



ELEVENTH ANNUAL *Report*

expect
more
tehama

The most important things in life are the connections you make with others

In 2009 Expect More Tehama was formed out of a conversation about why more of our students weren't going to college. This seemed like a question that was fairly simple to answer. Make sure all kids know what college is. Help them connect what they learn in grade school and high school to higher education and careers. Visit colleges. Offer rigorous high school classes, even some for college credit. Help students figure out the cost involved and the grants, scholarships and jobs available. Help them gain confidence and leadership skills through sports and clubs, camps and travel.

But working to create a healthy community where all kids leave high school prepared for life beyond a high school diploma is neither simple nor achievable through any one effort or organization. Our poverty rate and rural geography; high rates of domestic violence and adverse childhood experiences make it hard for many students to set aside their chronic stress and chaos to focus and learn. Mental health struggles, substance use, disengagement and criminal behavior are closer than you think. This isn't new information to our counselors, behavior specialists, social services and hiring managers, but as the pressures play out more and more in the classroom, education is working to respond through providing quality academics and social emotional learning development at all grade levels. Imagine if our entire county, all of us, embraced the effort? We are together, part of an ecosystem. Like a honeycomb, we are all connected.

Not one organization can do this alone.

Where does your organization fit in the honeycomb?

New to the acronyms and terms? We've included a short glossary and a list of sites to visit for more information.

Every child needs healthy adults in their life, and we have a great need.

If you are that healthy adult, thank you.

Never forget where we are headed.

This is a journey, Tehama County. We know more than we used to. We're well connected but can accomplish so much more if we all work together in a coordinated ecosystem like the honeycomb. Together, we can create a positive trajectory for a greater number of our residents and as a result, continue to make Tehama County a great place to live and raise our families.

This report is meant to inform, inspire, and make clear where we are and where we must be headed.

Social AND Emotional Learning

Educators today are more qualified, more trained and more prepared than any time in history. Our instructional practices are solidly based on sound research and most teachers have nearly the equivalent of a master's degree by the time they step into their own classroom. Though student achievement in California is improving, we are not seeing the gains that we think should be commensurate with the highly qualified educators that we entrust our students to on a daily basis.

Our educators are well prepared to deliver content, but often are not prepared for the intensity of need our students exhibit in today's world. Tehama County has approximately 11,000 students the majority of which will become strong well-adjusted community contributors as they reach adulthood. We have countless students who achieve at an exceptional level and it is heartwarming to witness their success.

Our challenge is with the social and emotional development of many of our kids. Most of us would agree that someone who is socially appropriate, empathetic and self-regulated has a good chance to be a successful adult. We often hear about employers looking for "soft skills" with an understanding that many aspects of the job can be taught after the on-boarding process.

Tehama County has embarked on a journey of focus on the whole child. Our districts are implementing curriculum and practices that ensure we teach kids first and content second. We are learning to recognize trauma and to deal with the affects in a way that is not punitive but restorative. Our best and brightest students need to be taught appropriate coping skills and to be reflective about their thoughts and behaviors.

Thank you to our community and to the efforts of Expect More Tehama. Thank you for seeing the potential for a bright future in Tehama County as we produce children and adults who have the ability and skills to weather the challenges of life.

Rich DuVarney

TEHAMA COUNTY SUPERINTENDENT OF SCHOOLS

THE ACES COLLABORATIVE

The Blue Shield Foundation awarded a total of \$2.4 million to work across multiple sectors to end domestic violence

For those seeking to distance themselves from the bustle of California's major urban areas, the far north California counties of Butte, Glenn, Shasta, Tehama, and Trinity offer a vast swath of scenic landscape with communities spread across more than 12,000 square miles.

This seclusion however doesn't provide immunity from social, health, and safety problems including the impact of domestic violence. Two problems stand out as a growing crisis: adverse child experiences (ACE) scores that are significantly higher than the state average and domestic violence rates nearly twice that of the state.

The region also has higher than the state's average of reported maltreatment of children. In Shasta County, in 2014, the rate of child maltreatment for babies under the age of one was more than double the state rate and equates to almost one in every twenty Shasta County infants, according to the county's Health and Human Services Agency statistics.

Experts at the Public Health Institute, a California-based nonprofit that manages hundreds of state and national projects has, through their Population Health Innovation Lab (PHIL), identified the connection between the region's rise in domestic violence rates, and high rates of adverse childhood experiences. Verbal, physical, and sexual abuse are among several child experiences that have been linked to known risk factors for chronic disease, and mental and physical health issues.

"There was a clear relationship between adverse childhood experiences and domestic violence rates," said Lisa Tadlock, Program Manager for the Institute.

Tadlock is spearheading the organization's ACE Collaborative, a partnership between various north county institutions intent on developing policy and systems changes that are designed to reduce domestic violence and adverse childhood experiences. PHIL will provide the framework for the project, analyzing and identifying ways in which systems can be altered to help change the course for those suffering from abuse.

Sue Grinnell, PHIL Principal Investigator said, "we are excited to be working with the northern California counties to support system change while leveraging their collective wisdom to impact their health in their communities and region."

Public Health Institute was one of six organizations that was awarded a grant in December 2018 from the Blue Shield of California Foundation, and is part of the Foundation's long-term efforts to address the root causes of domestic violence through collaborative, community-based solutions. In this grant-making round, the Foundation awarded a total of \$2.4 million to work across multiple sectors to end domestic violence.

Among the participating entities in the ACE Collaborative are Butte, Tehama and Trinity county's First 5 organizations and partners that promote early childhood development. Also committed to join the project are the Health and Human Services agencies of Glenn, Shasta,

and Trinity counties among other education and health policy institutions, but Tadlock noted that the partnerships won't stop there.

"Through this collaborative we want to reach beyond public health, First 5s and education institutions, we also want connect with probation; people from the justice system, mental health, behavioral health, and health plans" said Tadlock.

Such a diverse approach takes into account the many and diverse risk factors that contribute to domestic violence, as well as the challenges unique to the region.

Last year the Camp, Carr, and Ranch fires, the largest wildfires in California history, ravaged the north counties, destroying thousands of homes. According to Tadlock, there are 25,000 residents displaced in Butte County alone, putting immense pressure on the region's economic and social services and exacerbating an already acute housing shortage. Because of such widespread displacement, with little permanent housing to go around, Tadlock says that residents often stay mobile, cross county lines to seek services.

"It's typically an area that's underserved in terms of funding and resources," she said adding that the collaborative serves as "a unique opportunity for us to bring these counties together."

The ACE Collaborative's focus on working with early childhood development advocates such as First 5s to address root causes of domestic violence is reflected in a recently released study by the Blue Shield Foundation, *Breaking the Cycle: A Life Course Framework for Preventing Domestic Violence*. The study documents how children, when exposed to violence in the family can lead to the perpetration of domestic violence in adulthood. The study also underscores that cultural and structural factors like poverty, and high unemployment rates can contribute to domestic violence perpetration.

Shasta County alone has higher than average poverty levels, unemployment rates, and lack of access to childcare compared to other state regions, according to county statistics.

But recent developments indicate a greater awareness and commitment to tackling the systemic issues that lead to domestic violence, according to Tadlock. She points out that Gov. Gavin Newsom's recent appointment of Dr. Nadine Burke Harris, as the state's first surgeon general as a particularly important and encouraging choice. Burke Harris is a pediatrician and noted pioneer in the study of ACEs.

She is also encouraged by the prospect that these various rural regions, when pulling their resources together, can make an impact in unexpected ways.

"This is an opportunity for organizations that are stretched right now to think about doing business differently," said Tadlock. "They might not have had that opportunity before."

"There was a clear relationship between adverse childhood experiences and domestic violence rates."

LISA TADLOCK,
PROGRAM MANAGER

FOCUS AREA 1

MAKING CONNECTIONS IN EARLY CHILDHOOD; WHAT IS THE BIG DEAL?

What is important?

Why is it important?

Early childhood education and school readiness begin from the moment a child is born and begins making connections to the world. There may be more neurological growth in the first year of life than the next ten years combined. The importance of early education cannot be over exaggerated. The impact of foundational learning that occurs in the early years extends beyond school success into economic success. This connection has been realized over and over again by successful leaders.

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

Quality programs during the early years make a difference academically....and emotionally. Children who participate in high-quality early learning programs show improvements in language arts, literacy, math and science. High-quality early learning programs have a positive impact on children’s socio-emotional development, cognitive ability, and academic achievement both in the short- and long-term.

It is imperative that the children in our county are provided with a variety of high quality early childhood education programs that are developmentally, emotionally, culturally and linguistically appropriate. Such programs should include quality markers such as high education of teachers/care providers, play-based environments, home language support for children and families, and use of ongoing assessment. This kind of support for families and children is particularly important for “at risk” children for which we see a clear achievement gap prior to entering kindergarten:

- The achievement gap can begin as early as infancy, when the physical conditions and stresses of poverty can take their toll on the development of the child’s brain and therefore the ability to learn.
- Children who don’t get the right support in the early years may never catch up.
- By age 2 may be 6 months behind
- By age 5 they may be 2 years behind.

Early childhood programs that participate in the Quality Counts California Consortium are demonstrating a commitment to providing the type of experiences that all the children in Tehama County need and deserve.

What are our indicators?

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

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

Northern California Child Development, Inc. (NCCDI) provides high quality infant and toddler (Early Head Start) and preschool (Head Start) services to families, many of which face adverse experiences.

- This year NCCDI served:
 - 139 Infant/Toddlers
 - 211 Pre-K children
- NCCDI’s commitment to inclusion is demonstrated by 22% of these children served having an IEP or Mental Health Service

NCCDI focuses on providing family support so that the children can experience the most successful outcome possible. This requires services to be individualized and delivered

through a trauma informed lens. The need is clear. In 2019, 20% of the children NCCDI served were identified as homeless.

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

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

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

- In total Tehama County Department of Education State Preschool is serving 268 children with 25 children on the waiting list.
- Tehama County Department of Education’s Half Day State Preschool is currently serving 217 children. They currently have 11 children on a waiting list in Corning and 14 on a waiting list in Red Bluff.
- Tehama County Department of Education’s Full Day State Preschool is currently serving 48 children.
- Additionally, Tehama County Department of Education provides a fee-based program for over income families that is now serving 15 children.

This demonstrates the forward thinking of Tehama County towards a “Master Plan for Early Learning and Care” for improving the early childhood system overall. Figuring out how to provide preschool to all 4-year-olds, regardless of income, is a priority of Governor Newsom.

GIVING KIDS A HEAD START

In 1964, the Federal Government asked a panel of child development experts to draw up a program to help communities serve disadvantaged preschool children. The finding of that panel report became the blue print for Project Head Start. Today, Head Start programs are operated by over 1500 community based organizations nationwide and have expanded to include a variety of innovative programs. In 1972, the Northern California Child Development, Inc (NCCDI) was formed and was known throughout the community as Tehama County Head Start.

NCCDI is a non-profit whose mission is to enrich children's lives, empower families and engage our community. Tehama County Head Start currently operates 7 Head Start Centers, a Home Base program serving 215 children ages 3 to 5. They also have specialized classrooms that serve children with special needs. In 2009 NCCDI was awarded an Early Head Start grant to serve children ages 0-3. Today they operate 3 Early Head Start Centers and a Home Base program serving 115 children throughout the county.



Northern California Child Development, Inc.

A PARENT'S STORY

Araceli is a parent of six children, two of which are currently enrolled in the Early Head Start program and two others who went through both the Early Head Start and Head Start programs. Araceli has been a wonderful advocate for the programs as she is very grateful for the education her four children received in Early Head Start and Head Start programs over the last five years.

"This program has helped my children build the confidence and skills needed to succeed. My kids are doing great thanks to the tools and support given to them while attending the program."

She appreciates the bilingual teaching staff, the focus on social emotional development, and is impressed with the staff and their genuine care for every child in the program.

"Having dual language staff was very important to my children as well as myself, as English is a second language for our family. The staff supported our primary language, Spanish, and didn't make that a barrier to work with my children. Reading books in Spanish and having materials and supplies from our culture also made it more welcoming for my children and myself."

Araceli also appreciated the respectful and meaningful relationships the NCCDI staff built with her and other parents in the program. She and other parents were regularly welcomed into the classroom as a volunteer and spent many hours supporting the staff in a variety of ways.

"This program positively impacted my children's social and emotional development as well as meeting other devel-

opmental milestones. The emotional support and family counseling we received helped us remove barriers that were standing in the way of my children's healthy development."

Araceli served on NCCDI's Policy Council, a governing body comprised of parents and community members providing fiscal and programmatic oversight to the Early Head Start and Head Start programs. During her children's participation in our programs, Araceli enrolled in college courses to become qualified as early childhood teacher's aide and is currently employed at Jackson Heights State Preschool in Red Bluff. Araceli credits her success as a parent and early childhood educator to her experiences as an engaged parent in Early Head Start and Head Start.

Meet a Program Graduate

Noelia recently graduated from Red Bluff High School. Her first classroom experience was at Tehama Head Start Center in 2004. It was while attending Head Start that Noelia developed a love for reading which helped her become very proficient in English composition throughout her academic career. While attending Head Start, the staff connected her parents with Latino Outreach of Tehama County. Noelia has great appreciation for that connection as both Head Start and Latino Outreach supported her family through challenges experienced by many Hispanic families in Tehama County. Her parents encouraged her to strive for excellence from a very early age, and it was their dream to see Noelia graduate from high school and attend college. She took every advanced course she could and excelled in high school. Noelia is a first-generation college student and is currently attending University of California, Davis to study biomedical engineering. Noelia intends to support the mission of Latino Outreach in the future to ensure all Hispanics are treated with respect and dignity.

Camp Hope

Fostering Resiliency Through Camping and Mentoring

It is estimated that between 2 and 10 million children in the U.S. witness domestic violence each year. Sadly, Tehama County has one of the highest rates of domestic violence in the state, with calls to law enforcement agencies requesting assistance remaining at twice the state average for more than 20 years. According to the Tehama County Sheriff's Office, during 2014-2017, 22 homicides occurred in Tehama County and 68% were domestic violence related.

What this means for children in Tehama County is an increased risk for trauma and neglect resulting in Adverse Childhood Experiences, or ACEs, which leaves them at a greater risk for such things as poverty, substance abuse, crime, lower educational attainment, intimate partner violence, and child abuse.

Camp Hope America is the first local, state, and national camping and mentoring initiative in the United States to focus on children exposed to domestic violence. Each year, Empower Tehama coordinates the attendance of Tehama County children at Camp Hope America-California, an evidence based camping and mentoring program that serves to break the cycle of family violence and provide healing and hope.

Held in far northern California, Empower Tehama supported 24 Tehama County youth in 2019 in a week long traditional or adventure camp. Camp Hope builds resiliency and fosters a sense of connectedness that allows children to feel supported and rebuild positive bonds and coping strategies. National evaluation results show that children who attend Camp Hope demonstrate increases in resiliency, social intelligence, improved character strengths, and optimism which help buffer against the negative effects of trauma.

Tehama County youth attending the camp depend on community donations and volunteers to make Camp Hope possible. Donations of funds for camp fees, transportation and staff as well as donations of items children will need at camp, such as sleeping bags and toiletries are needed. There remains a long waiting list of children referred to Camp Hope and increased support means more local youth can attend. For more information on volunteering or donating to Camp Hope, contact Empower Tehama at (530) 528-0226.



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 inside and outside 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.

In Tehama County we believe that the success of our young children to our young adults is dependent upon developing stronger social emotional skills. By intentionally supporting our children and young adults in this area, we will increase academic and career success. This research driven belief is guiding our understanding of the data as well as how we allocate our resources - both financial and talent.

What are our indicators?

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 national'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.

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

3RD, 4TH, 5TH GRADE READING PROFICIENCY % OF STUDENTS

	Standards Not Met (Level 1)	Standards Nearly Met (Level 2)	Standard Met (Level 3)	Standard Exceeded (Level 4)
3rd Grade	34.77%	23.49%	23.37%	18.37%
4th Grade	36.25%	24%	23.25%	16.5%
5th Grade	38.51%	23.09%	25.27%	13.13%
State of California 3rd Grade	28.04%	23.42%	22.19%	26.35%

(Source: 2019 California Assessment of Student Performance and Progress (CAASPP))

Overall our third graders are struggling. Compared to state averages and compared to other counties with similar resources and barriers as Tehama County, our students are not excelling at the same rate. This is true for students from a variety of backgrounds; and more evident for students that have more barriers such as access to financial resources.

While there has been increased support from education (*professional learning and coaches*) and community efforts (*book in common, little libraries, summer programs*), the data does not show a positive response in 3rd grade reading scores. We must put our education and community efforts into reading while also supporting their social emotional skills and positive adult connections. In short to increase our 3rd graders ability in reading, we need to support their social emotional skills first.

MAKING A BIG SPLASH

Imagine a place where the squeals of children splashing through water can elicit calm and relaxation in parents and caregivers rather than concern for safety. And imagine those squeals coming from a full range of children, young and old, able-bodied and differently-abled. It's an image Vici Miranda keeps in her head as she relentlessly moves ahead with her dream of Big Splash at Red Bluff River Park.

Of the many adjustments Vici has had to make as a parent, one she didn't particularly like was that of a helicopter parent. Yet, that's how she found herself supervising play of her son, Preston, 7, in Red Bluff's playgrounds. The old equipment made it difficult for Preston to stay safe and Vici found herself hovering as he tried to enjoy it.

"He's a very fun and very active child who struggles with some physical disabilities that prevent him from climbing," she says. Splash parks have become vital sources of recreation for the family because Preston can be uninhibited in his play on the flat surfaces and neither Vici nor her husband Tyler have to hover in concern. "Preston really loves water so we find ourselves in splash parks all the time," she says.

The problem is that a visit to a splash park has always meant a trip outside Tehama County. While there is a small one in nearby Orland at Lele Park, Vici saw a clear need for one closer to home, not only for Preston, but all Tehama County youth. While she'll admit she grumbled a bit about not having a safe place to take Preston to play close to home, it became evident quickly that, "It was time to do something about it. Quit talking and start doing."

Her willingness to voice her dream and engage others in realizing it has created one of the most exciting community endeavors in recent history, and has captured the imagination of many who are envisioning a new and vibrant River Park for downtown Red Bluff.

"It's a totally level, roll-able cement surface," says Vici, describing a splash park. "There are underground water jets of various speed and force. In our design there will be a toddler side and an area for bigger kids. It will be built with the idea that someone can roll up in a wheel chair. It's nice, flat, accessible."

A seemingly endless round of speaking events and fundraisers has connected Vici to several in the community who have joined forces to make Big Splash Red Bluff a reality, with ground expected to break this year. Grant writer Amy Schutter and Red Bluff Public Works Director Robin Kampman have helped develop a strong application for a Proposition 68 Parks grant to the state of California that would not only bring a splash park, but pickle ball courts, an amphitheater and a farmer's market pavilion to the land. Results of the application will be announced in early 2020.

It's all in the vein of Vici and Tyler's training as real estate professionals at Sacramento State University. "One of the things we absolutely loved in the real estate program was property development," says Vici. She's excited that the Red Bluff River Park may soon be put to its "highest and best use" and that this asset will be free to the community. Vici is an independent real estate agent and a lifelong resident of Red Bluff. She and Tyler attended Shasta College and then Sacramento State.

Bringing such a grand idea and dedicating the time and energy to it hasn't been easy, but it's definitely been rewarding. "I'm no longer scared to approach people, to talk with them about my ideas and get them to support it," says Vici, who received early affirmation from Soroptimists International of Red Bluff when they joined forces as the fiscal agent for the project. Vici is a third generation Soroptimist, following in the footsteps of her mom, Donna Wabbel, and grandmother Jean Shackelford. "Volunteering is something both my mom and grandmother insisted on," says Vici. Very soon there will be smiles and squeals of children safely running through water on a hot Red Bluff summer day to let her know it's all worth it.

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."

FRED ROGERS

www.redbluffsplash.com

FOCUS AREA 3

6-8TH GRADE STUDENTS ARE THRIVING & GAINING AWARENESS OF COLLEGE AND CAREER OPTIONS

Why is this important? What does the research say?

A student's success in middle school is critical to their future. There is the understanding that students must be exposed to high standards and be challenged academically while continuing to develop their social and emotional skills. This is also a great time for exploration and students benefit from exposure to college and career options. Student engagement in something they enjoy, whether electives, sports, clubs or a specific area of study, is important to being connected and helps reduce absenteeism.

What are our indicators?

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

6TH-8TH GRADE MATHEMATICS PROFICIENCY % OF STUDENTS (2018-2019)

	Standards Not Met (Level 1)	Standards Nearly Met (Level 2)	Standard Met (Level 3)	Standard Exceeded (Level 4)
6th Grade	38.67%	28.92%	19.64%	12.77%
7th Grade	35.87%	29.36%	22.08%	12.69%
8th Grade	46.36%	25%	17.39%	11.25%
State of California 8th Grade	40.78%	22.59%	15.81%	20.82%

(Source: 2019 California Assessment of Student Performance and Progress (CAASPP))

- Students across the county, state and nation are struggling with math.
- We must put our education and community efforts into supporting the social emotional skills and positive adult connections and champion math and careers that need math skills.

Chronic Absenteeism:

This measure is based on the number of students who were chronically absent. Students are considered chronically absent if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school. K-12 grades included.

- 2017/18:
 - Tehama County 12/6%
 - California: 11.1%
- 2018/19:
 - Tehama County 11.6%
 - California: 12.1%

WHAT CAN WE DO?

- Help students stay engaged in school and school activities.
- Help them discover their talents.
- Consider becoming a mentor.

VISTA SUMMER STEAM CAMP

‘Taking Back Summer’ had a specific meaning in the Red Bluff Union Elementary School District this year when Vista partnered with UC Davis’ Gear Up and Shasta College teams to create a hands on STEAM (Science, Technology, Engineering, Arts and Mathematics) summer camp. Held at the Shasta College Tehama County Campus, 30 incoming 7th graders participated in a two week program that featured the following STEAM lab participatory experiences: Robotics, Coding, Drones and Photography, Public Speaking, Film-Making, Physics of Roller Coasters, and Kinetic Energy Marbles. On every other day, students participated in field trips to North State STEAM related venues

for special presentations and tours. Venues included Shasta Dam, Butte College, Butte College Welding, CSU Chico, and Discovery Kingdom. Courses were taught by a number of Red Bluff Elementary Teachers and UC Davis instructors. Parents supported the program well--over 100 showed up for the Parent Night Event. Students reported being very pleased to have participated, one saying, “I didn’t think I’d like it but I really did!” Teachers reported that the transition to the 7th grade classroom and curriculum was easier for students who participated because they knew what to expect, and were more engaged with learning. Next year, the district is hoping to double the number of participants.





UKE JAMMERS

As students at Lassen View School were preparing for the end of the school year in 2018, they started to notice unusual shipments arriving at the office. "They were huge boxes and the students were curious," says Kim Hickok, a 7th and 8th grade language and social studies teacher as well as the school's music specialist. The delivery of 37 ukuleles to Hickok's 6th grade music program turned out to be larger than anyone would have imagined.

"I was looking for something to appeal to the older kids I teach, kids who might not be in band," she says of her decision to start a ukulele program. "I chose the ukulele because I knew it was something everyone could have some success with. Ukulele is extremely popular."

A vision of 37 ukuleles was outside the realm of possibility in the school's budget, so Hickok did what teachers across America do when they want to implement special projects or even access basic classroom supplies. She created a project on Donorschoose.org, a crowd funding website.

"There was outrageous community support from current Lassen View families, former families," she says, gratitude emanating in the storytelling. Some families of young children supported the project so their children would be assured ukulele lessons in the future. The \$1,500 needed to fund the project was raised in one week and soon the boxes that students would find so intriguing were shipped to the Dairyville school.

"If someone could walk into the music room and see the joy and smiles on the faces," says Hickok, reflecting on the success of the musical endeavor. "There are kids that struggle all day long with the academic activities and then they come into the music room and shine." An appeal of the ukulele is the breadth of musical styles that can be played. "They do a wide variety of pop

songs," says Hickok. "They love to find music by their favorite artists. I actually have some students writing original songs, too."

The program is now in its second full year and a sub group of current ukulele students and alumna from the first year of 6th grade programming are gathering as the Uke Jammers. They love to perform for classrooms up and down the hallways, at the Dairyville Orchard Festival and school recitals. As time moves forward, they want to develop a traveling show for a wider audience.

The program has transformed not only the students, but Hickok herself, who stretched her abilities when she realized Lassen View was unable to find a replacement for beloved music specialist Cindy Thompson, who retired after 38 years. "I'm a life-long musician, and I had the inspiration, with the help of my husband, to think that I could help out in this position," she says. She began taking classes to achieve the additional credential needed to teach music. She began co-teaching her regular classes to create room for music, which she offers to students Transitional Kindergarten to 8th grade.

"Everyone can make music," she says. "Every person is able to experience music in their own way. That's why I stepped up. Music at Lassen View would have gone away and it's so important to have it for our kids."

Hickok's stretch has brought joy and success beyond measure, and she relishes the support she receives from her superintendent, colleagues, students, parents and community. "I feel absolutely supported by the staff and the community," she says. "The students are highly motivated. It's just wonderful!"

www.donorschoose.org

THE GREATEST POTENTIAL FOR SUSTAINABLE CHANGE...

...in place-based initiatives is the willingness of stakeholders in a community to embrace complexities and work together to co-create change. Leaders in Tehama County no doubt understand the benefits of joining hands in cross-sector collaborations to achieve the shared goal of building a brighter future for children in Corning, California; this has been their story. As part of the Corning Promise initiatives, partners have embraced the critical nature of the work and have refined, reiterated and adapted to align solutions to community needs. These efforts are yielding positive results, some measurable in numbers, others are captured in stories.

For the past two and one-half years, the Paskenta Band of Nomlaki Indians, stewards of the Promise Neighborhood funds have provided funds to several Tehama County organizations to deliver quality early learning programs for children birth to five years of age. Initial results show an increasing percentage of students demonstrating age-appropriate functioning.

The Tribe has been strong advocates for community improvement initiatives, they recognize there is an abundant return for the entire community when resources are invested in children and as such, more than half of all Promise Neighborhood funds have been invested directly in the two Corning school districts. The focus of the investment is to improve reading, language, and mathematics outcomes. Results show measurable improvement in teacher practice and student per-

formance across the K – 12 platforms. Corning Promise is also supporting several programs in the local high school to ensure all students successfully graduate and that students are ready to engage in post-secondary educational programs.

Beyond the academic focus, the districts' efforts are complemented by licensed therapists who offer the highest quality of early intervention, crisis response, individual and group school-based therapy to children and adolescents at all school sites. In addition to these school-based programs, the City of Corning engages students in recreation and enrichment programs during out-of-school hours and during the summer months. The strategic weaving of children into enriching activities is building a stronger, more cohesive community.

In September 2019, desiring long-term changes, over 30 leaders from across the community convened and developed additional community targets. Their convening has led to the development of three-year targets that are ambitious, yet achievable with the help of the entire community. As Corning Promise enters year four of implementation the focus is on deepening implementation of programs and practices, engaging stakeholders fully around a clear vision for improvement, and implementing sustainable measures to ensure long-term success for children in Corning. The collective goal is to build a brighter future for our children!



IGNITING Community IN CORNING

Creating recreation opportunities for Corning local children and youth to enjoy has been in the hearts of Corning's leaders for many years. The long-awaited recreation revitalization came in 2018 when the Paskenta Band of Nomlaki Indians contributed Promise Neighborhood funds to the City of Corning. The goal of the recreation program has been to enhance learning and promote healthy lifestyles through quality educational and recreational programming, enriching the lives of children and young adults living in Corning.

Six months from the start of the first activity, the City of Corning recreation program had launched 41 programs, taught nearly all 2nd graders from the local school district swimming lessons, and enrolled more than 500 children and youth in a range of recreation programs. In 2019, many more records have been broken with hundreds of students participating in the growing variety of classes, including robotics, taekwondo, photography, ballet, creative writing, dancing, painting, and many other enriching classes.

Not only are the programs fun for the participants, the physical activity contributes to their mental health and quality of life and social bonds are developed around shared interest. Further, the programming has strengthened partnerships. Kristina Miller, Corning City Manager remarks, "From the start, this program has brought community leaders together." Partnerships have been numerous, "from principals and superintendents to churches, service clubs, and the Senior Center, individuals, and

groups are working collectively to drive the program's success."

Without the contributions of time and space by local organizations the number of offerings would remain limited, but, instead, the numbers are impressive even without a dedicated recreation center. A listing of a few of the collaborators shows the community is driving the success. The Fire Department has offered its kitchen for children to hold culinary classes; the Senior Center has hosted kiddie crafts, increasing opportunity for intergenerational socialization; the City Council Chambers conference room has become the site where Tae Kwon Do classes have been offered; and, the newly renovated Rodgers Theater is the venue where dancing classes are being held almost daily. The shared appreciation for the Corning's greatest asset, the children, has ignited community cohesiveness.

Corning locals, young and retired, and college students are sharing their talent with the children in Corning. One recent high school graduate with a talent for dance has committed her time to teach children to express themselves through movement; a retired Chamber of Commerce manager, with a degree in music, has taught voice lessons to youth; a City Council member teaches children to create art and craft projects; and a Corning Union Elementary School District

(CUESD) teacher develops student interest in Science, Technology, Engineering and Mathematics (STEM) disciplines through fun, hands-on learning experiences – robotics, building robots, videogame programming.

City of Corning has set a gold standard for partnering to achieve the outcome of increasing recreation offerings to the community's youth. Additionally, they have implemented an exemplary recreation program that provides structured, supervised activities to youth, which may well serve as a crime prevention tool for the community. Miller's rationale is, "... monies can be spent up front in a more proactive approach or on the back end after trouble has already occurred. Prevention is a much better tool." The recreation program is supplying the support, opportunities, and programs to increase skills and pro-social attitudes.

The City of Corning is seeking to sustain the recreation program beyond the funding life by pursuing different forms of funding. Miller shared: "We are dovetailing off of its success to remediate an area of blight in the community and revitalize our downtown core." Prop 68 revitalization grant, a grant that is aimed at improving and enhancing local and regional parks, is one funding source the City is pursuing. If all goes as planned, by March 2022, there will be a recreation center, amphitheater, splash pad, and safe family spaces in Corning.

"From the start, this program has brought community leaders together."

KRISTINA MILLER,
CORNING CITY
MANAGER

in This world

SIX YEAR OLDS MEMORIZE LINES AND TWELVE YEAR OLDS RUN THE SHOW

The Angelica Players has been running youth theater programming since 2012, but it wasn't until 2017 that they started expanding to reach communities outside of their hometown in Western New York. Their mission has always been to bring theater to children in areas that don't have access to performing arts, and now they are beginning to see that happen on a large scale.

The Angelica Players run week-long day camps that aim to provide a comprehensive theater experience. Their students come to work and play in their Theater Camp (ages 6 - 9) and Theater Intensive (ages 10 - 14). Staff give children the tools, support, and guidance to create a performance from top to bottom. The cast make all the decisions about the execution of the performance, making this true children's theater. At the end of the program when the curtain opens, the show is entirely theirs. In this world, six year olds memorize lines and twelve year olds run the show. Every kid in the camp is a director, a stage manager, a costume designer, a lighting technician, and the star of the show. For staff, it is their absolute pleasure to encourage these young artists as they find their voice and power onstage.

Lead by Director Ksa Curry, she and her team are excited to have provided their programming to Tehama County two years in a row, in the summers of 2018 and 2019. "Our work in Red Bluff was received with such support and positivity from the community in 2018 that we have been able to grow and include a wider age range of kids, further engaging the

community in the arts. We developed and debuted our Internship program that runs alongside our camp and intensive. Five high school students worked alongside us developing their own workshops, teaching theater games, and believing in our students. Their help was monumental and it was so fun to engage another age group."

With the support of Corning Recreation, The Angelica Players added camps at Rodger's Theater in Corning, playing with Greek myths, stand-up comedy, and stage make-up for a week. At the end of the program, they opened the doors for the performance and had to pull at least twenty extra chairs down to seat the community that had come to support their kids.

"We were able to bring in guest artists to give workshops on other areas of theater, further expanding what we have to offer," said Curry. "We will start contracting out for this summer at the beginning of the year, and we already have exciting plans for how we can improve and further develop this programming. At the end of the day, our entire job boils down to believing in children. If we give children the support and respect and encouragement that they need, they can do anything."

www.theangelicaplayers.com
www.facebook.com/theangelicaplayers/
www.instagram.com/theangelicaplayers/
585.808.6019



BUILDING A CULTURE OF LEARNING

In order to foster a culture of learning, Evergreen Union School District Superintendent Brad Mendenhall, and Assistant Superintendent Nancy Veatch, conducted listening sessions were held with certificated and classified staff to gain insight into what wasn't working across all campuses with students. From there, the sessions turned into grouping those behaviors and reworking them into positive behaviors/expectations that needed to happen to create a positive district wide culture. When the groups finished the work, there were four prevailing pillars of the expectations that formed what the entire Evergreen staff believes they should expect from each other and their students - safety, kindness, responsibility, and respect. A word-smith team worked together to put the final touches on what is now called the EUSD Creed.

The creed is posted across all campuses, on documents, and has become an integral part of the classroom and yard culture at all sites. All staff and students understand the expectations and strive to make their campus a place they want to be.

SAFETY

*I have self-control.
I choose to do what is right,
even when it is hard and no one is looking.*

KINDNESS

*I take care of myself so I can help others.
I care for my community.
I act with compassion in all I do.*

RESPONSIBILITY

*I choose to be a learner.
I seek help when I need it,
and I learn from my mistakes.
I take opportunities to lead.*

RESPECT

*I hold myself accountable.
I hold others accountable.
I make this a place I want to be.*

WHERE DO U



Not one person or organi

Where do you fit in? Where does you

DO YOU FIT IN?



ization can do this alone.

Our organization fit in this ecosystem?

RESTORATIVE JUSTICE

Restorative justice programs have been around for over 40 years and have shown a lowering of recidivism in youth juvenile justice programs. Today, education nationwide is embracing restorative justice as an alternative to traditional school discipline. Programs seek to change behavior, reduce suspensions and engage at risk students. At the center is a belief in community, empathy and perspective-taking.

Fundamentally, restorative justice strategies are meant to entail a shift in mindsets, not just follow a list of things to do or talk about. It asks adults to take a more empathetic and less punitive approach.

300 VIRTUES OF A SPARTAN

The 300 Virtues of a Spartan Program started at Red Bluff High School to serve at risk students and provide an opportunity to correct their behavior and negative decision making. The program focuses on developing accountability, compassion for self and others, and investing time reflecting on the causes of behavior as opposed to the outcome.

Associate Principal Ryan Vercruysse joined Red Bluff High School in 2018 and arrived with experience in restorative justice programs. He personally facilitates The 300 Virtues of a Spartan, which is offered as a 4-6 week course. "My passion for bringing the program to RBHS was to have a vehicle for holding students accountable, building positive relationships, and demonstrating compassion in many aspects of life. The core belief is that when a student makes a bad decision, they are given a consequence that promotes reflection, compassion and accountability."

To date, 90 students have been enrolled in the program since the Fall of 2018. Red Bluff High has seen decreased suspensions as well as and fewer violent behaviors and substance abuse related offenses. Vercruysse believes the program has helped build positive relationships with staff, community members and RBHS families.

"Through the restorative justice journey, the students and I have learned that without compassion and reflection, consequences have very little impact for student behavior and positive social outcomes."

PROJECT RESTORE

RESTORATIVE JUSTICE ANOTHER WAY

A bright spot connected to the Tehama County juvenile justice system is a program started in 2017 to provide youth who are cited or arrested with a diversion option. Instead of entering into the system, they can choose to participate in Project Restore.

Getting to know a person can be difficult when your connection is guided by other authorities in their life. Awkward silence breaks into connection once a common ground can be found. More often than not “food” is the medium used to engage the needed rapport building moments when the person is an adolescent. Open-ended questions and reflective listening helps foster a connection and dialogue with youth as well.

Chico State Criminal Justice major Luke LaPant remembered one thing teenage boys generally crave, and on their next visit it helps lead the youth to lower his defenses. “I got him some BK,” LaPant said, smiling at the thought of their shared burgers. “And he started to open up.”

As an advocate for Project Restore, a Corning-based Youth Diversion Program that connects Advocates/Mentors with youth in the Tehama County criminal justice system, LaPant is gaining insight into a side of criminal justice that no textbooks could teach him.

Funded by Proposition 47, Project Restore addresses youth-committed crime in different ways to lower recidivism rates. Instead of automatic discipline, the program first asks: What constitutes the child’s “home life” experience? Do they need alcohol or drug treatment? How will counseling with a licensed Marriage and Family Therapist help? And how will the infusion of an Advocate and case coordination assist them to navigate it all?

According to Program Coordinator Gary Fortenberry, instead of administering punishment befitting a crime, this “restorative justice” model looks at all parties affected by crime, and represents a major paradigm shift.

“We look at the community, the victim, and the offender, and we try to restore all of those pieces,” said Fortenberry. “Where we were just punishing the offender in our old system, this is a more holistic approach. Yes, the kid needs consequences, but they also need a positive role model in their life who can advocate for them, encourage them, and go on the journey with them.”

Since its founding in 2017, Project Restore has helped inhibit cycles of crime and addiction in Tehama County. Fortenberry reports a recidivism rate of 8 percent for youth in his

program, compared to a rate of approximately 40 percent for probationary youth of the same age and risk level throughout California. A large part of that, he believes, is the connection they are making with their Advocates.

Advocates might accompany their youth to court. They may visit culturally relevant sites, like a museum, to give the youth a completely new experience. Or they could walk around a college campus, like Shasta College, Butte College, or even Chico State, to bust higher education myths the youth may have.

Angela Serrano (CSUC Criminal Justice, '19) first applied to be a mentor her sophomore year. When Serrano was matched, she learned her youth had stopped meeting with her previous Advocate because they simply didn't connect. “I thought, what if she doesn't like me, what if she doesn't show up anymore?” Serrano said.

As it turned out, she and 16-year-old Julia* hit it off immediately. Their bonds only strengthened over time, leading to milestones for the teen, including academic improvements, a blossoming relationship with her mother, and meeting her goal, which was obtaining her driver's license, getting a car, and landing a job.

Serrano became a Project Restore mentor for very personal reasons. She's originally from the low-income community of South El Monte, about 10 miles southwest of Pasadena and home of the notorious El Monte Flores gang. At home, education is not a high priority for the city's families and children.

“In high school, we were taught that we could only be good enough to get as far as working at McDonald's,” Serrano added. “No one talked about college or taught us how to get there.”

So Serrano's dream became to learn as much as she could and then return. “I can go back to my own city and figure out a way to help the youth there, by showing them that gangs and McDonald's are not the only things out there in this world.”

While Project Restore changes lives, challenges remain. The biggest challenge is getting men to sign up and commit to being advocates. Generally, Project Restore has an abundance of women who volunteer, but there are many more boys in the juvenile justice system or who have been arrested. Challenges aside, Project Restore has met with tremendous success.

In 2020, the program will expand its participant age range from 12-18 to 12-26 and will include paid summer employment opportunities as another way of connecting youth to positive experiences.

*“...they also
need a positive
role model in their
life who can advocate
for them, encourage them,
and go on the journey
with them.”*

GARY FORTENBERRY

FOCUS AREA 4

HIGH SCHOOL STUDENTS ARE GAINING SKILLS FOR COLLEGE OR CAREER BEYOND HIGH SCHOOL

Why is this important?

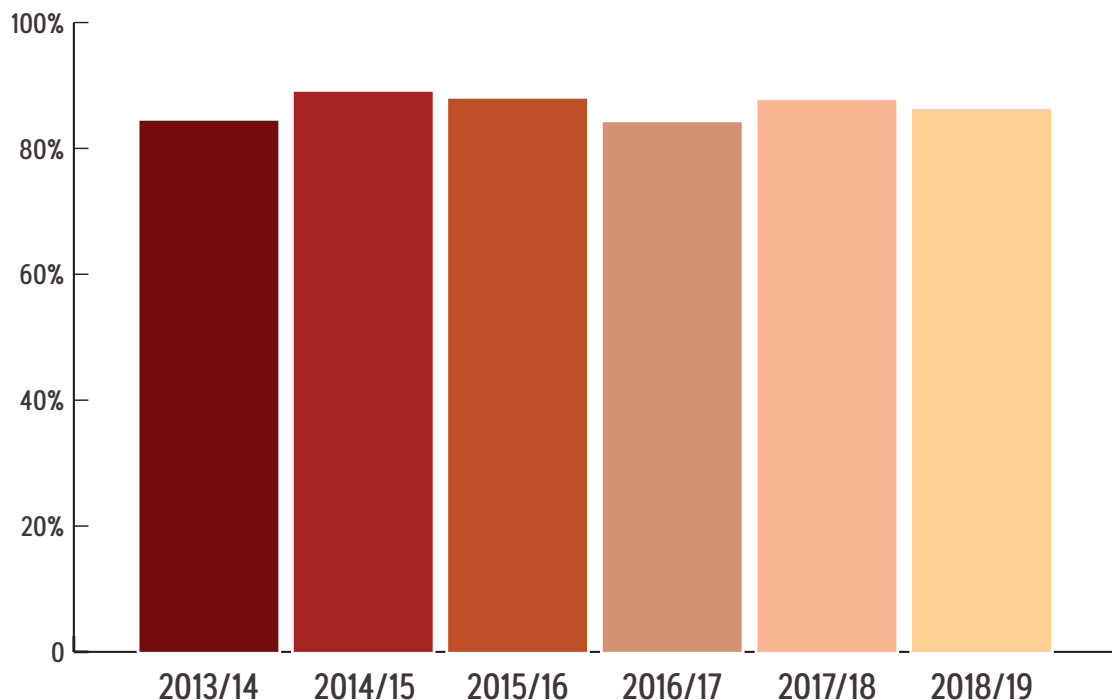
What does the research say?

Extended historically low unemployment is already showing shortages of skilled and licensed positions from teachers to accountants to medical personnel, especially in our rural areas. All students need to graduate from high school prepared and understanding their options. At this age, teens are developing their soft skills, trying first jobs, navigating relationship waters and becoming more independent. It's important that they make healthy choices and feel connected to peers and adults.

What are our indicators?

In order to graduate from high school, all students must complete a course of study and earn credits for coursework set at a minimum level by the state. Alternatively, students may earn a General Education Diploma (GED), pass the California High School Proficiency Exam (CHSPE), or earn a special education Certificate of Completion. Of those students who graduate from a high school, we can also measure the number of students who have completed the college preparatory coursework, also referred to as "A-G Requirements". Students planning on attending a CSU or UC must fulfill the A-G requirements which are more stringent than high school graduation requirements. Career Technical Education (CTE programs) will be added as they provide a comprehensive education to all students. Hands on, practical, real world experiences are a vital component to a well-rounded education. **Students Prepared to attend a UC/CSU: 2016/17: 133 (21.3%), 2017/18: 118 (17.7%)**

TEHAMA COUNTY GRADUATION RATES



Source: <https://www.ed-data.org/county/Tehama>

EMPOWERMENT THROUGH LITERATURE

2019-20 BOOK IN COMMON

With the support of various local organizations, the Red Bluff High School Parent Partnership Team is continuing the Book in Common program for the 2019-2020 school year. This program invites everyone to read and connect over a single book with the purpose of connecting the community, inspiring discus-

“Transform your life based on the premise that how you start your day largely determines the quality of your day, your work, and your life, The Miracle Morning gives you the ultimate morning ritual and teaches night owls how to beat the snooze button, even if you’ve never been a morning person.”

HAL ELROD

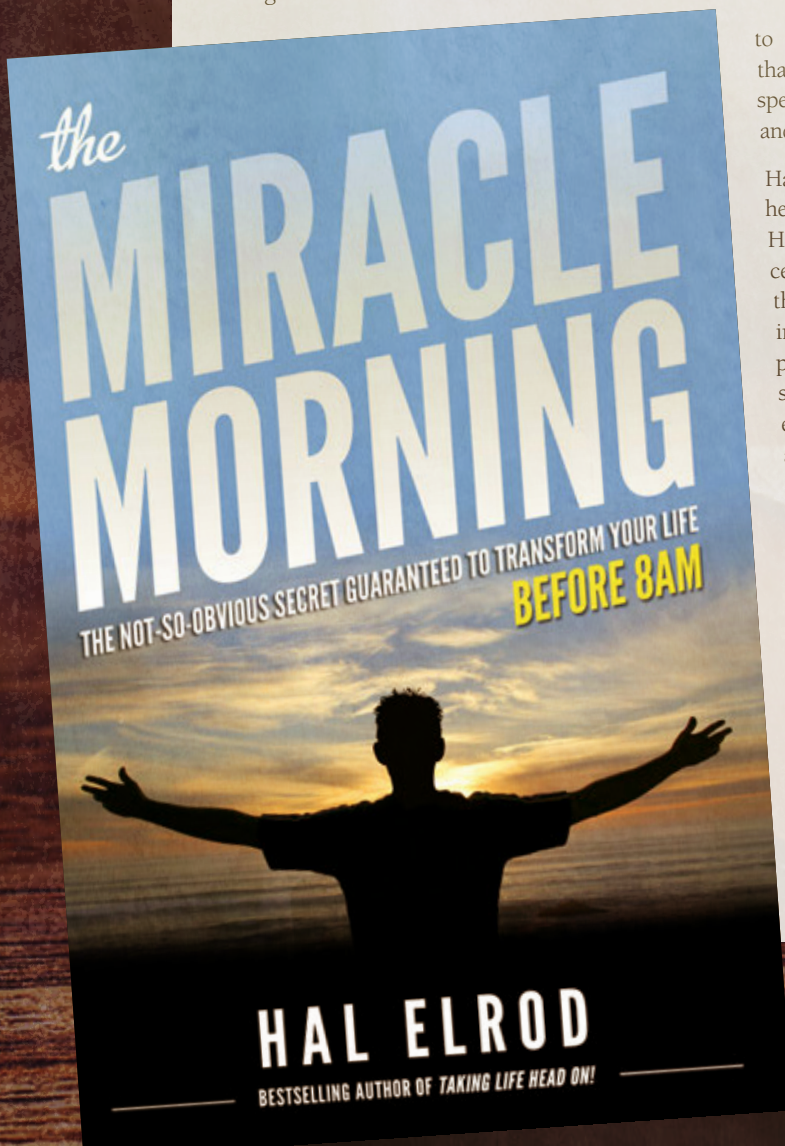
sion around a topic and promoting literacy. In the spirit of Expect More Tehama, the RBHS Parent Partnership team chose a personal development theme this year and selected *The Miracle Morning, Changing the World One Morning at a Time*, by Hal Elrod.

The *Miracle Morning* is an inspirational story about Hal Elrod’s steps

to overcoming a nearly deadly car accident that left him severely injured. The book details specific morning routines that Hal researched and implemented to save his own life.

Hal changed the way he thought and the way he began every day so he could walk again. He incorporated the routines of the most successful people in the world and developed the SAVERS. When practiced, SAVERS can improve the quality of life by exercising powerful self-care on a daily basis. SAVERS stands for silence, affirmations, visualize, exercise, read, and scribe. Here in Red Bluff, all of the RBHS staff has been given a copy of *The Miracle Morning* and so have all of the students in the Spartan Success classes. Some teachers are having their students make vision boards and encouraging the practice of the SAVERS.

For a copy of *The Miracle Morning*, contact Darbie Andrews at dandrews@rbhsd.org, or attend a Parent Partnership Team meeting. More information is available at <https://www.miraclemorning.com/>. Join the Tehama County Miracle Morning Group Facebook Page to learn more.



FOCUS AREA 5

YOUNG ADULTS ARE COMPLETING A COLLEGE EDUCATION
OR TRAINING PROGRAM OR ON THE JOB TRAINING

Why is this important?

What does the research say?

Our hope 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 students accept a diploma fully prepared with options, the ultimate goal is that they complete their college education or career training. Young adulthood is key for developing many knowledge and credentials, social skills, an understanding of one's talents and self, and the ability to handle stress. Connection, not disconnection is vital.

According to Measure of America, youth disconnection “impedes human development, closing off some of life’s most rewarding and joyful paths and leading to a future of limited horizons.” Also worth noting, disconnected young people are more than three times as likely to have a disability of some kind than connected young people—16.6% as compared to 5.0%.

What are our indicators?

We currently use the Post-Secondary Attainment rates and the Unemployment Rate for this age group as our indicators. We are also interested in the number of disconnected youth in the county (*16-24 year olds who are not in school and not working*).

Disconnected Youth:

- California: 11.3% (544,900)
- Tehama County: 16.5% (1,100)

(Source: Measure of America)

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

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

How are we doing?

Students coming out of training and college programs need a smooth bridge into work experience, internships and jobs. Our systems need to work together to provide more opportunities for students to better navigate their first step into the world of work. Disconnected youth must become a priority area for all stakeholders.

TEHAMA COUNTY LABOR FORCE STATISTICS: NOVEMBER 2019

	16–19 Years Tehama County	16–19 Years CA	20–24 Years Tehama County	16–19 Years CA
Unemployment Rate	24.1%	14.5%	15.7%	7.4%

Source: ACS 2018 5-year estimate

FROM A STUDENT, WITH GRATITUDE

This past summer, I was lucky enough to work through the Job Training Center in order to work at Rolling Hills Clinic in both their Red Bluff and Corning locations. As a pre-physician's assistant, I need to attain paid hours in a clinic before applying to graduate school. This was an amazing way to attain those hours while also learning so much.

Rolling Hills Clinic worked to make the perfect position for me where I was able to get hands-on interactions with patients while also shadowing the various physicians. Because of this, I have learned more this summer about my future career than I ever could have imagined.

The physicians were such amazing teachers. I have learned everything from the best medication for high blood pressure, to the procedure for removing a cyst. Being able to interact with patients hands-on and truly see what my job would look like on a day-to-day basis, reaffirmed that this is the career path for me. It also helped me realize that I carry a certain passion for anything relating to both dermatology and women's health which will greatly help me when it comes to choosing a specialty. I am so grateful to my community for welcoming me into this position and assisting me in learning more about my chosen career path all while helping me attain hours that will help me get into a physician's assistant grad program. I cannot put to words my extreme gratitude for all those who have helped me this summer.

-Haley Scott

Haley Scott is a 2017 graduate from Red Bluff Union High School. She currently is attending her third year at the University of Hawaii



Pictured: Students draw blood on a stuffed animal at the veterinary station

Corning High Health Industry Tour

As a school district, Corning High School has continued to embrace the idea that students should be ready to pursue all options after graduation, including going directly to work. To help in this endeavor, they are working to forge new industry partnerships with major industry sectors.

On November 7th, Corning Union High School held a Health Science Lab Tour & Industry Partnership Kickoff. Partners from industry and education were invited to talk to students at a variety of interactive stations designed to allow students to explore a wide variety of different areas in the healthcare industry. Students were proud to demonstrate hands on exercises related to over a dozen specialties including dental, sports medicine, veterinary care, emergency response, CPR/First Aid, and more.

In late January 2020, students will travel to Sierra Pacific Industries, Windows Division to tour the facility and learn about the variety of professional positions in sales, computer applications, drafting and others that high school students are not always aware of.

CLOSING THE SKILLS GAP

SOFT SKILLS THAT BUILD THE ECONOMY

As part of their Global Trends Report 2019, LinkedIn surveyed over 5,000 talent professionals in 35 countries for insights into the needs of employers across industry sectors. Although 92% of those surveyed considered “soft skills” of equal or greater importance compared to “hard skills,” the report revealed the struggle companies face in training for, and assessing, these essential soft skills. In fact, only 41% of companies had any means in place of measuring these skills. This particular skills gap puts the responsibility of essential skills training in the hands of collaborative groups who can bridge the intersection of education pathways, workforce development boards, and adult/incumbent worker populations.

In 2017, Shasta College became the state community college headquarters for trainings to faculty and employers in a program called The New World of Work, which strives to expand the state’s workforce and close the skills gap. The New World of Work (NWoW) program began with extensive research into emerging socio-

economic shifts that influence both education and workforce development strategies. From this, the “Top 10” 21st Century

Skills list was established and aligned with curriculum, video, and digital badge content to allow instructors and trainers across industry sectors to teach the skills to secondary, postsecondary, and adult students.

Having these skills encourages a sense of responsibility for group performance. It helps employees see how their performance affects others and the broader ecosystem within which they operate on a daily basis associated with their jobs. This continuum of instructional training, and self-aware learning plays a large role in ameliorating the growing “social” crisis not only in the workplace, but within education settings as well.

Shasta College has helped bring this innovative program to scale and trained nearly 80 partner colleges through a robust “train the trainer” model to implement New World of Work. For more information, visit newworldofwork.org

THE “TOP 10” EMPLOYABILITY SKILLS NEEDED ARE:

Adaptability
Analysis/Solution
Mindset
Collaboration
Social/Diversity
Awareness
Digital Fluency
Entrepreneurial
Mindset
Empathy
Self-Awareness
Communication
Resilience

According to the Center for the Future of Teaching and Learning estimates that the state will need an additional

**100,000
TEACHERS**
over the coming decade...

EDUCATION IS NO STRANGER TO THE TALENT SHORTAGE

In March, fifty Tehama County high schoolers were invited to learn about teaching at a Celebrate Teaching event headed up by Expect More Tehama, and supported by the Job Training Center, West Ed, Chico State University, Shasta College, Tehama County Department of Education and Corning, Red Bluff and Los Molinos high schools.

"Celebrate Teaching is twofold: It's inviting high school students who have the interest and the aptitude to learn more about the teaching profession now," said Kathy Garcia of Expect More Tehama. "We also hope to encourage more diversity, so many of the speakers represent Latino teachers, counselors and administrators. With 40% of our students being Hispanic, more Hispanic teachers are needed."

The event, which hosted more than 50 students, was designed to educate and inspire. The first panel featured speakers in different places in their careers. They shared their stories, showing how not everyone's path to teaching is the same.

The second panel shared stories about what inspired them to become educators. For some it was a certain teacher they

admired or a family member. Austin Shilts, whose parents inspired him, attended the event as a student teacher in the midst of job interviews. In August he started as an English teacher at Red Bluff High School where his mom, Lee, still teaches.

Panel members were asked what qualities they feel make a great teacher and the list included someone who enjoys interacting with others, desires to make a connection, is open-minded and shows a lack of judgment of others as well as someone who is flexible and understanding.

Tehama County Superintendent of Schools Rich DuVarney welcomed everyone.

"There's a shortage that has been there for so long," DuVarney said. "There's no better career anywhere, and Tehama County is a great place to live and teach."

The event finished off with a panel that explained the steps involved in becoming a teacher, whether a student starts at a community college or a university.

Celebrate Teaching 2020 will take place April 2, 2020. For more information, contact Heidi Mendenhall at hmenden2@wested.org



KEEP ON TRUCKING

Tehama County is a hub of trucking activity in the North State. Most companies in the area are actively seeking drivers. A 2019 driver shortage analysis by the American Trucking Association projected a deficit of 1.1 million drivers over the next 10 years in the United States!

The Shasta College Tehama Campus offered its first truck driving class in the Fall of 2019 with two more course offerings this Spring. The Heavy Equipment, Logging Operations, and Agriculture programs have long recognized the need to cross train students to include a commercial class A driver's license. Aaron Phipps, a student who completed the Class A course, said in a recent podcast that he was inspired by his instructor. The instructor helped him realize the opportunities and the shortage of talent in the trucking industry, and Aaron was employed even before he graduated.

Shasta College was able to offer the course thanks to the support of Sierra Pacific Industries, and partners in Tehama County such as Lepage Construction, Tehama District Fairgrounds and the Tehama County Farm Bureau. The donation of equipment, space to practice driving, and industry partnerships that allowed permitted students to drive with company drivers to gain more experience made the course a great success. This unique relationship also allows a company to get a "first look" at a prospective employee.

LAYING DOWN ROOTS

As Chico State's Director of Civic Engagement and Faculty Fellow for Rural Partnerships, (and Professor of Education), Dr. Ann Schulte is keenly aware of the benefits and challenges of growing up in a rural region. Coming from rural South Dakota, she has invested herself in better understanding how Northern California college students are tied to their home communities. Last Spring she invited a pilot group of Chico State students from the North State to form a cohort that she would informally mentor in both self and regional advocacy.

Schulte knew from research that rural students often feel comfortable relating to adults because they grew up where they had deep, long-lasting relationships with community members. However in a large university, and with more transitory associations with adults, they may need assistance in accessing academic and social support. Additionally, when rural students maintain connections to their home communities, they feel more of a sense of place.

An initial group of five regional Chico State students collaborated to develop the following goals for the North State Roots initiative:

1. Support students in advocating for connections in their learning to their home contexts and increasing the relevancy of university programs. For instance, how do the unique qualities of rural Modoc County impact how all nursing students think about their future work?
2. Help all Chico State students to make connections between what they are learning in their major and how that might contribute to vitality in our region. For example, how might a Media Arts student connect their learning to opportunities for promoting tourism in Northern California?
3. Provide opportunities for Chico State students to connect youth in their hometown to the intellectual resources on campus. Many area high schools now require seniors to job shadow or intern. One idea is that college students in the SAGE Program (Entrepreneurship) could distance-mentor Siskiyou students who are interested in the business profession.
4. Support students in civic engagement efforts both on

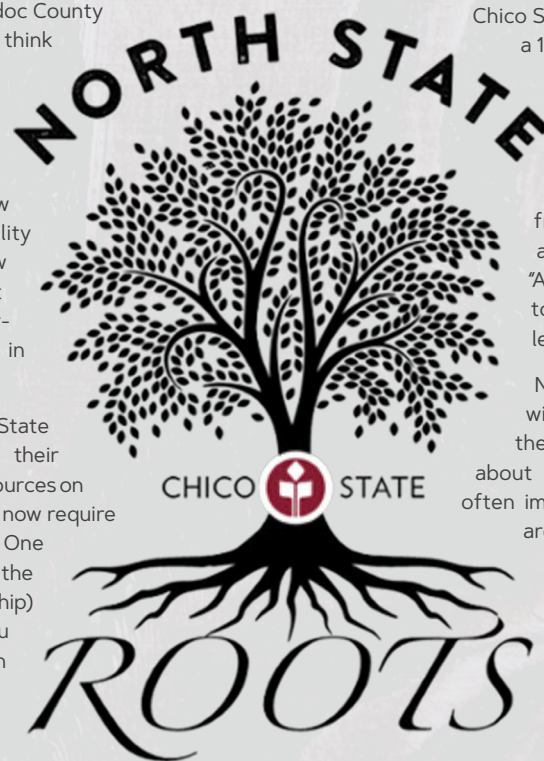
campus and in their home communities. For instance, how might they use their participation in voter registration on campus to support similar efforts at home?

5. Create opportunities for students to engage in the complex conversations related to Town Hall Meeting, Chico Great Debate and the Sense of Place symposium as it relates specifically to rural contexts. Students could apply their ability to engage in civic dialogue with others on campus and with people in their home communities about important topics of local and regional interest.
6. Help to connect students to resources with which they may be unfamiliar in order to increase their success in completing their degree on time. This would include mentoring in how to attend office hours, access the Chico Student Learning Center, etc.
7. Assist Chico State students in connecting alumni or professionals in their home communities as a resource for other Chico State students or faculty. For example, how might a student's connections with a rural county commissioner back home result in an internship or job opportunity for another student interested in rural/regional public administration?
8. Support interested students to create an alumni network in the northern region to provide ongoing mentorship to our North State graduates.

Chico State University's service area includes a 12-county area. Pure geography poses challenges, but Schulte's optimistic. "As a university, we have much to gain through stronger connections, a better understanding of the places our students come from and what is important to them and their communities," said Schulte. "And our students can be empowered to work with and apply what they're learning to their hometowns."

North State Roots continues this year with more students combined with the faculty who were meeting monthly about rural partnerships. The students often important perspective and the faculty are thrilled to hear from students so invested in their region.

Questions? Contact Ann Schulte at akschulte@csuchico.edu



FOCUS AREA 6

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

Why is this important?

What does the research say?

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

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

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

What are our indicators?

Expect More currently uses education attainment (25 and older) and living wage to measure this focus area as well as the Disconnection Rate which covers those 16-24 who are not going to school and not working.

How are we doing?

The living wage shown is the hourly rate that an individual must earn to support their family, if they are the sole provider and are working full-time (2080 hours per year). The state minimum continues to rise, increasing \$1 each year since 2017. It reached \$12 an hour (for those with 25 employees or fewer) and \$13 per hour (for those with more) and will reach \$15 an hour in 2023. The poverty rate is typically quoted as gross annual income. It is converted to an hourly wage for the sake of comparison.

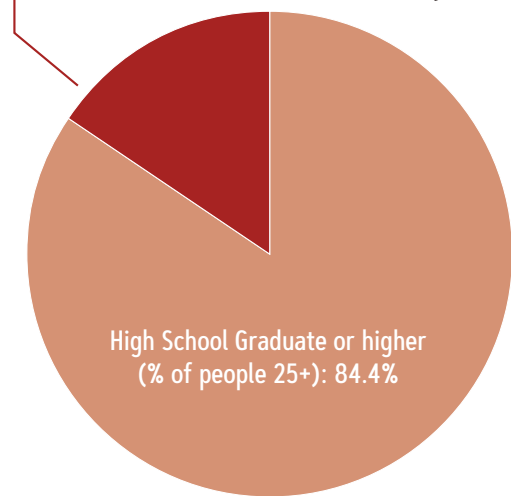
CONTINUED CHALLENGES:

- How can we provide more short-term CTE training and certifications in Tehama County?
- How can we better champion and support those who have some college, but no degree (30.5%) to return to school?
- How can we assist more from being underemployed?

TEHAMA COUNTY EDUCATION ATTAINMENT ADULTS 25 YEARS OR OLDER

Bachelor's Degree or higher
(% of people 25+): 15.5%

(Source: U.S. Census,
American Community
Survey, 2014-18)



LIVING WAGE CALCULATION FOR TEHAMA COUNTY

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

HOURLY WAGES	1 ADULT	1 ADULT, 1 CHILD	1 ADULT, 2 CHILDREN	1 ADULT, 3 CHILDREN
LIVING WAGE	\$11.04	\$24.73	\$30.52	\$39.11
POVERTY WAGE	\$5.84	\$7.91	\$9.99	\$12.07
MINIMUM WAGE	\$11.00	\$11.00	\$11.00	\$11.00

HOURLY WAGES	2 ADULTS	2 ADULTS, 1 CHILD	2 ADULTS, 2 CHILDREN	2 ADULTS, 3 CHILDREN
LIVING WAGE	\$9.05	\$13.64	\$16.74	\$20.08
POVERTY WAGE	\$3.96	\$5.00	\$6.03	\$7.07
MINIMUM WAGE	\$11.00	\$11.00	\$11.00	\$11.00

ACES

DOMESTIC
VIOLENCE

FOCUS AREA 2
K-5 Academic Success

**K-5 Students are thriving and
achieving academic competency**

3rd Grade Reading
Chronic Absenteeism

FOCUS AREA 1

Ready for Kindergarten

**Every Child is Healthy and
Preparing to be Successful**

Preschool Attendance
Quality Rated Preschools

FOCUS AREA 3

**Middle Grade:
Thriving & Engaged**

**6-8th Grade Students are thriving
and gaining awareness of
college and career options**

8th Grade Math
Chronic Absenteeism

**EVERY
COMMUNITY
FACES PROBLEMS**

THAT ARE TOO LARGE FOR ONE ORGANIZATION TO SOLVE

Thankfully, Tehama County is strong in relationships and a can do attitude. Our ability to all focus on creating a healthier community is critical for permanent social change to take place. In this kind of work, it's important to have goals and ways to measure whether or not efforts are making a difference. Expect More Tehama believes the kind of change we need comes

from better alignment of programs and resources, increased parent and community/business involvement, good data and systems that work to achieve set goals. Measurements are not the end all, but they help guide and inform. While measurements often fall on education, we must own that every community faces problems that are too large for one organization to solve. This belongs to everyone.

FOCUS AREA 4

**Graduating High School,
Ready for College & Career**

**High school students are gaining
skills for college or career
beyond high school**

A-G Completion
Graduation Rate

FOCUS AREA 6

**Engaged and
Self-Sustained Citizen**

**Every adult is equipped to be an
engaged, self-sustaining citizen**

Disconnected Youth
Living Wage
Adult Ed Attainment Rate

FOCUS AREA 5

**College and/or
Career Completion**

**Young adults are completing a
college education or training
program or on-the-job training**

Disconnected Youth
Post-Secondary Enrollment

RURALITY

POVERTY



IGNITE *your child's* SUMMER

PLANNING KICK-OFF MEETING

**Friday, March 13th
3-5:00pm**

**Tehama County
Department of Education
Assembly Room**

*Join us as we start the process in
making this the best summer ever
for kids in Tehama County!*

**expect
more
tehama**



SERRF Reading Pals

BECOME A VOLUNTEER!

To Learn more about the SERRF
Reading Pals Program or to sign up!
Contact: Cathy Houghtby
choughtby@tehamaschools.org



Take a course. Save a life.

Strengthen your community.

Only 30 slots available. Be sure to get signed
up today as this class fills up fast. It's free.
Brought to you by Tehama County Health Services Agency.

First Aid isn't always:

***A bandage *CPR *Calling 911
Sometimes, First Aid is YOU!**

Get trained in

Youth Mental Health First Aid



*You are more likely to encounter
someone in an emotional or
mental crisis than someone
having a heart attack.*

**Learn how to help someone
in need*

**Learn what to say to someone
experiencing a mental health or
substance use problem*

**Learn an action plan
to help*

February 21st, 2020

8:00am—5:00pm

Red Bluff Community Center



Register at the link below:

<https://www.eventbrite.com/e/youth-mhfa-february-21st-2020-tickets-68051189941>
Contact Avery Vilche for more information: 529-4013 avery.vilche@tchsa.net

2019 Summit Focuses on Social Emotional Learning and the Community Connections Necessary to Build a Healthy Community

THE MOST IMPORTANT THING WE HAVE IN LIFE ARE
THE CONNECTIONS WE HAVE WITH OTHERS

For 10 years and eleven events, Expect More has worked to design an annual community summit experience that first and foremost, connects multiple stakeholders to each other. Our relationships are what make Tehama County strong, and we hope to connect attendees with speakers and topics that foster real conversations, awareness and action on topics that are critical to the health and vitality of Tehama County.

The 2019 Summit was held for the first time at the Red Bluff State Theatre and focused on the science behind childhood trauma known as Adverse Childhood Experiences or ACEs; and ways in which education is providing Social Emotional Learning to answer the challenge in the

classroom in regards to behavior and trauma. Speakers also addressed how we can all work on our own self-awareness, even if we haven't experienced a lot of trauma ourselves. The summit examined the power of the mentoring journey; and how folks in small places like Yreka, have worked to get something amazing like a state of the art YMCA. Lastly, always popular Dr. Eyler connected our focus on being a healthy community to business, economics and prosperity.

The afternoon included four Deep Dive sessions that allowed participants the opportunity to learn more about a specific topic: The Science of ACEs, Social Emotional Learning, a County Dream Session and Practiced Spontaneity.



The Science of ACEs (Adverse Childhood Experiences)

*Presented by
Kelly Rizzi,
Director of*

School and District Support, Shasta County Office of Education

As adults, there is both healing and understanding that can come from learning about the science and studies behind behavior triggered by trauma.

Meeting the Local Challenge

*Presented by
Jim Southwick, Assistant
Superintendent,
Tehama County
Department
of Education*



Educators work daily with multiple students struggling with trauma in their lives. The Tehama County Department of Education's Jim Southwick shared about a county-wide approach to working with students and staff.

SEL and the Nashville Model

Presented by Kyla Krengel, Director of Social and Emotional Learning, metro Nashville Public Schools

Krengel shared her experience of nearly a decade working with social emotional learning in a school system serving over 84,000 students. She later presented a workshop to over 80 school teams from around the county.



What On Earth Does Improv Have To Do With Connection?

Presented by Izzy Gesell, Organizational Alchemist and Presentation Coach

Gesell shared three transferable qualities improv develops: presence, acceptance

and trust (PAT). Through several exercises and games, he showed how success in Improv requires the ability to stay in the “now,” (P), deal with what you get rather than what you want (A), and rely on a process you don’t have control over (T). All skills we can use every day.

Mentoring: Breaking It Down

Presented by Aaron Hayes, Executive Director, Catalyst Mentoring

Kids need healthy adults in their lives, and it doesn’t have to be overly complicated. Aaron Hayes of Catalyst Mentoring in Redding shared on the power and benefits of mentoring in a powerful storytelling way that only Hayes can deliver.



From Need To A Reality: Yreka YMCA

Presented by Scott Eastman, CEO, YREKA YMCA

Sometimes great things come from ideas and having the freedom to imagine what might be

possible. After visiting the Yreka YMCA, organizers decided to hear how Siskiyou County managed to build the nation’s most rural YMCA.

A Tehama County Economic Outlook

Presented by Robert Eyler, Ph.D., Dean School of Extended and International Education, Senior International Officer, Professor of Economics, Sonoma State University



Dr. Eyler was optimistic that a recession is not around the corner. He shared about how regions that suffer from natural disasters react and posed four questions to answer to 2025 to shape economic health in Tehama County:

- What industries can Tehama County support? Is that list different than other places?
- If so, how is Tehama County different and better? Who should know that and how do they find out?

There is no cost to attend the Expect More Summit. Visit our website and Facebook pages for information on the 2020 event. We hope to see you there!

Special Thanks: This event is made possible thanks to generous sponsors, including the Paskenta Band of Nomlaki Indians for their trust then and the continued faith in our work today; and the Red Bluff State Theatre, including the Venita Philbrook Endowment. We’d also like to thank North State Together and the McConnell Foundation. Thanks also to From the Hearth, Las Mariachis, Zelma’s, the Copy Center and Cedar Crest Brewery.



MCBRIDE NAMED TEACHER OF THE YEAR

Congratulations to Shawni McBride, the 2019/20 Teacher of the Year!

Shawni teaches Language Arts at Corning Union High School, a position she has held for 27 years. She is a Teacher Consultant for the Northern California Writing Project and a Mentor Teacher for RiSE, a grant-funded student teaching program through California State University, Chico.

"Shawni is extremely deserving of this recognition. She is the consummate professional, well respected and looked to as a leader by her colleagues. She is passionate about seeing students overcome obstacles to succeed, and she works tirelessly to prepare students at CUHS for life after high school." says Jared Caylor, Superintendent, Corning Union High School District

Shawni is the Department Chair at Corning High School and teaches both College Prep and Advanced Placement English to juniors. In her free time, she enjoys writing, reading, singing, running, and spending time with her family. She loves her students, her school and her community and plans to stay there until retirement.

North State Together Receives Renewed Grant

In October it was announced that the McConnell Foundation had accepted a grant proposal to continue to fund North State Together, which serves as the backbone organization for five county programs, including Expect More Tehama.

The initiative was originally funded in 2016 for three years. The latest grant between Shasta College and McConnell, is an 8-year, 8.1 million dollar grant with the goal to work with local leaders from education, business, philanthropic, nonprofit, civic, and faith communities together to increase educational opportunities and success for all grade levels in the North State. North State Together is unique in its data-driven, collective impact approach directed towards overall economic and community health in the 5-county area.

"We are incredibly fortunate to have a visionary partner like the McConnell Foundation without whom the success of our initial efforts would not have been possible," said Kevin O'Rourke, CEO of North State Together. "Going forward this grant both celebrates the great work these partner collaboratives have begun and recognizes the value that comes from providing educational options for all students in our communities."

*For more information, please visit
www.northstatetogether.org*

Glossary

- **ACEs: Adverse Childhood Experiences**

Potentially traumatic events that occur in childhood (0-17 years) such as experiencing violence, abuse, or neglect; witnessing violence in the home; and having a family member attempt or die by suicide. Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding such as growing up in a household with substance misuse, mental health problems or instability due to parental separation or incarceration of a parent, sibling or other member of the household. (*National Child Traumatic Stress Network: <https://www.nctsn.org>*)

- **COP: Community of Practice**

A group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.

- **SEL: Social Emotional Learning**

School based programs delivered to all students in a particular classroom, grade or school to enhance interpersonal skills including communication, problem solving, alcohol and drug resistance, conflict management, empathy, coping and emotional awareness and regulation. (*Preventing Adverse Childhood Experiences (ACEs): National Center for Injury Prevention and Control/CDC*)

- **Trauma Informed Care**

An organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. (*www.traumainformedcareproject.org*)

Resources

- **2019 Report: Preventing Adverse Childhood Experiences (ACEs): Leveraging the Best Available Evidence** National Center for Injury Prevention and Control/CDC. <https://www.cdc.gov/violenceprevention/pdf/preventingACES-508.pdf>
- **California School Boards Associations Governance Brief: Why Schools Hold the Promise for Adolescent Mental Health.** Full report at www.csba.org
- **ACEs Connection:** <https://www.acesconnection.com/>
- **Strengthening Families:** The Strengthening Families framework is a research-informed approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. Learn more at <https://cssp.org/our-work/project/strengthening-families/>
- **Mindset** by Carol Dweck (Book and TedTalks)
- **The Resilience Breakthrough** by Christian Moore
- **www.Acestoohigh.com**
- **www.Resiliencetrumpsaces.org**
- **www.ACESconnection.com**
- **<https://centerforyouthwellness.org/health-impacts/>**



Expect More Tehama is a broad range of community members engaged in a movement to address local issues in education by convening people, fostering relationships and discovering community together. We promote educational equity, economic prosperity and lasting growth.

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