-year college success.

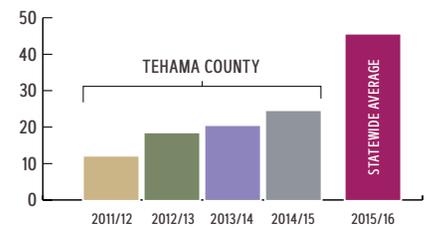
How are we doing?*

In 2015/16, the graduation rate in Tehama County was 87.9, down slightly from 89% in 2014/15. In 2013/14 it was 84.4%.

TEHAMA COUNTY GRADUATION RATES



A-G HISTORICAL



SOURCE: CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM (CALPADS)

*At the time of this printing, correct numbers were not available but are expected before the end of the year. Expect More Tehama has printed just enough reports for today, and will update and include new numbers before a large scale print is made.

SPARTAN FIRE

RED BLUFF HIGH SCHOOL FIRE PROGRAM

Walk into the classroom on Red Bud Avenue adjacent to the Red Bluff Union High School campus and you'll find a sea of shirts that say Spartan Fire surrounding a gentle giant known to friends and family as Scott Spangler.

A former engineer at Red Bluff City Fire Department where he spent 10 of his 25 years as a career firefighter, Spangler now serves as the teacher for Career Technical Education (CTE) classes in firefighting and Emergency Medical Technician (EMT).

The Chico native, whose two children are Red Bluff High School graduates, enjoys being a part of the program that started out as the Regional Occupational (ROP) program in the 1970s. A program where several Red Bluff youth, including the late Red Bluff Fire Capt. Larry Snell and more recently Red Bluff City Fire Division Chief Matthew Shobash, began their first steps toward becoming career firemen.

Nicole France, a senior in her second year of the classes, loves the camaraderie she has seen form. Students who started as a loud, disrespectful group, became more respectful and very much like family, she said. Taking the class with Spangler really opened her to the idea of going into firefighting, something she wants to do because she loves helping others. People call on their worst days and getting to experience the level of trust they give to firefighters, as well as getting to be a role model and hero for children, appeals to her.

"There's a close bond between firefighters," France said. "You have to be able to trust the people you're working with. As soon as I took this class, I realized this isn't just a job for me.

It's a passion. Time is the issue. It isn't about money, but going out to save a life."

Jacob Patterson, an alumni, is in his first year as a seasonal firefighter for Cal Fire. He credits the high school instruction with helping him decide to pursue firefighting.

CAREER FAST FACT

Firefighting is listed as one of the occupations with the most job openings expected between 2014-2024

SOURCE: LABOR MARKET INFORMATION DIVISION, STATE OF CALIFORNIA

"I didn't know what I wanted to do (going into the class)," Patterson said. "Originally I took it for an easy A, but I ended up really liking it. I knew it was something I never want to stop. Without this program, I wouldn't have even thought of Cal Fire as a job. It gave me the Cal Fire basics, taught me the correct way to apply and everything I needed when I started."

The course teaches skills like putting on turnout gear and hoses, but also important job and life skills that assist students in getting jobs after high school. Students learn every day basics like balancing a check book, doing their taxes and building resumes and cover letters.

"At the end of the day, we're teaching them the skills for firefighting, but also the life lessons they aren't getting in other classes," Spangler said.

(Red Bluff High School Career Technical Ed currently represents 11 industry sectors, 21 pathways and 63 courses)



BREAKING BARRIERS

FIGHTING FEAR WITH KNOWLEDGE

With the season now open for college-bound seniors to complete their Free Applications for Federal Student Aid (FAFSA), adults supporting them are noticing an alarming trend. U.S.-born citizens are reluctant to complete their paperwork if it exposes their parents as undocumented because they cannot provide social security numbers. Federal financial aid, which comprises the largest amount of financial assistance most students receive, is therefore denied to citizens who do not want to put their parents at risk by exposing them to a federal agency.

In California, students brought to the U.S. as children who complete at least three years of schooling at a state high school and meet other qualifications, are eligible for state financial aid under the California Dream Act and AB 540 legislation. However, they must be made aware of the opportunity and not fear exposure to a state database.

"It's just another barrier put out there for them to pursue their goals," says Patricia Esparza, a Corning resident who has familiarized herself with the FAFSA and California Dream Act processes to support young people completing their applications. Esparza is the child of immigrant parents and was a first generation college student. Five of six siblings in her family obtained college degrees and the difference it has made in the quality of life in their families and the generations to come has been profound.

"For our kids, it's not an option for them to not go to college," she says. "Knowledge is power."

An increased presence of U.S. Immigration and Customs Enforcement (ICE) officers and their mass raids of Hispanic communities, has also had collateral impact on area schools. A two-day enforcement operation by ICE officials in March of this year instilled so much fear in the community of Gerber that 57 of 416 students did not attend school the following day.

Gerber School officials, teamed with First 5 Tehama, had to rally supports for children suffering the trauma of parental separation due to deportation. Referrals to legal services were offered so immigrant families could understand their rights.

"This has put a lot of fear in the school," Superintendent Jenny Marr reported to the Red Bluff Daily News at the time. "It's really had negative impact on the culture and climate and brought fear in the community. We upped our counseling and psych services in the first day because we had students who were just so distraught, so upset and fearful."

Learning occurs when students not only attend school, but feel safe and healthy while on campus. Resources to help students overcome barriers to college are wasted if fears prevent them from being utilized.

*For our kids,
it's not an
option for
them to not
go to college.
Knowledge
is power."*

PATRICIA ESPARZA

*Dreams
are the
Seedlings
of Reality*

CHICO STATE
DREAM CENTER:
SUPPORTING
ALL DREAMERS

The Dream Center at California State University, Chico strives to support our Chico community members who are undocumented or come from mixed-status families. The Center aims to serve our students, faculty, staff, and community members by providing financial aid resources, health and wellness assistance, and academic guidance. The Center also provides tools for advocacy and trainings on issues regarding immigration. These services are possible thanks to collaborating with various campus departments. Our mission is to empower students to ensure retention and success through equal access to education, guidance, and a sense of belonging.

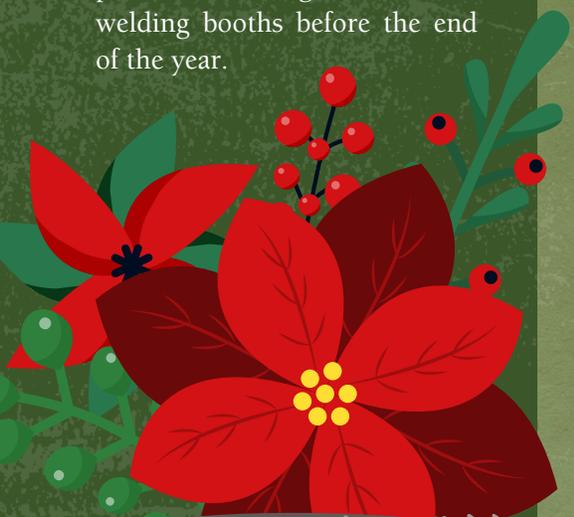
Learn more at:
<https://www.csuchico.edu/ab540/>

Growing Their Own

Los Molinos High School is literally growing their own. They are excited about the opening of their new greenhouse which is already growing poinsettias! The greenhouse is larger than the previous and better manages heating and cooling. It was built thanks to private fundraising that included donations from alumni, local businesses and residents, service groups and the McConnell Foundation.

This year the high school is introducing three new industry certifications: Fundamentals of Animal Science, Plant Science, and Principles of Floral Design. The high school has a long history of supporting agriculture education. Agriculture production is even a required science class for all students.

According to Principal Miguel Barriga, the high school also plans on installing a set of 8 new welding booths before the end of the year.



ENJOYING THE BOUNTY

RBHS PARENT PARTNERSHIP TEAM'S "BOOK IN COMMON" AND HOW IT HAS FLOURISHED

The idea of a community reading one common book is not new or original to Tehama County. Most metropolitan libraries promote a single book for patrons to read together, creating one big city-wide book club. Many college campuses have adopted the model, having incoming freshmen read a title to create awareness about a current issue while simultaneously building a sense of community through this shared experience. Three years ago Red Bluff High School's Parent Partnership Team planted a seed hoping to create a community and cultivate literacy by connecting readers to authors, and enjoying the bounty of what is becoming a local tradition.

Spring Planting: 2015

When choosing their first Book in Common, the Parent Partnership Team looked for titles that address issues that affect the community. The 2005 novel *The Glass Castle* by Jeanette Walls seemed to be the perfect fit. The novel is based on the life of the author and her intelligent, yet dysfunctional, family as they moved from city to city, and house to house. Her parents' choices sometimes left them homeless and often hungry. The themes of perseverance and identity resonated with all readers, providing plenty of ideas to ponder and discuss. The film version of the novel starring Woody Harrelson and Brie Larson was released this summer, proving the continuing relevancy of Walls' story.

Summer Blooms: 2016

In 2016, the election year found illegal immigration a hotly-debated campaign issue. It hit close to home in our agricultural community where many farm workers move their families to provide a better life. *The Distance Between Us* by Reyna Grande provides readers with an actual first-hand account of how her parents left her and her siblings in the care of their grandmothers while they chased the American Dream. Grande tells about her own journey to el otro lado which is fraught with danger, violence, and disappointment.

The highlight of Spring 2017 was Reyna Grande's visit to Red Bluff High where she spoke to students, teachers, and parents in three very unique presentations. Students stood in line to have her sign their very own copy of her book. For most, it was their first experience seeing an author in person and having her at their disposal to answer questions about the events described, her writing process, and her advocacy for immigrants. They were truly star struck!

Autumn Harvest: 2017

With her connections to the cattle industry as well as her advocacy for those with autism, Dr. Temple Grandin was an obvious choice for the third Book in Common. The stars aligned once again when Shasta College's Ag Department contacted Dr. Grandin about coming to the north state to speak. Through the cooperation of many agencies, individuals, and groups, she will be speaking to student and community groups on February 23, 2018, at the historic State Theatre. In October, Red Bluff High School hosted its first in a three-part series of Facebook Live book discussions hosted by students and staff. In January, RBHS will host a showing of the HBO film *Temple Grandin* starring Claire Danes in the title role.

We're happy to say that thanks to the contributions and efforts of many, that tiny seed is flourishing as we continue to see the fruits of this joyful endeavor. Please join us in reading *Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World* by Sy Montgomery. Visit Red Bluff High School Facebook page or Shasta College website.

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

Many of our students struggle with the cost of higher education and the resilience to make the transition successfully. Many have a hard time identifying a path they are interested in. We need to continue to mentor them after high school and beyond as well as advocate for creative funding options to help them complete their degrees. Internships and meaningful work experience are needed.

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 U.S. Census Bureau-American Community Survey 5-year Estimates (2010-2014) percentage of adults (ages 25-64) with at least an associate degree, Tehama County ranks #53 out of 58 counties in California.

According to the 2015 American Community Survey, Census Bureau, 22% of adults in Tehama County have some sort of degree attainment (AA, Bachelors or Graduate). However, 29% actually have some college but no degree. If that group completed a degree, the jump would be amazing.

Unemployment rates are also an indicator. Nationally, this age group suffers from the highest unemployment rate overall (not currently available). In September 2017, the unemployment rate in Tehama County was just 5.4%. It has not been that low since October of 2006.

TEHAMA COUNTY LABOR FORCE STATISTICS

	Total Population	In Labor Force	Employed	Unemployment Rate
September 2017	63,463	26,590	25,140	5.4%
September 2015	63,308	25,680	23,980	6.6%
September 2013	62,984	25,570	22,960	10.2%
September 2011	63,285	25,600	22,000	14.1%
September 2009	61,138	25,570	22,220	13.1%

Source: LMID/EDD

RURAL PARTNERSHIPS

33,000 SQUARE MILES OF OPPORTUNITY:
CHICO STATE & THE REGION STRENGTHEN EACH OTHER

Some universities count the square blocks around them as their service area and several universities may even share the same city. For California State University, Chico, their service area encompasses a whopping 33,000 square miles. Chico State is taking that as a challenge. Number Four in Chico State's Strategic Plan calls for the University to serve the needs of the region:

"Embedding a regional orientation into our daily campus life and connecting our work to the needs and quality of a democratic society enacts a powerful affirmation: we are an American university and we are 'the University of the North State.'" It states this will include partnerships that will strengthen the region's social fabric and build alliances in order to meet critical regional and state workforce needs, support K-12 schooling, and strengthen their capacity to foster leadership development.

Some of these initiatives are occurring right now and there is a propensity to do more.

In 2016, an interdisciplinary Rural Partnerships Group was formed by University staff and faculty involved in initiatives or who are interested in pursuing this type of work. The group is led by Ann Schulte, Faculty Fellow for Rural Partnerships, and regularly meets to gather and share information, build rural partnerships, and discuss opportunities for collaboration.

One early win has been the development of the Far Northern California hub of the Rural Schools Collaborative, a national effort aimed at strengthening the bonds between rural schools and communities through place-based engagement, rural philanthropy, and developing teacher-leaders. The "hub" partnership builds on connections between the University, Shasta College, north state schools and communities and will work to support the recruitment and retention of rural teachers.

Expect More Tehama and Reach Higher Shasta now feel a direct link to the higher education provider.

"For me, Chico State has gone from being a distant institution of learning to a dynamic brain trust with tons of ideas and enthusiasm," said Expect More's Kathy Garcia. "They understand what it means to be rural, and they are listening."

Tehama County is fortunate to be a next door (county) neighbor. University students who can make the drive are already serving in all types of capacities across the county.

Some examples of Chico State degree programs or centers involved in programming specifically to rural counties in the region include:

Geographical Information Center, College of Agriculture Agribusiness Institute, Center for Healthy Communities, Center for Economic Development, School of Business in Redding, School of Social Work Distributed Learning Program.

CHICO STATE UNIVERSITY RURAL PARTNERSHIPS GROUP

MISSION

To leverage Chico State students, staff, and faculty in reciprocal and interdisciplinary partnerships around the self-defined issues of the North State communities

GOALS

- *To bring more North State students to campus and pave ways for them to go back to their communities*
- *To educate the campus community about the assets and capacities of the North State*
- *To provide increased experiential, community-based learning opportunities for students*

Limitless Potential

Amy Rhoades is a Facility Manager at Butte Valley Group Home through Environmental Alternatives. She is a Student Assistant in the Office of Civic Engagement through Chico State and President of the Student Association of Social Work. She also interns at 6th Street Center for Youth. She graduates in May 2018 with her Bachelors in Social Work and plans to start graduate school right after. Today her plan is to become a Licensed Clinical Social Worker (LCSW) and provide therapy to children in foster care and group homes.

My Project with Salisbury High School

I want to give back to the continuation school that I graduated from and help Salisbury High School achieve a pro-college culture for their students. I am planning to create workshops to assist students in filling out their financial aid applications, to help students write essays for scholarships, to support them in applying to college, and if they do not have the desire to attend college, assist them with the option of job training. Students will have access directly to Chico State through peer-mentors to also assist them through the college process, and show Salisbury students what college life is like on the Chico State campus. I will put all of this in a step-by-step resource binder for Salisbury so they can later reference and replicate the program. I will also be working closely with Karyn Cornell to bring Town Hall 2.0 to Salisbury this Spring. I want students to see what the path from community college to CSU, Chico might look like for them. Students will be able to see how college works either online or in a classroom. For young parents, they will see that both Shasta College and Butte College offer options of on-site daycare. My goal is to show the students that there is a path to college for young parents and students who graduate from a non-traditional high school.

“Salisbury staff and students are very excited about this upcoming partnership with Chico State! It’s very unique since one of the CSUC facilitators, Amy Rhoades, was a Salisbury graduate!! Any time students can make connections to college and give presentations out in the community is so worthwhile. What a great opportunity for our students!” Salisbury Principal Barbara Thomas

About the Chico State School of Social Work

The School of Social Work offers an accredited undergraduate degree (BA) in Social Work and an accredited Master of Social Work (MSW) Program (One-Year MSW Program, Two-Year MSW Program, or Three-Year Weekend MSW Program). These are exciting times for the students, faculty, and staff of CSU, Chico and agency field instructors, who work collaboratively to shape the School’s programs. For many years the School of Social Work has had a reputation for service and commitment to students as its highest priority. As a result, they have a high retention rate among their majors. The nature of the curriculum and the opportunities available throughout the Northern California region motivate our students to quickly develop leadership skills and to fill positions and roles requiring those abilities. The faculty, students, staff, and alumni have strong ties to Northern California communities, social service agencies and institutions. Faculty are involved in numerous activities in our service area, including research, training, advocacy, service, advisory board membership, and consultation.

I’m Amy Rhoades, CSUC Social Work Major, mother of three, graduate of Salisbury High School

My high school years were a struggle for me due to having children at a young age. My mother also had substance use issues which made completing high school almost unthinkable. I fell behind in units and was close to dropping out; I felt like my options were limited. Luckily, I landed at Salisbury High School, a continuation school in Red Bluff. This continuation school did all that they could and then some to help me graduate. They went above and beyond to show me my potential and support me to the end of my high school career. I was lucky to have such a fantastic team on my side. Looking back, I wish I had the opportunity to attend college right after high school. However, I did not think I could because I had young children with no means for daycare, no family help, and the odds were stacked against me, or so I thought. Little did I know that there are opportunities for students who do not graduate from a traditional high school to attend college. With my motivation and dedication, I am here today an honors student in Social Work at California State University, Chico breaking the cycle of poverty and substance use in my family. It is my appreciation and gratitude towards Salisbury that makes me want to help them and their students.

TOWN HALL

SALISBURY STUDENTS PARTNER WITH CHICO STATE

Research has shown that community engagement and participation are declining within our country. California State University, Chico (CSUC) has created several Public Sphere Pedagogy (PSP) programs, which incorporate service-based learning into current courses. Town Hall, currently embedded in several sections of an American Government course, is one such form of PSP. Chico State's program has served as a model for campuses across the country.

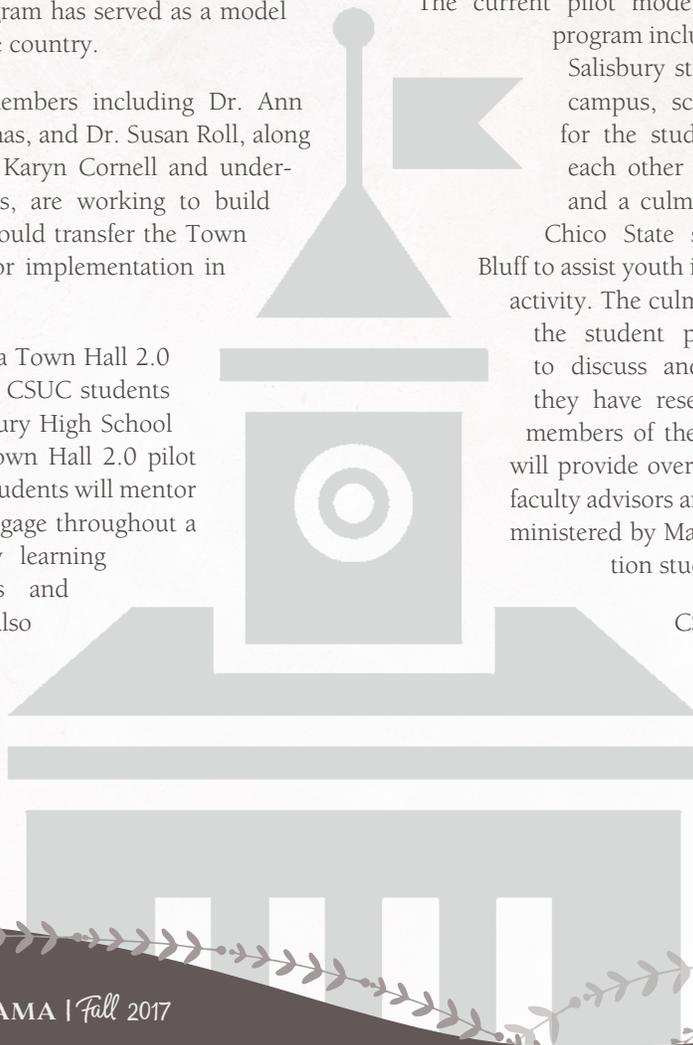
Chico State faculty members including Dr. Ann Schulte, Dr. Matt Thomas, and Dr. Susan Roll, along with graduate student Karyn Cornell and undergraduate Amy Rhoades, are working to build programming which would transfer the Town Hall program model for implementation in local high schools.

In the Spring of 2018, a Town Hall 2.0 pilot program will pair CSUC students with students at Salisbury High School in Red Bluff. In the Town Hall 2.0 pilot program, Chico State students will mentor Salisbury youth and engage throughout a semester, to not only learning about local concerns and policy matters but also about ways in which the students might take action to address a community issue. The

intent is to assist in branding Chico State as a choice for continued education, and to support a college-going culture in general. Additionally, they believe that based on PSP research, it will provide high school students an opportunity for increased community engagement and a stronger connection to place.

The current pilot model of the Town Hall 2.0 program includes one initial visit by the Salisbury students to the Chico State campus, scheduled online meetings for the students to touch base with each other throughout the semester, and a culminating program with the Chico State students coming to Red Bluff to assist youth in conducting a Town Hall activity. The culminating activity will allow the student participants and mentors to discuss and present on the topics they have researched and engage with members of the community. Chico State will provide oversight of the program with faculty advisors and the program will be administered by Master of Public Administration student Karyn Cornell.

CSUC is excited to collaborate with Salisbury and members of the Red Bluff community to pilot the Town Hall 2.0 programming.



Center for Healthy Communities

This summer, ninety 4-6 graders attended the Red Bluff Kiwanis Camp, a four day overnight camp experience at Mt. Lassen. Eight Chico State students spent an afternoon at the Mill Creek campground to lead physical activities and talk to the campers. They shared about their college experiences and dorm life. Most of the students are in the Chico State Nutrition Science, Nutrition Management or Health Services major.

Alyson Wylie, Health Education Specialist, works for the CSU Chico, Center for Healthy Communities (CHC), and commutes to Chico State from her home in Red Bluff. She connected the student interns to the camp opportunity. Her interns are used to hitting the road to gain experience in the field. Wylie has created internship opportunities with numerous entities throughout the county.

This summer, CHC provided Coordinated Approach to Child Health (CATCH) nutrition and physical activity trainings through funds from Tehama County Health Services Agency, Public Health Division to all SERRF after-school staff. This amounted to \$600 of equipment provided to 25 SERRF sites.

CHC student staff and interns also worked with Vina and Manton schools. They conducted a Kids Farmer's Market where each child shopped and took home 10 to 15 pounds of free produce donated by the North State Food Bank. Bianchi Orchards gave each child a bag of walnuts. Interns are often at schools providing food tastings, and delivering Harvest of the Month to over 4000 Tehama County children each month.

CHC serves communities in 16 counties in Northern California. The student internship and employment program has been widely hailed as a model of civic engagement and service learning. Funded in large part by USDA Supplemental Nutrition Activity Program Education or SNAP-Ed funds, CHC has provided civic engagement and service learning opportunities to over 100 university students each year since 2003. These structured internships are open to university students from all colleges and disciplines.

To learn more, visit: www.csuchico.edu/chc

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 factor 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 programs, we must identify career paths that will sustain employment for their educational attainment. Much has been started in this area

at the high school and community college level in the last few years. Key industry sectors for Tehama County include healthcare, manufacturing, agriculture and small business. Short-term Career Technical Education courses for adults are needed in the county. Internships and work opportunities must continue to engage young adults in the world of work. On a positive note, many businesses across the county and across all industries have raised their wages over the last two years.

We want all citizens to participate in community groups and activities, philanthropic visions, and their local government.

What are our indicators?

The EMT Framework currently uses living wage to measure this focus area.

How are we doing?

The living wage is based on the Living Wage Calculator by Dr. Amy K. Glasmeier and the Massachusetts Institute of Technology: 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.

Note: On January 1, 2018, the minimum wage will increase to \$11.00 per hour (\$10.50 for businesses with less than 26 employees).

LIVING WAGE CALCULATION FOR TEHAMA COUNTY

HOURLY WAGES	1 ADULT	1 ADULT, 1 CHILD	1 ADULT, 2 CHILDREN	1 ADULT, 3 CHILDREN
LIVING WAGE	\$10.26	\$23.38	\$28.19	\$35.10
POVERTY WAGE	\$5.00	\$7.00	\$9.00	\$11.00
MINIMUM WAGE	\$10.00	\$10.00	\$10.00	\$10.00

HOURLY WAGES	2 ADULTS (1 WORKING)	2 ADULTS (1 WORKING) 1 CHILD	2 ADULTS (1 WORKING) 2 CHILDREN	2 ADULTS (1 WORKING) 3 CHILDREN	2 ADULTS (1 WORKING PART TIME) 1 CHILD
LIVING WAGE	\$17.41	\$22.38	\$25.14	\$28.45	\$13.37
POVERTY WAGE	\$7.00	\$9.00	\$11.00	\$13.00	
MINIMUM WAGE	\$10.00	\$10.00	\$10.00	\$10.00	

HOURLY WAGES	2 ADULTS	2 ADULTS, 1 CHILD	2 ADULTS, 2 CHILDREN	2 ADULTS, 3 CHILDREN
LIVING WAGE	\$8.71	\$13.37	\$15.56	\$18.01
POVERTY WAGE	\$3.00	\$4.00	\$5.00	\$6.00
MINIMUM WAGE	\$10.00	\$10.00	\$10.00	\$10.00

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OPPORTUNITIES TO LEAD

DR. RON CLARK AND THE FUTURE OF THE DENTAL INDUSTRY

Few people know what they want to be by age eight and then never look back. For Red Bluff's Dr. Ron Clark, it wasn't regular visits to a friendly dentist that set his career in motion. His family didn't go to the dentist. His mom asked him what he wanted to be, and he just knew.

Dr. Clark was raised in Oakland and raised in Pleasant Hill. He attended dental school at Loma Linda University, graduating in 1974. After looking around for areas to establish his practice, he decided that life along Highway 17 was just too congested. His then father-in-law was a dentist in Redding, and Ron liked the area. Before the ink was dry on his degree, he purchased a dental practice from a dentist who was returning to school to specialize in endodontics, and moved to Red Bluff. Thanks to a booming timber industry, the town was vibrant and a great place to practice and raise a family.

Dr. Clark liked sharing about his profession with young people. He welcomed the high school's Regional Occupation Program (ROP) health students in his office and continues to host students today.

"You know the saying, can't get a job without experience, can't get experience without a job," said Clark. "It was easy having students in the office. I like their curiosity and young minds." Dr. Clark readily credits his staff with accommodating the extra bodies. "Those in the front office, the assistants and the hygienists, they are the ones who train and inspire."

Over the years, Dr. Clark has welcomed 30+ students into his office. Of those, many became Registered Dental Assistants, 14 Licensed Hygienists and two Dentists (both practicing in Red Bluff).

"It's not about being altruistic," says Clark, "It's about taking care of your business."

Dr. Clark's passion for dentistry made him a champion for the industry. He joined the Northern California Dental Society in 1974, serving as its president for a year and a half. He also started the NCDS' Foundation and served on its board for over twenty years. Seeing the need for Hygienists in the region, he and the Northern California Dental Foundation worked with Shasta College and fellow dentists to start the Hygienist degree program. It took fifteen years, but the dentists refused to give up. In the end the program launched and became a model program. Today, they are working to expand the Registered Dental Assistant programs in

Butte and Shasta Counties, and Dr. Clark, while no longer on either board, is leading the charge.

"There's a few us that have history with these projects," he says. "But it's also time for the younger dentists to have the opportunity to lead."

Dr. Clark isn't quite ready to discuss retirement, but he does look forward to more travel and time with family. He is incredibly proud of his two children. Laura has her law degree from U.C. Berkeley and is self-employed next door to her dad, at McGlynn & Clark. Jeremy, an Iraq war veteran, served in the Marines, graduated from Chico State and now works in IT for

Enloe Hospital. Several years back, Dr. Clark reconnected with this high school sweetheart, Susan, and they married. Together they enjoy nine grandchildren in their expanded family.

"It's not about being altruistic, It's about taking care of your business."

DR. RON CLARK



What You Need to Know

ABOUT THE

DENTAL INDUSTRY

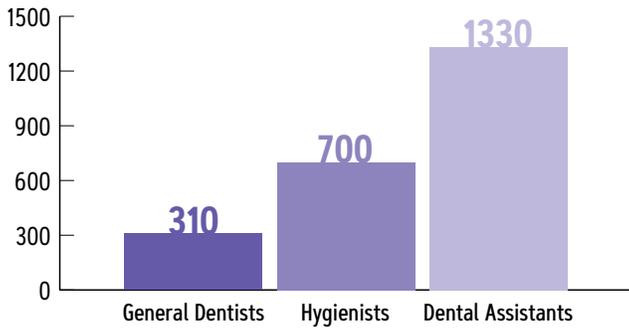
For the past year, area dentists have worked to expand Registered Dental Assistant training programs to fill a looming shortage. The Northern California Dental Society (NCDS) is a ready-made regional industry partnership with 312 active members in nine counties (Butte, Glenn, Tehama, Shasta, Trinity, Siskiyou, Modoc, Lassen and Plumas Counties). Red Bluff's Dr. Ron Clark serves as their industry champion. Dr. Clark has been a leader with NCDS for decades and served as its president for 15 years. He also started the Northern California Dental Society Foundation in 1996 to help raise and distribute funds to programs and scholarships.

NCDS membership connects dentists to local continuing education programs, patient referral services, publications, and community, but most of all the camaraderie of fellow dentists and to share ideas that affect their profession. The success and accomplishments of NCDS are great, including financial investment and leadership in starting the Associate Degree in Dental Hygiene program at Shasta College in 2000.

The effort took over a decade and the industry fundraised and donated nearly one million dollars. Today it is one of 270 Hygienist programs in the nation, and has been ranked in the top 7% since the first graduating class (preference is given to applicants from twelve Northern California counties per direction of NCDS). They also financially support the Butte County ROP Registered Dental Association program and are working to expand the program in 2017-18. They support the Shasta Union High School District's Registered Dental Assistant program and are working with Shasta College to bring an RDA program to their campus.

What this impressive sector needs now is help spreading the word to residents, students and educators about their industry and employment needs, and how to obtain those skills.

Check the next page for statistics on career pathways in the dental industry!



Includes Butte County, Shasta County, North Mountain Region, North Valley Region, North Coast Region
 Note: No data available for North Valley Region for Hygienists (Source: EDD/LMI)

High Growth: Dentists, Hygienists and Registered Dental Assistants Needed

The Healthcare Sector is one of the strongest sectors in the Northern Region. The dental “sub” sector, while not as visible, is a strong component of healthcare and is expected to grow. For a rural area, we are fortunate to be able to send students to both Hygienist and RDA schools locally, so we can “grow our own” talent.

*Numbers do not include specialists.

Hygienists: 2017 Wages & Outlook

In 2000, the North Valley Dental Society worked with Shasta College to start a Registered Dental Hygienist program which annually graduates 15 new hygienists. Even with the program in place, need is projected.

HYGIENISTS	MEDIAN HOURLY	MEDIAN ANNUALLY
BUTTE COUNTY	\$45.71	\$95,077
SHASTA COUNTY	\$44.95	\$93,497
NORTH VALLEY REGION	\$34.94	\$72,667

	ESTIMATED EMPLOYMENT	PROJECTED EMPLOYMENT	NUMERICAL CHANGE	PERCENT CHANGE	ADDITIONAL OPENINGS
CALIFORNIA (2014-2024)	20,500	23,600	3,100	15.1	650
BUTTE CO.	200	220	20	10.0	30
SHASTA CO.	80	90	10	12.5	2
NORTH VALLEY REGION	230	300	70	30.4	40

Dentists

According to the Bureau of Labor Statistics, the need for dentists between 2014-2024 is due to increase 18% or 26,700, much faster than average. Median pay for 2016 was \$159,779 per year/\$76.81 per hour. The demand for dental services in the North State will increase as the population ages, cosmetic dental services become increasingly popular, and access to health insurance continues to grow. Shasta County alone is projected to see a 20% increase.

Dentists are likely to hire more hygienists and dental assistants to handle routine services. Productivity and new technologies should allow dentists to reduce the time needed to see each patient, and enable them to expand their practices.

Dental Assistants: 2017 Wages & Outlook

Over the past 3-5 years, Northern California dentists have begun to feel a shortage of Registered Dental Assistants. Although two programs exist in the region (Shasta and Butte Counties), they are hoping to expand the programs to produce even more graduates.

DENTAL ASSISTANTS	MEDIAN HOURLY	MEDIAN ANNUALLY
BUTTE COUNTY	\$21.18	\$44,065
SHASTA COUNTY	\$16.88	\$35,108
NORTH VALLEY REGION	\$17.53	\$36,474

	ESTIMATED EMPLOYMENT	PROJECTED EMPLOYMENT	NUMERICAL CHANGE	PERCENT CHANGE	ADDITIONAL OPENINGS
CALIFORNIA (2014-2024)	48,800	56,400	7,600	15.6	12,100
BUTTE CO.	300	350	50	16.7	80
SHASTA CO.	330	370	40	12.1	13
NORTH VALLEY REGION	100	130	30	30.0	20

There is a definite win-win for businesses, workforce and economic goals for our region when we enhance a priority sector. We do this by inviting the public to understand the career pathway; allow more high school students and adults to gain credentials without leaving the region; and work with the industry to meet their talent shortage.

To learn more visit:

- Butte ROP RDA: https://bcoeregional.ss3.sharpschool.com/r_o_p/adult_programs/registered_dental_assistant
- Shasta Union High School ROP RDA Program: <http://www.suhsd.net/>
- California Dental Association: www.cda.org

COMMUNITY *Relationships* GROWTH

If the walls of Physical Therapy and Wellness Center (PTWC) could talk, their thirty-five year story would be one of community, relationships, and growth. These three themes woven in and out of providers, volunteers, patients and students would tell the successes of a small business that exemplifies how to cultivate and leverage the great assets of our community to truly “grow your own”.

This idea to value employees and support growth has always been at the heart of PTWC. Not a Christmas party goes by without Ed Stroman reminiscing about his mentor Bob Green who modeled how to value relationships and pay it forward through mentorship and support. However, in the last four years, this culture of cultivation has been undeniably visible. PTWC has doubled their team and grown from a team of three licensed therapists to six. This growth is in no small part due to partnerships with community and educational entities such as Red Bluff High School, a number of Universities, and the Job Training Center.

Since 2002 Lonnie Scott has taught the Therapeutic Services class at Red Bluff High School. In the fall high-school students learn content about health occupations and in the spring students are placed in the community at health professional offices to apply the knowledge they have learned. A quick visit to the PTWC website and you will notice a pattern, over half of the employees participated in this course; including Lonnie whose first role in the course was not as teacher, but as student to Peachy Harrop. When asked why he thought this trend has occurred, Lonnie answered “I think many students are drawn to the program because they see a healthcare profession that keeps them involved with sports and fitness. For me personally, this was the case.



Ed Stroman started treating athletes at Red Bluff High School in 1986. In 1987, I sprained my ankle during football practice and Ed helped me with my injury, but more importantly, sparked my interest in therapeutic services and sports medicine.”

While the love and motivation of physical therapy can be started in high school, that is just the beginning. The road to this profession is long and costly, a fact that the PTWC team does not take lightly. Lead by Ed Stroman, PTWC provides financial support to employees for continuing education including advanced degrees. Dale Mendenhall earned his doctorate with this support. “The year after I graduated from University Texas Medical Branch with a MPT, the program underwent a transition to DPT.” Dale explains, “The school invited all students back to take advantage of this at no-cost, but that would have meant staying in Texas another year. The fact that PTWC and Ed paid for my Doctorate degree through an online program at the University of Regis, enabled me to return to Tehama County and begin my career serving the community that I grew up loving”. Inspired by this financial support of education to enrich this cycle of growing even further, Mendenhall began a partnership during the doctoral program with multiple other university graduate programs as a Clinical Instructor. This affiliation provided an opportunity for students at the end of their graduate program to begin their transition to the professional world with the mentorship of professionals at PTWC. These relationships enabled young professionals, such as Megan Curtis, Jordan Sinclair and Jacob Stroman, now all staff physical therapists at PTWC, to strengthen their relationship with PTWC and the community prior to graduation.

The culture of this commitment to community and growth continues to evolve. This year the PTWC entered a relationship with the Job Training Center of Tehama County and have supported individuals working to obtain their post high school certification as a Physical Therapy Aide. Additionally, young therapists such as Jordan Sinclair have continued the relationship with universities and have mentored multiple young therapists who have returned to the greater north state as physical therapists. And recently the team welcomed the return of a past employee Kayla Comer, ORT/L who had gone back to school and completed her license in Occupational Therapy. Additional locally grown talent, and backbone of the company, include: Jim Long PTA, (Corning High School), Mike Dausse MA, PTA (Red Bluff High School), Jeff Crow ATC, PTA (Los Molinos High School), Pablo Vazquez BS (Red Bluff High School grad and current varsity basketball coach), Brooks Searcy (Los Molinos High School), and Ty Smith (Red Bluff High School).

As the faces of providers that hang on the wall at PTWC have increased, changed and some aged, the story has remained the same. Believe in the power of community, cultivate our great strengths and honor the relationships that time spent doing this creates. We can only wonder, anticipate and even predict what the walls will say in another 35 years?!

If you are interested in finding out more about the CTE program contact Lonnie Scott:
lonnie@clubtehama.com

If you are interested in learning more about PTWC visit their website:
<https://ptandwellnesscenter.com>



IN THE MIDDLE OF DIFFICULTY LIES OPPORTUNITY

The Magic of Washington Street Productions

Families receiving aid from the County sometimes have a hard time transitioning to full time employment due to lack of child care, transportation, and wages needed to survive as well as domestic violence and other barriers to employment. One program works to ease participants toward independence.

The Job Training Center and Tehama County CalWORKs partnered to launch Washington Street Productions (WSP) in the Fall of 2015. The program offers a month long work opportunity to CalWORKs clients who need additional participation hours to receive financial support. Participation hours can be met through a variety of activities. If the work hours are not met, families face penalties and the household income is reduced. States are also penalized if participation rates are not met.

Washington Street Productions employs participants in a production environment where staff provide coaching on soft skills, apply behavior modification strategies and evaluate job readiness. The program has significantly increased the work participation rates.

“Since the launch of Washington Street Productions, CalWORKs has seen a 15% average increase in State work participation rates.” Said Tara Loucks-Shepherd, Program Manager for CalWORKs. “The majority of participants complete their month long assignment, and 41.18% have gone on to employment.”

Job Training Center’s Cheryl Carter is the program coordinator. Part creative do-it-yourselfer and part behavior coach, she’s fair and consistent, engaged and committed to each new group. Cheryl is assisted by several lead workers who are promoted participants from past cohorts.

“There are so many aspects to this program that I find so inspiring,” said Carter. “Being able to help build up those in our community who are currently struggling; being able to watch their tremendous growth. Simply providing them a safe and constructive learning environment where they can work towards achieving their goals for self-sufficiency and independence.”

The WSP site is located in Red Bluff and is set up for production type work using primarily recycled materials including furniture, reclaimed wood, and everyday items like newspaper, magazines and fabric, to create home and garden décor. Most of the materials are donated from businesses and private individuals.

Last year, the program was honored as a recipient of the 2016 California State Association of Counties (CSAC) Challenge Award.

Interested in donating materials to WSP or attending a sale day? Contact Cheryl Carter at ccarter@jobtrainingcenter.org or visit [Washington Street Productions](http://WashingtonStreetProductions.com) on Facebook.



HOW TO Grow Your Own TALENT

TIPS FROM DR. ROBERT EYLER
ON NOURISHING THE FUTURE

1. Growing local talent is a function of four things: local education, local employers (for all kinds of reasons), a vibrant lifestyle & community, and connections to global markets.
2. Local education helps shapes kids and young adults into local and regional employees. Local education can also work with local employers to help training and internship possibilities in career building.
3. Local employers need to help by making local investments, being involved at local community colleges and high schools, and looking locally/regionally first. The combination of this characteristic and #2 above is the key, and the tricky part because people are mobile, especially talented people. If your schools are really good, global markets are calling those students, especially if a large university is not close.
4. Lifestyle and community: retaining 18-25 year olds is tough, but bringing back 26-40 year olds is the key to long-term success. Does the region have that power from a quality of life standpoint, and is the industry mix wide enough to provide multiple career tracks and employment diversity? Is this marketed well and how is it marketed?
5. Connections to global markets help keep local wages at a national level and have employers that get talent retention is an issue. Just like people, businesses also need reasons to stay in a local/regional area. Global markets draw income from all over, which helps the local economy; the employers are also being courted constantly to move to a low-cost of living area. However, such businesses attract "local" talent by people coming there to work and then staying because of the lifestyle and local area.

The nexus of all these finalizes with housing, which is partially a lifestyle issue. Retaining talent in rural California is tricky, even if coastal. The four considerations above help, but there is no magic sauce here short of Amazon, Google and Facebook putting campuses in Redding, Red Bluff and Chico. Businesses need a reason to come, grow and stay somewhere, just like workers.

Robert Eyler, PhD, Robert Eyler is Professor and Chair of Economics at Sonoma State University. 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. He is the director of the Center for Regional Economic Analysis at Sonoma State University. Robert has acted as an expert witness in interstate trade litigation, and as a forensic economist. He has also been a visiting scholar at both the University of Bologna and Stanford University. He is also the interim CEO of the Marin Economic Forum, a countywide, public-private partnership for economic development organization in Marin County. Robert's family have been West Marin and Sonoma County farmers since 1910.

In October 2016, the Northern Rural Training and Employment Consortium (NoRTEC) published the Tehama County Labor Market Profile and Industry/Sector Analysis, along with similar reports for 10 other northern counties. The report provides a detailed Demographic, Labor Market and Industry/Sector Analysis for Tehama County.

To access the report online, visit:

<https://www.ncen.org/images/documents/lmi/regional-profiles/Tehama%20County%20Labor%20Market%20and%20Industry-Sector%20Analysis.pdf>

Teacher of the Year

The Tehama County Education Foundation (TCEF) has awarded the 2016-2017 Teacher of the Year Award to Shannon Robertson, a fourth/fifth combo teacher at Jackson Heights Elementary School.

Nominees are exceptionally skillful and dedicated teachers with a minimum of three years classroom teaching experience; command the respect of students and demonstrate leadership skills; and have a superior ability to inspire a love of learning in students of all backgrounds and abilities.

Shannon graduated from UC Davis with a degree in Psychology. She then went on to get her Multiple Subject Credential from CSU Hayward. After moving to Chico, she began teaching at Sacred Heart School for four years. She took a year off to be with her children and substituted primarily at a charter school in Chico. When she was ready to return to work full-time, she was hired by the Red Bluff Elementary School District and has worked there for the last 19 years.

The committee made the following statements regarding their interview and observation:

- The entire class was involved through the entire lesson.
- Shannon spoke to her students with respect and received respect in return.
- Shannon has a strong connection with students.

Shannon assigns "scouts" in the classroom with the job of finding positive and respectful behavior of other students.

Transitioning students from one activity to another is one of the biggest challenges for teachers. Shannon is masterful at teaching and modeling student expectations. Time on task behavior and student engagement are obvious foundations of her students' success.

Congratulations, Shannon Robertson!

Chorus

by Gillian Wegener

LISTEN: THERE ARE THOSE OF US FROM SOMEWHERE ELSE,
THE NAMES OF BIRTHPLACES, OF HOMETOWNS,
UNDER OUR SKIN, TATTOOS ALWAYS FELT, NEVER SEEN.
WE LIVE HERE NOW, THOUGH WE ALWAYS MEANT TO LEAVE.

AND THERE ARE THOSE OF US WHO WERE BORN HERE,
PASSING THE LANDMARKS OF OUR LIVES SO OFTEN
WE DON'T THINK ABOUT THEM. WE NEVER MEANT TO STAY.
THIS PLACE WAS MARKED AS JUST FOR NOW, AS STEPPING STONE,
AS TEMPORARY ON OUR WELL-DRAWN MAPS.
BUT FOR ONE REASON OR ANOTHER, YEARS PASS
AND WE FIND OURSELVES HOT-STEPPING WITH JOBS AND KIDS
AND THIS AND THAT AND A MILLION LITTLE POSSESSIONS.

NOW, THE KIDS SAY THEY WANT TO MOVE AWAY. THEY POINT
THEIR FACES THE SAME DIRECTIONS OUR FACES USED TO POINT.
WE'LL LET THEM GO, OF COURSE, KNOWING MORE OF THEM
THAN THEY THINK WILL COME BACK, AND THAT VARIOUS WAYFARERS TOO
WILL STOP FOR LUNCH AND FIND THEMSELVES
STAYING FOR YEARS' WORTH OF DINNERS. THEY WILL ALL
FIND THEMSELVES HERE WITH THE EARTH SPREADING
OUT AROUND THEM, WHISPERING A WELCOME
THEY WILL BE MORE THAN A LITTLE SURPRISED TO HEAR.

