

EXPECT MORE TO THE STORY

two-thousand twenty-three





THERE'S ALWAYS *more* TO THE STORY

For a rural county with its fair share of challenges, the last few years dealt quite a blow to Tehama County. But in so many ways *we played to our strengths* and fared better than many areas. Our schools banded together, our businesses got creative to stay open, and countless times the best of ourselves showed up to help others. *How we responded was a choice.* We never saw it coming, but we took responsibility and wrote a solid recovery chapter.

TODAY WE ARE COLLECTIVELY HOLDING THE PEN FOR WHERE THIS STORY TAKES US NEXT.

Compared to just a decade ago, we have access to so much more information. Data informs us of where we're doing well and where there are gaps. Within these pages we'll share some of the data that is available about our county and the region. *Data always has a story to tell*, and it helps guide our work. Some of the numbers are quite surprising. Some are quite depressing. Some are hopeful. *What we choose to do* with the information will make all the difference.

Although started in 2009, Expect More Tehama is excited to celebrate our first anniversary as a non-profit organization. We are proud to be part of a *10-county consortium* focused on cradle to career work, and we are immensely proud of all the great things going on in our county by all kinds of wonderful organizations, schools, and big thinkers. We're excited to showcase some of the amazing, collaborative work that is aimed at *moving our numbers*. We're also excited to share about Career Technical Education (CTE), college and career opportunities. Our residents earning degrees and acquiring skills without leaving the county is a reason to celebrate!

We all know that working to create a healthy community where all kids leave high school prepared for *life beyond a diploma* is neither simple nor achievable through any one effort or organization. Our poverty rate, rural geography and continued pandemic healing continue to make it hard for many students and adults to focus and learn. This isn't new information to our counselors, educators, behavior specialists, social services and hiring managers. So many are working hard to support students and staff as they *address the needs* and *create supportive environments*. This work often happens *behinds the scenes* and is an *integral part of the story*.

We know the stories and lives behind the data. And we know more than we used to because of the stories and the data. We have work to do, but we remain optimistic that 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, work, and raise our families.

Kathy Garcia
Executive Director, Expect More Tehama

ADULT CONNECTION

We have almost eleven thousand students in Tehama County who are dependent on the adults in our community to lead the way. How many of us can point to an adult who forged our path in our early years? A teacher, a family member, a coach, or just someone you may have connected with in the community. We as adults form our future generation. We provide policy, structures, and sometimes personal relationships with young people to influence where they go in life.

Being a classroom teacher for eighteen years has given me the opportunity from time to time to interact with former students. These might be some of the most memorable and fulfilling human interactions one can experience. To later discover I had a positive influence on an individual is extremely satisfying.

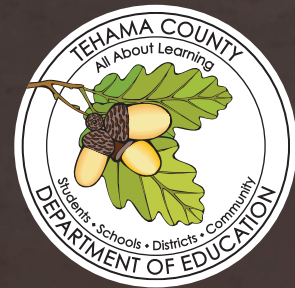
As a community we continue to play a significant role in the lives of our youth. Expect More Tehama, our school districts, and our workforce partners have significant opportunities to create pathways for our students to be productive and contributing assets to our community so they will have the same charge when they become adults.

As educators, we need to make sure our students are safe, emotionally well, and engaged. We can build on that as we provide opportunities to give hope to their future plans. Maybe college, maybe career technical education. Either way, they are dependent on our relationships, our innovation, and our vision for their future.

Rich DuVarney

Tehama County
Superintendent of Schools

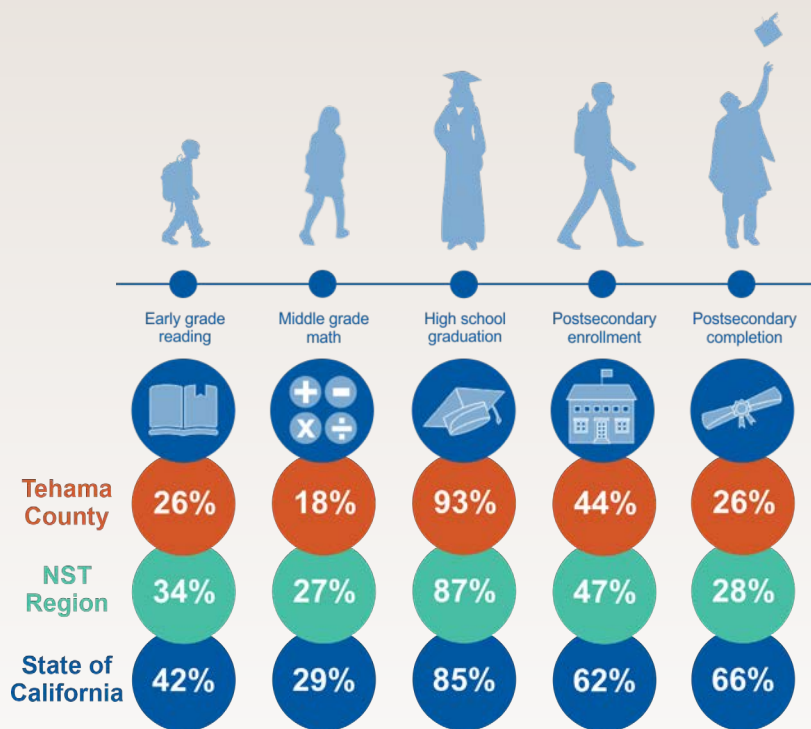
FIVE THINGS YOU MIGHT NOT KNOW ABOUT



It is the mission of the Tehama County Department of Education to provide a world-class education for all students from early childhood to adulthood.

1. TCDE partners with school districts to provide Early Education and After School services to students in Tehama County.
2. TCDE has approximately **280 employees**.
3. The Tehama County Superintendent of Schools is an elected position chosen by the people of Tehama County.
4. The TCDE Homeless Liaisons work with schools and districts to support approximately **700 McKinney Vento Homeless students** in Tehama County.
5. Tehama County had **10,798 students** enrolled in grades K-12 in the 2022-23 school year.





Cradle to Careers Data Indicators

In cradle to career work, there are generally a set of core outcome areas that are consistently used as reliable predictors for a child's educational success. As the backbone organization, North State Together collects this data for the 10 counties. Developing a shared measurement system is essential to collective impact.

Across the counties, programs are free to also focus on other data and indicators that are important to their counties such as chronic absenteeism, prevalence of Adverse Childhood Experiences (ACEs), public health indicators, poverty levels, etc... Data shown is for 2021-22

AND THEN THERE WERE 10

North State Together Doubles in Size

GRANT LEADS TO WORK AROUND HEALTHCARE AND EDUCATION PATHWAYS

In 2016, the McConnell Foundation generously approved financial assistance to support five counties, plus a backbone organization, around cradle to career work. The backbone, North State Together, is housed at Shasta College. In 2022, the data, systems and work created during that time allowed for North State Together to apply for a large regional grant called the K16 Collaborative Grant funded by the Department of General Services. Not only was the grant received, it doubled the size of the North State Together. Today, Expect More Tehama is proud to be one of 10 counties represented.

At the heart of the grant is a goal to help the state further recover from the pandemic through creation of high-quality equitable pathways in two of four sectors. The North State region chose healthcare and education because both sectors are facing critical shortages. Part of the work is to access what is needed by the industry, map what training is currently available and what is missing and develop strategies to help

students transition from one system to another. Lastly, is the challenge of better introducing pathways to parents and students early on.

In Tehama County, a CTE Coalition has been key in bringing a wide variety of stakeholders to the table. It has fueled great collaboration and understanding between workforce development, middle school, high school and Shasta College, and most recently, industry. It has allowed Expect More to use early childhood education as the sample sector to study under the lens of the grant.

"The CTE Coalition is looking at all students, from elementary to adult, and the challenges our rural areas face with transportation, access, broadband, staffing, scheduling and more," said Expect More's Kathy Garcia. "The pathway work is complex and dynamic, but where the north state is headed is exciting for the students and our counties."

www.northstatetogether.org



A Bold Vision for the Future of Education: EVERY SCHOOL A COMMUNITY SCHOOL

Imagine schools as more than just classrooms. Picture them as vibrant hubs of learning, holistic supports, and community partnerships. This is what community schools are all about. They unite educators, families, and community partners to co-create a nurturing environment where every student can excel. Community schools build on the strong foundations that already exist in our schools by offering a wealth of resources, from after-school programs to health services and family support. It's a vision of holistic education where success isn't just measured in grades but in the strength of the community around the school.

The North STAR Regional Technical Assistance Center (RTAC) is here to help our schools along this journey. Tehama County Department of Education works closely with Shasta County Office of Education, North State Together, Partners for Rural Impact, and other county offices of education across the region to provide learning opportunities, coaching, and other supports to our schools that are working to become community schools. What we do is simple yet transformative:

- Offer supports that are responsive to local needs, intentionally cohesive with existing/related initiatives, timely, and deeply rooted in equity.
- Work collaboratively as a team of community school experts in Northern California to provide technical assistance and advocate for rural needs across the state.
- Empower and equip schools, community members, students, and local organizations to work collectively towards shared goals.

Currently, nine school sites, including Red Bluff High School, in Tehama County have been awarded over \$9.5 million dollars to embark on this journey of transformation. More schools can still apply.

"For the Red Bluff Joint Union High School District, the community schools movement is intended to serve students using the 'whole child' approach with an integrated focus on academics, health and social services, youth and community development, and community engagement," said RBHS Superintendent Todd Brose. "It means partnering with local agencies to provide integrated student supports meeting academic, physical, social-emotional, and mental health needs. It also focuses on offering extended learning time to our students for academic support, enrichment, and real-world learning opportunities. Through collaborative leadership and practices for educators and administrators, the district will actively tap the expertise and knowledge of family and community members to serve as true partners in educating and supporting students. Ultimately, the district will provide these services through a health and wellness center located on the RBHS main campus. It truly is a commitment to the 'whole child' and we are excited to help build this community partnership!"

By supporting our schools, we uplift our entire community. But schools cannot do it alone. To learn more about how you can join the community school movement in your corner of Tehama County, please reach out to Summer Grooms at sgrooms@tehamaschools.org or JoNell Wallace at jwallace@tehamaschools.org

FIVE THINGS YOU MIGHT NOT KNOW ABOUT



Through partnerships and innovative leadership First 5 Tehama promotes, facilitates, and supports 0-5 systems that improve inclusive access to high-quality early education, health and family support resources.

1. We offer free parent kits to all families in Tehama County through a request link on our website.
2. We have an events page that always lists our current events including parenting classes and trainings.
3. We focus on establishing the foundational development of 0-5-year old's because 90% of neurological connections are established in the first 5 years.
4. Because the skills, knowledge and stability of families is the first and most influential factor for young children, all of our program funding supports partners who promote the 5 protective factors.
5. We are primarily funded by Prop 10 which includes funding from a Tobacco Tax structure, and we will see drastic funding decline (around 40%) in the next 4 years.

www.first5tehama.com



WHY WE MUST FOCUS

ON THE EARLY CHILDHOOD EDUCATION PATHWAY

Like most industries, education, and specifically early childhood education (ECE), faced challenges over the last three years. While the pandemic affected supply chain issues, safety measures, and costs, other factors added to the stress on the ECE world. Shifting legislation led to a change in workforce requirements. Increased living costs collided with lower wages which contributed to the struggle to attract skilled talent. Many childcare facilities and preschool classrooms closed.

Few would argue about the importance of high-quality early education at leveling the field for student success, as well as hiring qualified teachers for this work. However, the pandemic showcased that early childhood educators and childcare workers are most often low paid and in high need. After all, how many of us know someone who changed or altered their work life in the last 3 years to accommodate a childcare need? In December, 51,000 parents had to miss work because of child-care problems. (Bureau of Labor Statistics.)

Starting in 2025, transitional kindergarten (TK) will be available to all California 4-year-olds, which means many who now teach preschool could move to teaching 4-year-olds at a public school once credentialed. It also means that California will have a shortage of about 10,000 to 14,000 early childhood educators (and 25,000

teachers assistants). And this doesn't include the number of openings that will be created in other centers and homes that care for 0-5.

"A lot is taking place in our region to respond to the shortage," said First 5 Tehama's Heidi Mendenhall. "Today, high schools and colleges have stepped up to provide training. There are innovative rural partnerships helping folks enter early education without leaving their county or simply traveling one county away. Admirably many schools are helping their staff take this step in their career."

The education pathway doesn't have to start with or stop at being a teacher's assistant. The legislation has offered a new onramp to higher education for many who would love to earn their first or next degree.

"The transitional Kindergarten movements primed the pump for institutes of higher education to do what rural residents have been asking for; meeting us where we are and providing on-ramps to all the passionate and talented educators who live and work here and are ready to earn their next degree," said Mendenhall.

Currently on Edjoin.org, the site used for education related job search, California has 939 job vacancies for preschool teachers and 1,773 related to Transitional Kindergarten, with 1,692 listed for TK teachers alone. Also affected are family childcare centers and private preschools.

Did you know?

According to Cal Matters, California is home to about 500,000 4-year-olds. **One in five** of those children are already in transitional kindergarten.

"Triple P" Program Achieves Newfound Success

The Positive Parenting Program, known as Triple P, is a transformative program to help parents develop simple and practical strategies on three levels: It shows them how to build solid and healthy relationships with their child; it empowers parents to manage their child's behavior confidently, and it provides a solid information foundation that enables parents to prevent problems in development. Triple P utilizes multiple "levels" of intervention to support healthy family dynamics. Fueled by the data from an environment scan, input helped make some positive changes to the program. Corning Promise then approached First 5 Tehama with funds to catalyze efforts and establish initial Triple P capacity in Tehama County. First 5 Tehama and its partners successfully supported five PPP trainers (three bi-cultural and bilingual) to become certified and accredited.

Triple P is provided in various ways throughout Tehama County. Offerings include group classes, individual classes, and overviews that include enlightening parent panels that share the value and benefit of the information. A commitment to growing Triple P with the Interagency Leadership Team, Early Intervention Partnership, and community partnerships is in place. With enthusiasm from parents and trainers alike, the sky is the limit.

"I am so excited to watch this program continue to grow because of how helpful I have seen it be for families," said Nancy Vicuna, PPP Trainer with NCCDI. "Some families I have worked with still reach out to me to ask questions or share progress. It is amazing how much this program makes a difference. I strongly believe everyone can benefit from Triple P."

For more information, contact Angela Brinkman at abrinkman@first5tehama.com

Tehama County Poised for CTE Growth *to Answer Demand*

There is no magic wand to end poverty, but one strategy utilizes high-quality Career Technical Education (CTE) as a strong weapon in the fight to help our residents access careers they can depend on. It provides a vehicle to stability and further opportunities, including higher education attainment and family-sustaining wages. And it starts in high school and at community colleges, county offices of education and private training providers.

Imagine graduating high school with the foundation to become a medical assistant, welder, preschool teacher, dental assistant, machine operator, construction apprentice. Today's CTE is not a low-skill job training program. Its focus is on skills needed for **high-wage, high skill, in-demand occupations**. Most adults visiting a CTE classroom would be amazed at the equipment and technology students work on daily.

"We need more of everything in our workforce," said Expect More's Kathy Garcia. "We need entry level, middle and high skilled positions to be filled. Often CTE opens the door to a career with room for growth and further education, further opportunities."

Once skilled, there isn't a better time to have a variety of sector openings to choose from. In the North Far North (*the 22 counties above Sacramento*), predictions for job openings and growth is huge. According to the NFN Regional 2022-24 Strategic Plan, **more than 200,000 annual openings are projected by 2026**. Middle-skill occupations will account for 41 % of these projected openings. According to the report, every priority sector will have from hundreds to thousands of middle-skill openings annually. For our more northern 14 counties, between January 2020 and December 2022, construction employment total increased 21.8%. The manufacturing sector's employment total increased 7.2%. **But what is lacking are skilled applicants.**

High quality CTE should be an attractive option for students and adults who want to gain skills and stay or return to the area after training. It's also great for college bound students seeking to decide if their chosen major is the right one.

There's a lot of great news around CTE for Tehama County.

Our three public high schools all support high quality CTE and have worked for years to strengthen and grow their programs to expand

and create new pathways. In November 2022 all three high schools wrote for and received K12 Strong Workforce grants.

Programs for middle school and elementary career exploration, plus meaningful hands-on experiences, are gaining ground. Expect More Tehama and Bridge to College and Career wrote for a K12 Strong Workforce grant to pilot a middle school program at three small districts that feed into Red Bluff High School.

Shasta College continues to expand dual enrollment offerings in high schools throughout the region allowing students to graduate with college credit. Shasta College is also providing more CTE classes, online and in person, for adults in Tehama County than ever before. As news of new class offerings spread, more will access training closer to home.

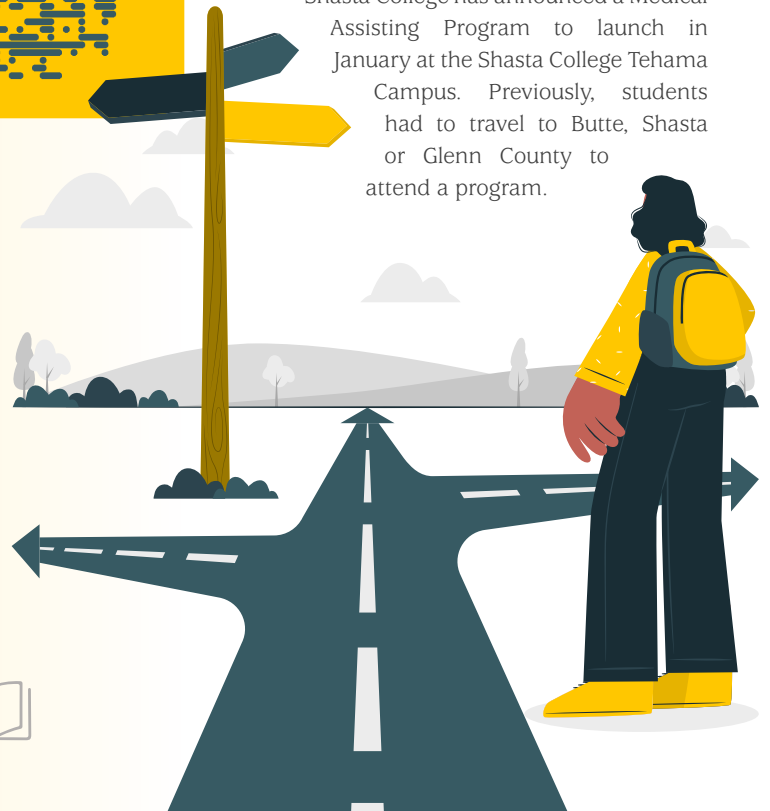
A county-wide CTE Coalition has been looking to the future of CTE. The group, made up of workforce, middle school, high school and Shasta College, and regional partners are meeting with industry leaders to be clear about the current and future needs of workforce going forward. More needs to be done to educate students and parents about today's CTE and job opportunities, fill classes and simplify the transition from school to career and/or higher education.

Shasta College has announced a Medical Assisting Program to launch in January at the Shasta College Tehama Campus. Previously, students had to travel to Butte, Shasta or Glenn County to attend a program.

Learn more about
the North Far North
Consortium Strategic
Plan 2022-24:



Learn more about Career
Technical Education:
Advance CTE:





MIDDLE SCHOOL CTE PILOT *Launches*

Studies show that middle school career exploration and hands on Career Technical Education (CTE) activities have many benefits and are a great strategy to address generational poverty, ensure interest in high school CTE programs and serve as a “grow your own” approach for critical workforce needs. Middle school students are at a great age of self-discovery and curiosity, but they also are at risk of disengaging from school. In 2022, Expect More’s Kathy Garcia and TCDE’s Patrick Mair wrote and received a K-12 Strong Workforce Grant to fund a middle school pilot project with Reeds Creek, Lassen View and Berrendos Middle School.

The program is designed to help students learn about a wide array of careers as well as their own natural aptitudes. It includes hands-on activities, assessments, tours and guest speakers. It also provides for a full time CTE navigator who serves as a liaison for the middle schools to Red Bluff High (their feeder high school) and Shasta College.

“We love that the schools are so willing to share resources,” said Garcia. “Schools large and small do not have extra space or extra staff, but they sure get excited when their students are engaged and connected to their futures.”

Once funded, CTE modules and equipment were ordered, and Dana Baker was hired as the Navigator. Baker previously worked in ag education as the Program Coordinator for the Center for Land-Based Learning where she helped high schools students explore careers in ag and natural resources. It was there that her love for the CTE programs took hold.

“We started this Fall exploring careers in forensic science and public safety as well as careers in engineering and manufacturing,” said Baker. “Students have had hands-on experience using ink chromatography and handwriting analysis to catch a suspect and even dust for fingerprints to see who committed the crime. Red Bluff Fire Department Division Chief Shobash, who is also an arson investigator, gave a presentation about his job and allowed the students to dust for and analyze their own fingerprints. Next they’ll be headed to Red Bluff High to explore the Public Safety Pathway and see what classes they can look forward to there!”

Each middle school has flexibility in how to provide the program to students. Baker shares her time between schools working in classrooms, but also transporting modules, lining up guest speakers and working with staff.

“It is so fun to hear the students laugh and see their competitive natures come out in each group,” said Baker. “These students will be building cantilevers next as well as geometric domes!”

RED BLUFF HIGH'S NEWEST CTE THE PRINT SHOP

Red Bluff High is known for offering an extensive CTE program. Over the last decade, it has received four Strong Workforce grants and today offers 13 pathways.

In 2021, Red Bluff High received a K12 Strong Workforce grant for expanding their current Manufacturing Sector; Machining and Forming Technology. The grant also included developing a new pathway, Graphic Production. In the fall of 2022, Graphic Production was offered to students as year one of the pathway. In the fall of 2023, Advanced Graphic Production was offered to students. The addition of this course as the capstone course completed the creation of the new, highly qualified CTE pathway of Graphic Production.

Students in Graphic Production learn the tools necessary to design using Adobe Suite products. The Advanced Graphic Production class will use the tools they have learned to produce graphic products for The Print Shop.

The goal of The Print Shop is to produce flyers, posters, event banners, and other graphic designs and publications for Red Bluff High School. Currently, the Advanced Graphic Production class is learning to create graphics and make buttons. By the fall of 2024, students in all Graphic Production classes will add designs to t-shirts, hats, water bottles, and signs using CNC and laser equipment.

"Often the struggle is finding qualified CTE instructors," said Rochelle Barajas, CTE Coordinator. "Kyle Conwell recently added a CTE credential in Manufacturing and Product Development that allow him to teach Graphic Production. He already holds a CTE credential in Information and Communication and has taught Exploring Computer Science and Computer Literacy. It's a great fit."

A FRUITFUL PARTNERSHIP

CORNING HIGH SCHOOL AND RODGERS RANCH

In April, Corning High School hosted partner agencies and community members at Rodger's Ranch, a working 177-acre farm that is part of Corning High School District. The event was a dinner and showcase of their Career Technical Education (CTE) programs and major improvements made to the property. School administration, Career Technical Education staff and students treated guests to a BBQ dinner, followed by a presentation and time to visit student led booths.

Guest speaker Dennis Bureson, Vice President of Musco Olives, talked about agriculture and the partnership between Musco Farms and the high school. Plans have been underway to grow 35-acres of mechanically harvestable olives allowing students involvement in the process from planting and care to harvest. Musco Olives donated the olive trees to the school. Musco Family Olive Co. is a privately held family business based in Tracy, California with facilities across the state.

Rodgers Ranch was endowed to the Corning High School District in 2001 by Wealthy and Daniel Rodgers. Since 2001, the school and community have worked to make the Ranch a model CTE site.

Corning High School District provides 12 CTE pathways:

- Residential & Commercial Construction
- Entrepreneurship & Self Employment
- Ag Mechanics
- Agriscience
- Education
- Food Service and Hospitality
- Marketing
- Performing Arts
- Forestry and Natural Resources
- Product Innovation and Design
- Patient Care
- Ornamental Horticulture



homecoming revival

If we dial back the clocks, Homecoming marked a time when a town pulled together. The bustling stands decorated local establishments, and plethora of school colors were a testament to the profound impact of unity within a small community. However, as time passed, the pace of life quickened, the prevailing culture of “busy” gripped us, and the enchanting aura of Homecoming gradually dimmed for the masses. The pandemic further distanced students and adults from what used to be. For Red Bluff High, the realization of what was lost lay dormant until a buzz pushing “what could be” began cocooning the BIG GAME.

Nestled in a cozy classroom just off Union Street, an inspiring revival transpired last fall—a dedicated initiative to resurrect the beloved traditions of Red Bluff Union High School’s Homecoming. At its core, an unwavering team worked to reignite the enchanting spirit of days gone by. A coalition of community-focused individuals dedicated to the resurgence of Homecoming joined forces with the true architects of the event—the students themselves.

An organic evolution of community support marked the project’s genesis. The initial concept of infusing the event with a deeper sense of community spirit originated when the dynamic Karlee Garcia, Student Government Teacher/Activities Director at RBUHS, and her student government class collaborated with Kate Grissom, a local business owner renowned for her strategic prowess. The goal was simple. Launch a Homecoming revitalization effort in 2022. Despite lingering pandemic-related challenges, the students demonstrated steadfast dedication by forming working groups to realize their vision.

“After witnessing their remarkable energy and success last year, I knew they could achieve even more in 2023,” beamed Grissom. “We began with an initial brainstorming session and swiftly transitioned into work groups led by exceptionally capable students. These leaders then had one week to create compelling pitches and visuals to engage a broader audience. Their eagerness and commitment are truly commendable.”

In the spirit of community engagement, a select group of local initiators, chosen for their expertise and enthusiasm, stepped forward to lend their skills to the planning process. These are names that will undoubtedly ring a bell. Community

powerhouses Michelle Hickok and Courtny Grames assisted students in bolstering the project’s marketing efforts. Taylor Bunn, known for her boundless energy and extensive connections, became an invaluable asset to the royalty team. Wendi Valliette, a dedicated and fun-loving senior class mom, dove in to help lift the dance committee. At the same time, Sean Rix, fellow insurance man and community lover, saddled alongside the float group. Finally, Kristi Weir, from the Student Store, is an indispensable support for all Homecoming matters, from finances to decorations.

“This was an opportunity to give back - to support the youth who are soaking up every last minute of high school. I loved watching them light up when they discussed their ideas and thoughts,” shared Bunn.

Nevertheless, the students continued to serve as the beating heart of this Homecoming rebirth. They were the driving energy behind every facet of this endeavor – from the initial dream session and the selection of group leaders to the innovative concepts being put into action. Their devotion was revealed in their diligent efforts, aptitude for forging collaborations with faculty, and ability to foster outside engagement.

The community’s active participation was pivotal for this Homecoming reboot’s success. Many local businesses played a vital role by offering raffle prizes, food for daily barbecues, and resources for float construction and lunchtime activities.

As they approached the “main event,” the team set ambitious goals for this year. They aspired to significantly surge student engagement, draw a crowd at the downtown Homecoming parade, see packed stands at the football game, and induce widespread sharing of student memories on social media. This dream quickly became a tangible reality.

As Red Bluff reflects on the success of this year’s Homecoming, it’s clear that the strength of our community lies in its capacity to unite, uplift its students, and rejuvenate cherished traditions. This collaborative endeavor is only the beginning. Looking ahead, this potent collective promises to transform Homecoming into an occasion that pays tribute to the past and molds a more radiant future for the entire community.

*Reprinted with permission
By Kelley Dolling*



YOUTH VOICE PROJECT LAUNCHES IN 2023

Thanks to a Pathway to Equitable Results Grant from the SH Cowell Foundation, Expect More Tehama launched an exciting project to better elevate youth voice across our communities. The goal is to train and prepare teams of adult allies to better serve and partner with youth; collaboratively develop youth engagement strategies and plan and use proven processes to build capacity of youth leaders.

“With five generations currently in the workplace, it’s an important time to understand where

people are coming from,” said Expect More’s Kathy Garcia. “We need to better understand and listen to what our young people are wanting for their futures and help them succeed.”

For years, organizations have talked about and tried to better include youth at the table, but it’s difficult. Often, without realizing it, adult belief systems about youth voice create a challenge as well as a lack of investment in learning proven systems

that train adults and young people to engage in meaningful ways. Benefits of increased youth engagement can include increased community and civic engagement, leadership development and a way for youth to share fresh ideas and solutions.

The grant trained 26 adults through the Youth Leadership Institute (YLI) during a two-day workshop in early March. The trainings are inclusive of different learning styles, levels of experience, education, languages, and understandings.

One tool that is easy to use for those getting started is the Hart’s Ladder of Participation.

“Already the adults have incorporated youth voice strategies into their teams and projects,” said Garcia. “The idea with the Hart’s Ladder to always strive to move up the rungs.”

More trainings are planned as well as monthly brown bag meet ups for those wanting to share ideas, progress and feedback. For more information, email Kathy@expectmoretehama.com



Hart’s Ladder of Young People’s Participation*

- ★ 9. Youth and Adult Initiated and Directed
8. Youth Initiated, Shared Decisions with Adults
7. Youth Initiated and Directed
6. Adult Initiated, Shared Decisions with Youth
5. Consulted and Informed
4. Assigned, but Informed
3. Tokenism
2. Decoration
1. Manipulation



ABOUT THE LADDER: Sociologist Roger Hart wrote a book called *Children's Participation: The Theory And Practice Of Involving Young Citizens In Community Development And Environmental Care* for UNICEF in 1997.

This groundbreaking work put the work of young people and adult allies around the world in the context of a global movement for participation, offering needed guidance and criticism of many efforts.

The “Ladder of Children’s Participation,” also called the “Ladder of Youth Participation,” is one of many significant tools from the book.

SOURCE: www.freechild.org/ladder.htm

Youth Leadership Institute 1-877-YLI-TRAIN www.yli.org

Pathways to Progress

The Future of the Tehama Campus

In the mid-1970s, the journey of Shasta College instruction in Red Bluff began, finding its start in a rented single-wide trailer on the grounds of Red Bluff High School. With determination and vision, the expansion continued, leasing additional office and classroom space in 1991. In 1997 Shasta College took a significant step by establishing a small college campus in Red Bluff. It utilized two modular buildings on property leased from the city, nestled within a residential neighborhood. Over the subsequent eight years, this center grew, evolving into six modular buildings. Thanks to the passage of the general obligation bonds (Measure A) in 2002, which totaled \$12,000,000, the college was able to purchase the current 40-acre campus situated in Red Bluff near I-5. Construction commenced in April 2007, and in August 2009, the first classes convened.

With a master plan that envisions a total of seven buildings upon completion, it is designed to accommodate well beyond the necessary enrollments to reach center status. Presently, the Tehama Campus consists of four buildings, including a Student Services building, classrooms, and faculty/staff offices. The Tehama Campus is one of four campuses within the Shasta College Extended Education division, which is led by the Associate Superintendent and the Dean of Extended Education.

The heart of the Tehama Campus
is a new Student Services
building which

opened in 2021. Sandy Lucero and her team, which includes two bilingual staff, are focused on creating an environment that makes the college process as simple as possible. They are also focused on student retention including a Learning Center where students can get free tutoring services, in-person or through Zoom, access to a 24-station computer lab, and a student lounge. The Tehama Campus delivers a range of in-person and hybrid-online courses such as First Aid/CPR/EMT classes, Industrial Education programs, Early Childhood Education courses, and an array of general education courses. A popular welding course takes place at Red Bluff High School, in addition to a Diesel Technology Hydraulics course that is offered in the summer. A Medical Assisting Program will launch in January. Additionally, an extensive selection of online courses is made available to students. This combined approach enables students to complete a wide array of degrees and certificates without having to leave Tehama County.

Visit the campus located at:
770 Diamond Avenue,
Red Bluff



Billy Miller is the Dean of Extended Education, a division that encompasses the Shasta College Tehama, Trinity, and Intermountain campuses, remote college sites that allow students in communities outside of Redding to learn closer to home and get personalized support. In addition to these three campuses, the Shasta College Community Leadership Center, located in downtown Redding, CA, was added as a new Extended Education campus location in 2023.

In this role, Miller partners with Shasta College's instructional and student services divisions at Shasta College to develop, expand, and ensure educational opportunities for students across the Shasta-Tehama-Trinity Joint Community College District. Miller also

assists with the leadership of North State Together, a regional cross-sector network

fostering collective impact across Far Northern California, and supervises the implementation of the Regional K16 Education Collaboratives Grant across North State Together's 10-county service region.

Miller joined Shasta College as an administrator in 2018, and has served as the Director of Student Services in Enrollment Services as well as the Director of Student Success and Basic Needs for Extended Education at Shasta College. As a Director of Planning and Development for North State Together, Miller was responsible for overseeing the expansion of North State Together to include five new counties: Lassen, Glenn, Sierra, Butte and Plumas. His educational journey includes several years at West Valley Community College, where he

"The Shasta College Extended Education Division is a prime example of Shasta College's vision to engage our communities through innovation in student learning and growth. I look forward to the many opportunities that lie ahead to partner with community members and stakeholders, across our community college district and beyond, as we work together to improve educational outcomes for ALL in the North State."

Billy Miller
Dean, Extended Education



graduated with an associate's degree. Afterwards, he transferred to California State University, Stanislaus, earning a bachelor's degree in Sociology and a master's degree in Criminal Justice. Most recently, Billy graduated from Pennsylvania State University with a Master of Public Administration Degree.

Sandy Lucero oversees Student Services at the Shasta College Tehama Campus and is a main reason why folks feel comfortable walking through the doors. She and her team are warm and knowledgeable and visitors know they are in good hands. Recently Lucero received her Bachelor's Degree in Social Welfare/ Human Services from Simpson University.

Lucero is a first-generation college student. Part of a large family, she grew up on a property 16 miles outside of Weaverville with no electricity or phone and faced many of the barriers that our region's students face today. She took a few classes right out of high school but did not understand all the resources that were available to her. "It wasn't until I was 40 and started working at Shasta College that I realized the value of education and the many resources available to help students achieve their goals," said Lucero. "I successfully completed my A.A. degree at Shasta and figured why stop there. I recently graduated from Simpson University with my B.A. in Social Welfare/ Human Services."

"I am so thankful to be part of the educational system, working with students in securing the resources they need to be successful," said Lucero. "There is a great quote by Marian Wright Edelman that sums up how I feel about my education and supporting the education of others, "Education is for improving the lives of others and for leaving your community and world better than you found it."



Coming to Tehama County in January!

SHASTA COLLEGE LAUNCHES LOCAL MEDICAL ASSISTING PROGRAM

Healthcare is a critical sector for the north state and shortages can be felt at all levels from providers to specialists to office staff. Tehama County rarely has healthcare training in the county, so students must travel. The announcement of a medical assisting program in Red Bluff is reason to celebrate.

The program is scheduled to start in January 2024 and includes two semesters made up of two 8-week blocks. The program is a hybrid course, so course work is done online, and in person labs take place on Tuesdays and Wednesdays. For the past several months, a room at the college has been specially equipped. The final 8-week block places students at worksites to gain actual experience.

Instructor Carissa Palmer is passionate about the program and the students.

"Becoming a medical assistant is often the first step to a host of other healthcare opportunities including LVN and RN," said Palmer. "The program promotes self-confidence and skill building. We work to engage our students, but also solidly prepare them for the responsibilities of the position and career."

Students may earn a Certificate of Achievement by completing all courses with a grade of "C" or better. They are then eligible to sit for the Medical Assisting Certification Exam.

Throughout the course, students learn vitals, EKG, venipuncture, injections and pharmacology, assisting in minor office surgery, waived testing, patient advocacy and education medical terminology, basic anatomy, physiology and microbiology as well as medical office administrative tasks.

To learn more and to register, visit www.shastacollege.edu/HSUP or call 530-242-7750.



In California, the number of Medical Assistants is expected to grow much faster than average growth rate for all occupations. Jobs for Medical Assistants are expected to increase by 24.5%, or 24,900 jobs between 2018 and 2028. (Source California Certifying Board for Medical Assistants)



Sometimes having opportunities is one thing and expecting students to easily navigate challenges is quite another. Mud holes exist on the pathway and some cannot overcome their force. Equity is making it easier for everyone to access the same opportunities.

INVESTING IN INGRID

INVESTMENT IN A YOUNG WOMAN CHANGES THE TRAJECTORY OF HER LIFE

By Heidi Mendenhall

Imagine you're 19, a smart Hispanic woman, and your responsibilities include getting your 8, 13 and 15-year-old siblings to and from school. Ingrid is the oldest daughter of a family of 5. She graduated from Red Bluff High School in 2018 and knew even then she was interested in nursing. But while she didn't take any related high school career tech classes, she did take child development and found a job in childcare as a nanny...with me, Heidi.

Mud Hole #1: Difficult Paperwork

Truth be told, Ingrid went into childcare because it was the least scary option and meant she didn't have to talk to adults all day. She enrolled in school - paying out of pocket for her first semester due to issues with her FAFSA application that were not caught in time. The cost, combined with being the only driver in the family, took its toll. After the first year she paused her classes and worked for the next 3 years.

"I just couldn't do it all, and it felt not good to not do good."

During that time, I was building her trust and would tell her about every opportunity to connect to community resources. Because of her responsibilities, she wasn't sure which one would work for her. But over time, she got to know many folks in the health community through my family and friends. I remember our first big win when she stepped foot in the Job Training Center. Her intent was to bring her friend to an event that highlighted careers in education. But she was still really interested in medicine.

"I always thought of myself as maybe working at a clinic like the one that my family had used - I remember going into Greenville Rancheria as a kid, and they were really helpful."

Her confidence was clearly different after attending the education event. Not long after, she attended a bilingual Mind and Body funded by First 5. Then because she had started to follow the Job Training Center, she saw a post about a medical assisting program in Glenn County.

Mud Hole #2: Transportation

About this time, the kids she cared for were getting older and her hours were going down. And her family responsibilities were being spread out. So the timing was right when she received an invitation to attend a Medical Assisting orientation in Orland. But driving the 30 miles on the freeway was uncomfortable for her. Note: It is A HUGE deal that she is the first woman in her family to drive, let alone on the freeway by herself.

Then she was notified that there was van transportation available and Ingrid was able to attend, and that really changed everything.

After her trip to Orland, Ingrid shared that she felt supported, and the program contacts said they cared and would help the students be successful. It was so amazing to see her desire and confidence grow. She worked on the application one step at a time, going in several times to talk with JTC staff to make sure she did it all correctly. This wasn't without hiccups and barriers. Finding the correct information and numbers (think taxes and proof of citizenship and paystubs), but she kept saying "I just need to do the next step, and not get overwhelmed with the whole process."

Hoping to earn a JTC scholarship, she promised herself she was going to try and make this work. And she did earn the scholarship!

Mud Hole #3: Costly Missing Requirements

Ingrid began the 9-month Medical Assisting program that included six other Tehama County women, all bilingual. But that nasty mud arose again - and she realized she did not have any of the vaccines required, and she thought she was on her parents' insurance... come to find out that paperwork was never filed. So, she used literally every penny and a few of mine to get all the correct vaccines in a 48-hour period in order to continue to week two.

Imagine throughout your whole life, your biggest fear is not having money for food and rent and then using all of the money you have to get vaccines.

Mud Hole #4: Unexpected Complications

The first 2 months of training were great- and then more mud. Her now 19-year-old sister gave birth to a beautiful baby boy. When we learned about the pregnancy, Ingrid

and I had some serious hard-core discussions about only being able to help if she could help herself first. But all that is pretty hard when a single mother with no driver's license, no job needs your support. But she jumped through one more mud hole and stayed in school.

And I realize for an outsider, all of the mud holes could seem small, avoidable or maybe not even her mud hole. But I can tell you as I stood by this kid's side, the mud is real and it can feel like quicksand. Which is why in May I was beyond proud to stand with my 9 and 5 year old daughters and watch her graduate from the Glenn County Medical Assisting program.

Today, Ingrid is employed by Greenville Rancheria in Red Bluff and just received her first full time paycheck. She's grateful for the experience and training and is already looking to the future.

"I have a plan, Heidi. I want to work for two years and then apply to an LVN program."



Pictured Center: Ingrid with her fellow MA graduates

workshop

FIVE THINGS YOU MIGHT NOT KNOW ABOUT



- Last year Job Training Center *invested over \$600K* in Tehama County job training.
- Job Training Center operates a fulltime, brick and mortar career center that is *open to the public at no cost* where you can find local job postings, get career advice and get connected to job training resources.
- Job Training Center proudly runs Washington Street Productions which is an *amazing collaboration with Department of Social Services* that teaches people how to design, make and sell handmade home goods. Sales are twice a month and they are a great place to purchase holiday gifts!
- When a natural disaster hits our community (storms, fires, global pandemics) Job Training Center is commonly asked to *deploy paid work crews to help the frontlines* clean up the disaster.
- Job Training Center has been running *summer youth programs for over 20 years* and last summer was the first year we hired the summer youth to work as JumpstART Artist Interns – it boasted a *100% completion rate*.



Why Focus on Healthcare?

According to the California Hospital Association (CHA), 350,000+ highly skilled professionals work in California hospitals – despite this, *they aren't generating enough professionals to meet the demand*. California's workforce supply is not keeping pace with the growing demand for health care services. Hospitals and health systems, particularly in rural or low-income areas, are struggling to ensure that 40 million Californians receive the care they need and deserve.

Retirements exacerbate California's existing shortages of primary care and specialty physicians, pharmacists, lab scientists, and imaging technologists, among many other professions. According to the CHA, *44% of California's clinical laboratory scientists are age 55 +*.

In 2021, there were 39,290 jobs in the Far North in healthcare. That number is expected to *rise to 41,535 by 2026*, a 6% increase. Of those, *2,245 will be new positions*. (North Far North Vision 2022-2024 Strategic Plan)

Multiple efforts are underway to address the shortages and support students entering healthcare training. More online and hybrid programs are now available. Efforts are being made to encourage rural students to the field. Over the last five years, the state has encouraged apprenticeship models in sectors other than the traditional trades including biomedicine, health care, and education. In August, the Governor issued an executive order to create a master plan for career education in the next year. The master plan looks to remove barriers that students in California face on their journey from the K-12 system to college and ultimately a fulfilling, well-paying career.

Some of the middle-skill occupations, those requiring training but not a bachelor's degree, include:

- Registered Nurses
- Licensed Practical and LVNs
- Dental Hygienists
- Radiologic Technologists and Technicians
- Medical Records Specialists
- Respiratory Therapists
- Physical Therapist Assistants
- Surgical Technologists
- Diagnostic Medical Sonographers
- Occupational Therapy Assistants

TEHAMA COUNTY

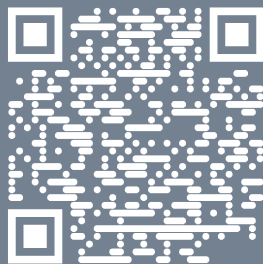
Community Health Assessment

Public Health practice focuses on three key areas, assessment, policy development and assurance. A Community Health Assessment (CHA) is the process of gathering, analyzing, and monitoring health outcome information for the entire population. It is how a community knows what its leading causes of morbidity and mortality are. In addition to telling the story of the health status of our community, the CHA also helps us identify where there are disparities in health among different population groups; it complements the hospital's community health assessment, and it provides a foundation for health improvement planning and decision making among community organizations.

In 2022 Tehama County Public Health started the CHA process. Data on more than 90 indicators describing both social determinants and health outcomes were collected and analyzed to describe the challenges that Tehama County residents experience that affect their wellbeing. A conceptual framework called A Public Health Framework for Reducing Health Inequities, was used to center these indicators in health equity and categorized them into domains that affect health status: Social, Institutional, Living Conditions, Risk Behaviors, Disease and Injury, and Mortality. The process was guided by Tehama County Health Services Agency – Public Health, an epidemiology consultant, and a group of community stakeholders. Stakeholders included members from the following organizations:

- Expect More Tehama
- Dignity Health
- Tehama County Sheriff's Office
- Tehama County Air Pollution
- Rolling Hills Clinic
- Continuum of Care
- Public Health Advisory Board
- Empower Tehama
- Latino Coalition
- TRAX
- Greenville Rancheria
- Tehama County Department of Education
- 3 CORE
- Healthy Rural California

View the complete
Tehama County
Community Health
Assessment here:



The CHA identifies several challenges within each domain that contribute to local health needs. Compared to California overall, the following issues stood out for Tehama County.

SOCIAL, ECONOMIC, GOVERNANCE, AND INSTITUTIONAL CONDITIONS AND INEQUITIES

- High rates of poverty, low per capita income
- Lower rates of employment
- Lower proficiency in 3rd grade Math and English Language Arts
- Lower rates of post-secondary education
- Higher rates of suspension and incarceration
- Racial health inequities and less racial diversity
- Less access to healthcare with fewer physicians, dentists, and mental health providers per population and lower rates of preventive screening

LIVING CONDITIONS

- Limited park access
- Higher risk of extreme heat and impact from wildfire
- Higher rates of homelessness
- Low use of active transportation, despite less access to vehicles and shorter commute times
- Inadequate access to supermarkets, high Food Environment Index score, and high food insecurity

COPING AND RISK BEHAVIOR AND CONDITIONS

- Higher rate of substantiated child abuse, repeat substantiated allegations, and adverse childhood experiences (ACEs)
- Low rate of early entry into prenatal care with significant racial and class disparities (also a healthcare access issue)
- High teen birth rate
- High rate of motor vehicle collision deaths and alcohol-involved collisions
- Higher rate of smoking
- High rate of physical inactivity with limited access to adequate exercise opportunities

HEALTH OUTCOMES

- High rates of high blood pressure, diabetes, and obesity
- Higher rate of preventable hospitalizations
- Higher rate of disability
- High mortality rate and premature death rate and lower life expectancy

PRIORITIES After reviewing all the data, the CHA Stakeholder Group prioritized the following 10 health issues overall. The top 5 priorities that were identified by this group were Healthcare Access, Education, Economic, Health Behaviors and Outcomes, and Transportation (*Figure 8*). Several participants stressed that Diversity and Inclusion should be a cross-cutting priority embedded in these health priorities. The top five top health issues prioritized by the 10 members of the CHA Advisory Group included Economic, Healthcare Access, Education, Health Behaviors and Outcomes, and Transportation.

"The data shows that we have some work to do to improve health outcomes within our county. I'm hopeful that collectively, our community can have an impact on improving the health of our residents by addressing the broader issues that impact health outcomes" Minnie Sagar MPH MPA
Public Health Director for Tehama County.

The next step to improving the health of our community is to embark on our Community Health Improvement Planning (CHIP) Process. During this process we will be focusing on the top 5 health priority areas and engaging individuals and organizations in meaningful dialogue. That process will include a deeper dive into the data and identifying collaborative strategies for addressing these issues.

Tehama County Health Services Agency welcomes comments or requests to become community member representatives for our focus groups during our Community Health Improvement Planning Process. If you are interested, please reach out to 530-527-8491 ext. 3649 for more information.

Healthy Rural California is a non-profit organization born out of the Butte-Glenn Medical Society in 2020. Beginning in the north state, Healthy Rural California aims to meet the public health needs of California's rural communities by closing the gap in quality, access, and equity and eliminating health disparities. They work to fulfill their mission through building strong partnerships and coalitions, increasing the number and quality of physicians and other healthcare providers, and addressing rural community health needs such as mental health, opioid use disorder, and excessive alcohol use. They are launching a Community Psychiatry Residency Program Rotation that will begin in June 2024 and are working on a Family Medicine Residency program for 2025.

TRANSFORMING LIVES

HEALTHY RURAL CALIFORNIA'S HEALTHCARE PROFESSIONS PATHWAYS PROGRAM LEADS STUDENTS TO EXPLORATION OF CAREERS IN MEDICINE

The field of healthcare professions is undeniably rewarding, providing individuals with the opportunity to make a positive impact on people's lives. However, for students aspiring to pursue a career in healthcare, gaining practical experience can often be challenging. Enter Healthy Rural California's Healthcare Professions Pathways Program, an exciting initiative that has successfully placed students from high school seniors to medical students in shadowing experiences with healthcare providers in the region. The program, funded through a grant from the California Department of Healthcare Access and Information, not only benefits aspiring healthcare professionals but also addresses the critical need for quality healthcare in the under-resourced areas of Butte, Glenn, Shasta, and Tehama Counties.

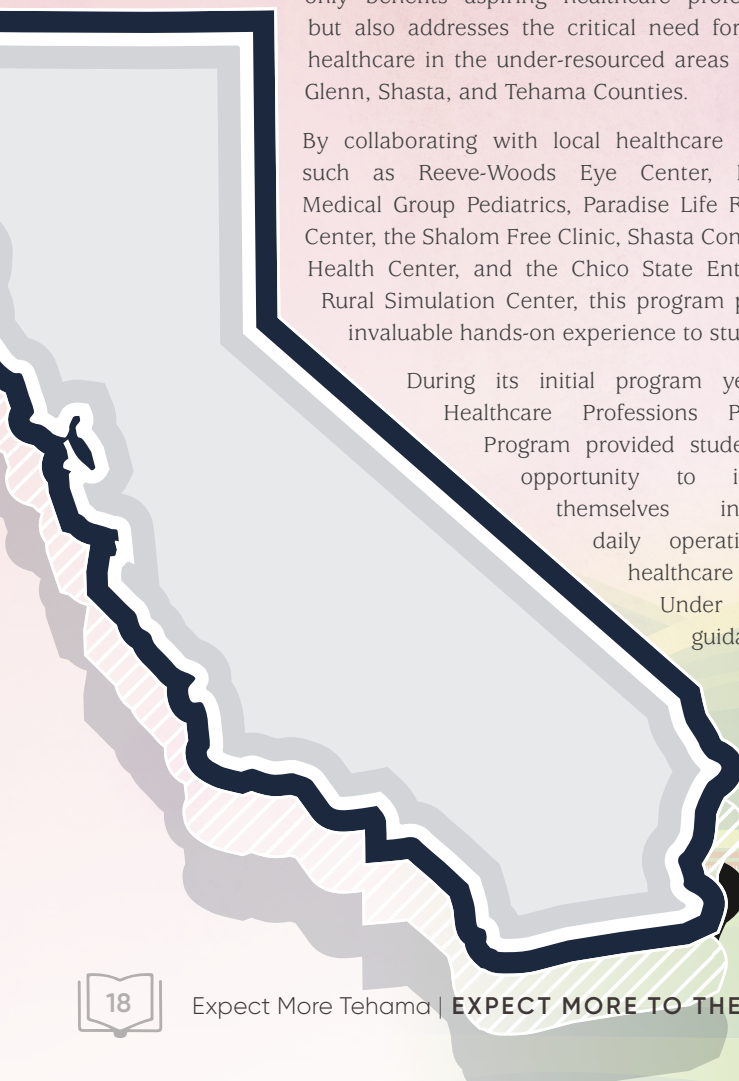
By collaborating with local healthcare facilities such as Reeve-Woods Eye Center, Paradise Medical Group Pediatrics, Paradise Life Resource Center, the Shalom Free Clinic, Shasta Community Health Center, and the Chico State Enterprises Rural Simulation Center, this program provides invaluable hands-on experience to students.

During its initial program year, the Healthcare Professions Pathways Program provided students the opportunity to immerse themselves in the daily operations of healthcare facilities. Under the guidance of

experienced mentors, students worked alongside healthcare professionals, witnessing firsthand the challenges and rewards of providing care in underserved areas and equipped students with practical skills, enhanced their problem-solving abilities, and boosted their confidence, all while fostering a sense of empathy and compassion.

In addition to in-person shadowing, the students participated in Virtual Grand Rounds, completed assignments related to communication and professionalism in healthcare, participated in a simulation exercise at the CSU Chico Rural SIM Center, and produced a research poster. Our region faces significant healthcare disparities due to a shortage of healthcare professionals. The Healthcare Professions Pathways Program plays a crucial role in addressing this issue by supporting the healthcare workforce pathway from high school and beyond. By providing our community with enthusiastic and dedicated students, the program inspires future healthcare professionals to consider rural and underserved areas for their future careers. This long-term impact is invaluable in improving healthcare access and quality.

If you are interested in hosting future Healthcare Professions Pathways Program students at your organization, or would like us to provide a presentation, please contact Rachel Sanchez, Director of Community Health, at rsanchez@healthyruralca.org.





While the need for mental health support spans the county, not every school is able to staff a mental health professional. Whether or not a school has a dedicated staff member to support student mental health, the Tehama County Department of Education's School Mental Health and Wellness Team works with the school as a system of care for students and families.

Established in 2020, the Mental Health and Wellness Team is growing in their mission to provide low barrier mental health support to all public schools in Tehama. Based out of TCDE's THRIVE Center, the team is comprised of professionals from various fields ranging from clinical mental health, behavior intervention, and public health. THRIVE embodies the department's mission to Transform, Heal, Restore, Innovate, Vision, Educate.

"We aim to serve schools, students, and families in a number of ways, providing appropriate interventions for their specific circumstances," said JoNell Wallace, Program Coordinator. "Sometimes that looks like working with a teacher in a coaching relationship, or whole staff training. At other times it looks like working with the student and family system. While this is not a one size fits all, I do aspire to be a one-stop-shop to get connected to whatever service your school may require; taking care of the whole child and system of care we encounter."

One of the greatest needs the SMHW Team is seeing is the rise in need of early intervention for younger students.

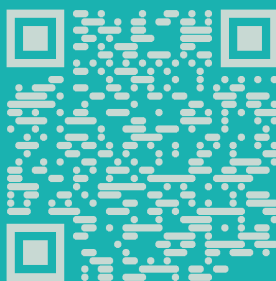
"One of the greatest needs we are seeing is the need for early intervention," said Clinician Supervisor Jebediah Hall. "Healthy and supportive relationships are the primary buffer to adverse childhood events and the ability

to help a child feel connected to their school in the earliest stages of education will have a cascading positive impact on not only their education, but also overall development for the rest of their lives."

The School Mental Health and Wellness Team is particularly excited about their collaboration with Early Learning Programs and Services, First 5, juvenile justice, and the Tehama Youth Council to spread interventions into populations that may not typically be served. This includes applying for competitive scholarship funds for training in Infant and Early Childhood Mental Health Consultation Network and launching a Tehama Youth Council. The Youth Council comes at a time when the state of California is recognizing, highlighting, and lifting youth voice in a way that has not seen before. Having Tehama youth represented in this movement is imperative to make sure the unique rural perspectives are a part of the larger conversation.

Historically, funding for SMHW services has been sustained with grant funds. The Tehama County Department of Education is actively engaging with other funding opportunities to keep these services thriving. "We have a lot of work left to do and the vision to see it through," Wallace reiterated.

For more information about the TCDE's School Mental Health and Wellness Team visit their website or follow them on social media.

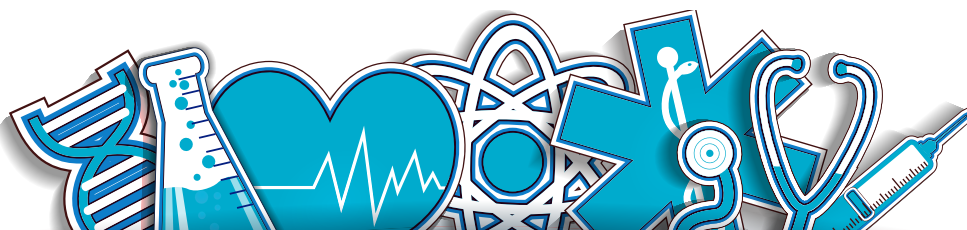


@tcde_mentalhealth

UC Davis Hosts North State Students at Fostering the Future Event

In early July, nine high school students from Siskiyou, Glenn and Tehama Counties attended a two-day camp at UC Davis Medical Center. Fostering the Future is a program put on by UC Davis Medical Center's Research Experience in Surgery (RESURG) Internship Program. In the past, it has been focused on serving underserved high school students in Sacramento County.

Connections made this past year in the North State made it possible for the North State students to participate. Over the two days, students learned about medical school and research, and participated in group activities and challenges. The hope is to send more students from throughout the region next year.



UC DAVIS' AvenueM

AvenueM is a community college to medical school pathway program that aims to reduce barriers to entry to medical and other healthcare careers. UC Davis School of Medicine is partnering with three 4-year institutions – UC Davis, California State University (CSU), Sacramento, Cal Poly Humboldt, and a network of community colleges, including Shasta College, feeding into them, to establish this robust educational ecosystem. Avenue M aims to provide support and mentorship to students from all communities that have been historically excluded in medicine to become physicians.

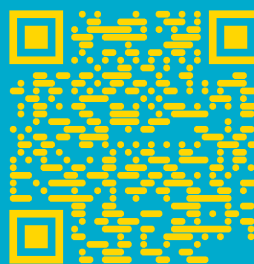
UC Davis has received a \$1.8 million grant to create a robust pre-med pathway for rural college students.

It's the university's latest initiative to boost the number of primary care physicians in underserved parts of Northern California.

Staff will provide academic support, ensure students' seamless transfer to any of three participating four-year colleges, then steer them toward the UC Davis School of Medicine.

The AvenueM application cycle for the 2023-2024 academic year is OPEN! Students who are early in their community college coursework or plan to transfer to a 4-year institution in Fall 2025 are encouraged to apply. The deadline to apply is Friday, December 15th at 11:59 pm Pacific Time.

Learn more by scanning here:



AvenueM
*Roadmap to Your Career
in Medicine*



**California Medicine
Scholars Program**

HOPE SCIENCE

Coming to Tehama County

"Hope is the belief that tomorrow will be better than today, and that you have the power to make it so. It is a fundamental element of our capacity to live life well." –Dr. Chan Hellman, Professor at the University of Oklahoma-Tulsa and the founding director of the Hope Research Center.

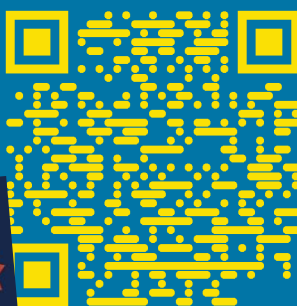
Last Spring, NorCal Champions for Kids sat down with Dr. Hellman to learn more about hope and to think about how it can be utilized to support our rural communities. You can listen to that conversation via the QR code.

If there is one sure thing in life it is that hard things will happen. It is our interactions, actions

STUDENTS WITH HIGH HOPE HAVE

- Better academic performance and higher graduation rate (Snyder et al., 2002)
- Strengthened academic potential (Bressler et al., 2010)

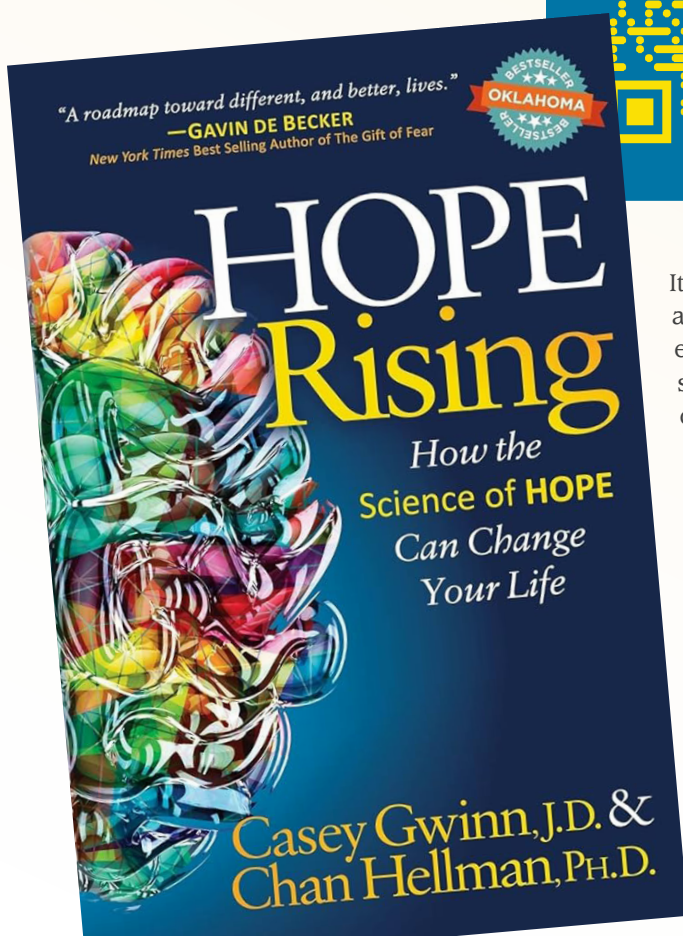
Scan here to receive information about the Spring Hope Navigators Training in Tehama County!



and reactions to these hard things that shift our long-term outcomes. The Science of Hope provides a framework for understanding the skills we can learn and teach to ensure our interactions, actions and reactions lead us to a path of success.

Dr. Hellman explains that hope is made up of three core components: The first and second components are Goals and Pathways, the skills of approaching life in a goal-oriented way and the ability to identify the small steps needed to achieve these goals including being flexible and finding different ways to achieve your goals. The last is Agency, which can be thought of as willpower or believing that you have the power and influence over your own life to create change and achieve these goals. Science tells us that the combination of these three skill sets is measurable and is the most predictive indicator of well-being in a person's life.

It has long been understood that high doses of cumulative adversity experienced during critical and sensitive periods of early life development, without the buffering protections of safe, stable, and nurturing relationships and environments, can lead to long-term disruptions of brain development, immune and hormonal systems and genetic regulatory mechanisms—a condition now known as the “toxic stress response.” Great efforts in the last decade have focused on education, prevention, and detection of toxic stress in children. Hope is the bridge between healing and doing. Practicing the skills necessary for hope (way power and willpower) not only impacts lifelong success but also academic success.



BRIDGE TO COLLEGE & CAREER

Since 2016, the Bridge to College and Career (B2CC) staff at the Tehama County Department of Education (TCDE) have provided career and college exploration services, as well as academic support to primarily 1st generation college students throughout Tehama County. B2CC is a federal TRIO program funded through the Educational Talent Search project. Project Director Patrick Mair and his team currently work collaboratively with six middle and high schools.

"We focus on helping students make appropriate decisions when choosing their post-secondary paths with the hopes that when they enter college or other post-secondary training programs they have a clear understanding of who they are, what their strengths are, and why they are choosing their particular pathway," said Mair.

Throughout this process there is an emphasis on degree/certification completion in the fewest number of years possible to minimize costs but maximize opportunity.

At Maywood or Woodson Schools you will find Melody Villaseñor exploring career options with 6th-8th graders, as well as 21st century skill attainment, and A-G course work preparedness for high school. High school readiness is a major component to the work. In 2022 Villaseñor was instrumental in providing an opportunity for Corning High School seniors to complete financial aid applications, college and trade school applications, as well as 10th and 11th grade field trips to colleges and industry related fairs.

Brittany Smith can be found doing the same career and college exploration at Vista Prep and Gerber Schools where she helps

students develop a growth mindset for succeeding in high school and college. In Fall 2022 Smith was instrumental in bringing a College and Career Center to Red Bluff High School. The Center offers a space where students can meet with staff and research post-secondary attainment options. Smith also provides juniors and seniors with financial literacy workshops.

Dana Baker is the newest team member who is working on a pathways grant serving Lassen View, Reeds Creek and Berrendos middle schoolers. Baker is working under a pilot project to provide small schools with mobile career exploration and hands on career technical education experiences.

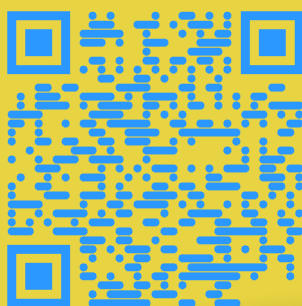
In June, Bridges and the Glenn/ Tehama Gear Up program joined forces to take 70 high school students to visit California State University, Sacramento and the University of Nevada at Reno.

"When approaching our students around career and college exploration, we must understand where our students are at academically as well as social emotionally in order to provide them responsible advising," said Mair.

FOR MORE INFORMATION, CONTACT:

Patrick Mair,
Project Director
Bridge to College and Career
pmair@tehamaschools.org

LEARN MORE ABOUT TRIO
PROGRAMS HERE:



Villaseñor and Smith at a B2CC college/career fair workshop

GRAD Partnership

STUDENT SUCCESS SYSTEMS
IMPLEMENTED IN FAR NORTHERN CALIFORNIA

North State Together is pleased to provide an update on the first-year progress of the GRAD Partnership Student Success pilot. NST established a regional network of ten rural GRAD Partnership high schools, including Red Bluff High School's TRiO Program. Together, the network has co-designed and implemented a Student Success System that works in rural settings using a place-based framework that is flexible and data-driven. GRAD Partnership schools integrate existing systems into one Student Success System that monitors the "Big A, B, C's" which are Attendance, Behavior, and Course Completion combined with the "little a, b, c's" which are agency, belonging, and connectedness. We have learned promoting school connectedness and student belonging is an effective, universal prevention measure.

GRAD Partnership Schools established Student Success teams that are laser-focused on better understanding why students are disconnected and what might reengage them. Many of the school sites have surveyed students and have added student-focused events that increase engagement and school attendance.

They have also implemented a relationship audit to determine which students do and do not have supportive relationships. With insights in hand, the team acts to improve students' connections including tailored responses or actions that respond to patterns seen among many students.

Student Success Systems do not have to cost much. They do not require new software, but a coalescing of existing systems to create an environment that supports and encourages student engagement. Connecting students to school often leads to better grades, higher attendance, fewer behavioral challenges, and a better school experience.

At Red Bluff High, TRiO has provided additional support to 9th graders around attendance. "Having that additional person on campus that can take a moment and offer individualized support around attendance is highly impactful," said Patrick Mair, who oversees the TRiO program.

For more information email Susan Schroth, Director of GRAD Partnership, at sschroth@shastacollege.edu

Dual Enrollment in Tehama County

The Shasta College Dual Enrollment program aims to offer students opportunities to earn college and high school credit at the same time without ever leaving their high school campus. We offer two types of dual enrollment.

Traditional Dual Enrollment: defined as a college course, taught by a qualified high school teacher, on the high school campus, during the regularly scheduled school day.

Facilitated Dual Enrollment: Online course taught by a Shasta College faculty member that collaborates with a high school instructor. That high school instructor facilitates the online course work during a specified period during the high school day and the SC faculty member serves as the instructor of record.

Shasta College currently offers Dual Enrollment at the following Tehama County institutions...

- Red Bluff High School (57 sections)
- Tehama eLearning Academy (3 sections)
- Corning High School (13 sections)
- Los Molinos High School (5 sections).

Together, Tehama County schools offer a total of 78 sections* of dual enrollment.

In the 2022-2023 we had 880 enrollments* across the four Tehama County schools offering dual enrollment opportunities. Enrollments are expected to rise this year with the addition of new courses and increased student support from both Shasta College and Tehama schools.

Subjects offered across Tehama County Schools include:

- | | |
|-------------------------|-----------------------------|
| • Computer Science | • EMT Program |
| • Student Development | • Natural Resources |
| • Math | • English |
| • Business | • Astronomy |
| • Welding Technology | • Early Childhood Education |
| • History | • Art |
| • Automotive | • Political Science |
| • Medical Terminology | • Basic Pharmacology |
| • Industrial Technology | • Psychology |
| | • Music |

**Sections- Some courses have multiple sections of the same course (duplicated count).*

**Enrollments- Most students are enrolled in multiple courses. This is the number of enrollments in Tehama County and does not represent the unduplicated number of students taking dual enrollment courses.*



Desserts and Degrees

MULTIPLE PATHWAYS TO BECOMING A TEACHER

According to the California Department of Education, California had more than 10,000 teacher vacancies, including positions filled by people who do not hold credentials, during the 2021-22 school year. Some of the best candidates are those who already work with children in the classroom, but don't hold degrees and credentials.

Many adults considering entering the education field are unaware of their program options, and some are available without ever having to leave the county. A Desserts and Degrees event has been held in the past as a joint effort between First 5 Tehama, Tehama County Department of Education and Expect More Tehama. One event highlighted education pathways and job opportunities and two events focused on online and cohort style degree opportunities. The next event will take place in early 2024.

Eduardo Garcia Arango, a Gerber School paraprofessional in a transitional kindergarten (TK) classroom, recently graduated with a Bilingual Multiple Subject Credential from San Diego State University. Anango learned about the fully online opportunity at the first Desserts and Degrees event. After graduating, he was hired as one of six bilingual teachers at Gerber School as part of the newly launched dual immersion program.

"The San Diego program utilizes a curriculum that prepares you to work with culturally and linguistically diverse students, leaving you confident and prepared to be an exceptional teacher," said Anrango.

After meeting the state preschool team at a similar event, Miriam Avalos, an AA level graduate, was hired as a preschool assistant. This experience helped solidify her desire to continue her education. She worked in a preschool classroom for a year while she applied at Chico State. She is currently in her last semester earning her BA in Child Development to become a preschool or TK teacher. While she is finishing school, she continues to spend time in a classroom while substituting and volunteering for First 5 Tehama outreach events.

Tehama County Superintendent Rich DuVarney feels strongly about strengthening the education pathway. *"In recent years our entire state has struggled to find qualified teachers. Our statewide searches are not as effective as they once were because everyone is struggling. We have become convinced that growing our own is the most productive option."*

"There are new state and local incentives to minimize cost and travel for individuals who are willing to pursue a career in teaching. Math, Science and Special Education teachers are particularly difficult to find."

A variety of programs are now available including:

Shasta College

530-242-7500

BOLD (Bachelor's Through Online & Local Degrees)

<https://www.shastacollege.edu/academics/bachelor-s-degree-programs/bachelor-s-through-online-local-degrees-bold/>

ACE (Accelerated College Education)

<https://www.shastacollege.edu/academics/accelerated-college-program/>

Early Childhood Education (ECE) and Hybrid ECE programs

<https://www.shastacollege.edu/academics/programs/early-childhood-education/>

California State University, Chico

Department of Education

<https://www.csuchico.edu/soe/>

NorCal Great TEACHER Pipeline Grant

greatteachers@csuchico.edu
<https://www.csuchico.edu/soe/financial-aid/norcal-great/index.shtml>

San Diego State University

Bilingual K12 Credential Program (online)

<https://education.sdsu.edu/dle/academics/bilingual-added-authorization>

California State University, Sacramento

Bachelor's Degree in Child Development (Online)

Jacqueline.jang@csus.edu

REACH University

Accreditation pathway embedded in the K-12 workplace

Visit reach.edu or call Héctor Camacho, Senior Vice President of Workforce Development & Dean of Admissions
hcamacho@reach.edu | phone/text (650) 209-0647

Simpson University

Single and Multi Subject Teaching Credential Programs

530-224-5600

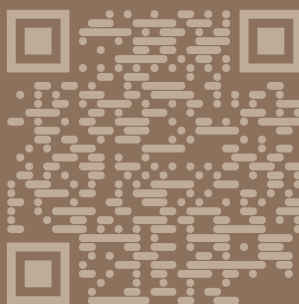
<https://simpsonu.edu/Pages/Academics/Majors/GS/School-of-Education.htm>

Western Governors Association (WGA)

https://www.wgu.edu/online-degree-programs.html#_

Events like Desserts & Degrees help build awareness about programs that might make the difference for working adults creating cohesive pathways into education jobs.

To receive more information about future events, scan the QR code to be added to a contact list:



Did you know? In 2021 there were 29,260 jobs in education and human development in the 14 northern counties. This sector is forecasted to see a 9% projected increase through 2026.

(Source: North Far North Regional Plan, 2022-24)

NorCal GREAT Teacher Pipeline Grant

Aims to Grow Our Own Teachers

In response to the critical need for educators, Chico State University wrote and received the NorCal GREAT Teacher Pipeline grant. The grant is funded by the US Department of Education and Chico State Enterprises and is focused on developing a grow your own teacher pathway in north state communities.

The grant provides assistance to undergraduate, credential, and masters students who are looking at teaching as a career. The award amount is determined by your current educational status.

Undergraduate and Pre-Credential Students: will receive up to \$6,266/semester, Teaching Credential Students: will receive up to \$12,999/semester, Education Master's Students: will receive up to \$7,250/semester

The grant also helps high school students explore teaching as a career path. Students at Red Bluff High School and Orland High School are being offered the opportunity to take an Introduction to Teaching class at their high schools. They are also offered field trip opportunities including attending the October 17th Chico State Future Teacher Expo.

Currently 25 students are enrolled in the Red Bluff class (Fall 2023). Students are eligible to receive Chico State credit their second semester. Red Bluff High's Kellen Starmer is enjoying teaching the class:

"I think it is great to get younger kids having these types of discussions because their experiences in K-12 classrooms are so fresh. By the time I, and many other (adult) students, get to the credential program, we have been out of K-12 classrooms for quite some time. This has led to very genuine conversations about different teaching styles, philosophies, and methods and their experiences/opinions about

them. It is also really exciting to see them take a step back from being students and assessing the reasons behind the teaching philosophies/methods.

Simply put, I accepted this role because it sounded like a fun class to teach. It is exciting to have the opportunity to introduce and encourage these young students to what I have found to be an extremely impactful and rewarding career."

For more information on the NorCal GREAT Teacher Pipeline grant, email greatteachers@csuchico.edu or visit <https://www.csuchico.edu/soe/financial-aid/norcal-great/index.shtml>



Expect More Tehama first sent a bus full of 8th grade students from Lassen View and Richfield Elementary Schools to visit Chico State University in 2010. Many students hadn't visited a college before. Some had never been to Chico. Back then, it wasn't commonplace for middle schoolers to visit universities, but today that has changed. By the time they get to high school, most 8th graders have visited not one, but several college campuses.

CSU's Schulte a Great Champion for RURAL & ROOTS

Chico State's Director of Civic Engagement Dr. Ann Schulte retired in May 2023. She grew up in South Dakota and understands what it means to be rural. She worked tirelessly to connect Chico State with its vast 12-county service region including traveling as far as Modoc County. In 2018 she was invited to bring a team of university staff to an Expect More Tehama Summit, and soon after she joined the Leadership Team. For Expect More, it was a huge gift to find a CSUC point person who championed rural students and wanted to be at the table.

"Until Ann arrived, we saw the university as a distant asset," said Expect More's Kathy Garcia. "She put names, faces, programs and heart into that equation."

In 2019, Schulte started a North State ROOTS group hosting in person meetings at the university and inviting all kinds of faculty, staff and students to meet with partners throughout the region. The name comes from the idea that students from our rural region are likely to have deep ties to their home communities. During the pandemic, the meetings went virtual, becoming even better attended and meaningful. On any given ROOTS call, it's not surprising to have five or six counties, from Modoc to Glenn, on the call.

"The thing I'm most amazed about each time I got off a Roots call, was the number of connections that happened," said Schulte. "Sometimes the connections were between partners, and the University representatives were able to witness how the North State partners get stuff done."

Thanks to Schulte and the Office of Civic Engagement (OCE), Chico State's outreach and connections to their North State partners continues to grow and strengthen.

"We are becoming even more focused on understanding our service region, embracing our students from these communities, and thinking about how they might return home with their degrees and new skills," said Schulte.

One example influenced by ROOTS conversations was a successful grant involving Patrick Newell, Chico State Librarian; Amy Magnus, then Political Science Professor and new Director of Civic Engagement; and Heidi Mendenhall, Executive Director, First 5 Tehama. This group received funding to increase access to MedlinePlus, a resource designed to help people become their own health advocates and empower both families and case managers in rural areas with the tools needed to support healthy outcomes.

"This project has shown the power of building relationships across the region," said Mendenhall. "Last year we piloted the training in Tehama County, and this year we are exploring building hubs with multiple partners throughout the region."

Learn more about the Medline Project:

<https://m.youtube.com/watch?v=PTk6t23Woz>

The project is ongoing and upcoming trainings related to health information access in the North State will be publicized soon.



Meet Dr. Amy Magnus, Karen Schreder and the North State Ambassadors

Chico State University's Office of Civic Engagement welcomed Dr. Amy Mangus as its new Director following Dr. Ann Schulte's retirement. Magnus is a professor of Political Science and Criminal Justice and studies social inequality, justice issues in rural communities, and the intersections of activism and social justice. She was the Faculty Fellow of Civic Engagement from 2021-2023.

Karen Schreder joined Magnus' Department as a Regional Faculty Fellow to support the development of pathways into teaching, health, and STEM careers through university-community partnerships. Schreder is no stranger to the region. She started her first job as a Special Education Intern teacher at West Street School in Corning in 1999. During her time working in Tehama County, she had the opportunity to work at Rancho Tehama, Richfield, TCDE and Red Bluff Elementary. Schreder returned to school to seek her doctorate and is now the Program Coordinator for the Education Specialist Program—where her journey in education began almost 25 years ago.

In her new role, Schreder focuses on enhancing regional partnerships and amplifying rural student voices. She is a Regional Hub contact for Rural Schools Collaborative where rural teachers are offered access to grants in place, and connections to what other teachers in rural areas are doing to support their students and grow their practice. She also oversees a group of rural, northstate students mostly funded through the Learning-Aligned Employment Program (LAEP).

"The students are called North State Ambassadors and serve as liaisons to their home communities. They help faculty better understand the strengths and needs of their hometowns, and explore career options for themselves," said Schreder. "The students come together weekly to share about their experiences as rural students and consider new ways to share about the assets of where they come from. They seek to humanize the college experience for rural students, and for themselves."

Most recently, the students were accepted to present at the National Forum to Advance Rural Education. There they will talk about their experiences "Beyond Asset Mapping: Using Authentic Student Voice to Explore Rural Students Connections to Place." The students have been reading the work of rural scholars and realizing that they are not alone in how they have experienced their transition to college. They are also not alone in how much they cherish their experiences growing up in rural regions of Northern California.

The program started last year with six ambassadors representing 4 counties: Shasta, Tehama, Colusa, and Lassen. This year 7 ambassadors are on the team and Siskiyou and Plumas are now represented.

The students are currently working on another proposal to share their work and their rural student perspectives at another national conference. More to come soon!

Tehama County's Garcia and Ulloa Join CSUC's North State Ambassadors

Tehama County's Brynna Garcia joined the first Chico State North State Ambassadors cohort in January 2023 as a CSUC freshman. Garcia, a Red Bluff High School graduate, chose to attend Chico State because she wanted to stay connected to her home community. In this paid position, she talks to high school students considering attending Chico State, creates content for their social media platform and works to help create a space for rural students on campus. She also wrote a piece on her ambassador position for a journalism class. The piece was published in the Red Bluff Daily News as well as in the Rural Schools Collaborative newsletter and the National Department of Education newsletter which greatly increased her self-confidence. In October 2023, Garcia and fellow ambassador Servando Garcia-Hernandez interviewed Chico State President Steve Perez in a Power Hour Podcast.

Garcia would like to see more North State students attend Chico State.

"The ambassadors have a role in dispelling the notion that you need to leave the region to have a great university experience," said Garcia. "Chico is a great school and it's right here." In September 2023, Red Bluff graduate Veronica Ulloa joined the cohort. She'll play a role in adding student voice to the Expect More Tehama efforts by joining their Leadership Team.



Pictured: Front - Brynna Garcia (Tehama County), Bethany Regnani (Colusa County), Second Row: Cyanna Iniquez (Shasta County), Dr. Karen Schreder; Back Row: Dr. Amy Magnus, Servando Melendrez (Lassen County), Veronica Ulloa (Tehama County), Sopia Dutton (Plumas County). Not pictured: Izick Garcia-Hernandez (Siskiyou County).

"I feel like this job helps me to be more connected to my community and definitely helped make the transition from high school to college easier and less intimidating," said Ulloa. "I'm excited to use my experience to help make a difference for other rural students." Most recently Ulloa and Garcia served as mentors to a group of Red Bluff High Students who came to Chico State to attend the Chico State Future Teacher Expo.

For more information contact the office of Civic Engagement at OCE@csuchico.edu

There's a lot of celebration around high school graduation, and rightly so! But flying under the radar are adults all around us who work all day and hit the books at night for higher education degrees. These are just a few we should also be celebrating!

THE PEOPLES' ADVOCATE

In October 2023, Oscar Hagstrom received the 2023 San Diego County Prosecutor of the Year Award presented by the San Diego Deputy District Attorneys Association. Hagstrom, a 2004 Red Bluff High graduate, was honored at a special awards dinner with family and friends in attendance, including Red Bluff High's Barb Daugherty, pictured below with Hagstrom.

Hagstrom loved wrestling for Red Bluff High and still keeps in touch with teammates. He attended San Diego State University where he received his degree in finance and then attended New York Law School, graduating cum laude in 2011.

"I went into law because I wanted to make an impact on people's lives and be an advocate," said Hagstrom.

Hagstrom received the award for successfully trying one of the most complex court cases of the year that lasted nearly two months in trial. He received a standing ovation as he accepted the honor.



Proctor's Master of Library and Information Science (MLIS) Journey

As the Tehama County Library's Retro-technology Lab Technician Eddie Proctor knows a lot about libraries. Getting his Master of Library and Information Science (MLIS) degree wasn't something he saw himself going for after he completed his Bachelor's degree in History at Chico State. However, when the pandemic started he thought more about doing something to distract himself from the quarantined world. *"I was still working at the library, and it showed me how important a library can be for a community," said Proctor. "I knew this was the type of career I wanted and looked into getting my MLIS degree. I decided to attend San Jose State as it was completely online and allowed me flexibility to complete my Master's at my own pace."*

For Proctor, this Master's was not an easy one to complete, but it was extremely rewarding. The first few classes required that a person get a B or better to continue with the program. He admits he did get a bit stressed at times about assignments to keep his grade in that range. However, the classes taught him how much he had to really focus on every detail in instructions and readings.

"It became important to set particular days where I worked on assignments and kept a calendar when everything was due," said Proctor. "I learned so much from the program, and I'm so glad that I decided to take on this journey."



GINA CORTEZ-NAVA

Graduates from Law School

Georgina “Gina” Cortez-Nava works for Empower Tehama. She started at Empower as the Outreach Assistant and was later promoted to the Teen Dating Violence Prevention Coordinator where she worked with students at Red Bluff and Salisbury High Schools. Currently, she is the Human Resources Supervisor, Legal Team Supervisor. What’s even more impressive is Cortez-Nava is a Certified Law Student waiting for her Bar Exam results. During the pandemic, she not only worked, but persisted through and graduated from law school in Chico.

Gina Cortez-Nava was born and raised in a low-income, single-parent household in Vallejo, California (Solano County). She lost her dad at the age of 8 to cancer. She was determined to change her life, so she went to college at the University of California, Riverside where she pursued a pre-medicine/biochemistry degree. During her last year she realized she was not passionate about medicine, so she changed her major and decided to pursue teaching. Gina moved up to the North State after college to be close to home because her mom was diagnosed with cancer. She did graduate work at Chico State for teaching.

“I always had an interest in law and the want to stand up and speak for others who could not advocate for themselves; however, I never felt confident enough in myself to pursue a legal education” said Cortez-Nava. “My mom,

however, believed otherwise and would always tell me that I should be a lawyer because I was good at arguing with people.”

After her mom passed away in 2017, Gina decided to take a shot at law, and began studying for the LSAT. She went to Cal Northern School of Law in Chico, where she was the Class of 2023’s Valedictorian and graduated with Cum Laude distinction. She earned both her Juris Doctor and Master of Legal Studies degrees.

Throughout her 4 years of law school, Cortez-Nava commuted to Chico every Tuesday, Wednesday, and Thursday night, after working a full 8-hour shift. She usually would not get home until around 10:30pm. Even with the pandemic, she was actively involved with the Student Bar Association, and was the president during her 2L, 3L and 4L years. Her weekends were filled with schoolwork, while trying to fit in time for herself and her family.

“The hardest part was dealing with ongoing burnout from my restrictive schedule and not feeling like I was good enough. Even though I have graduated, sat for the Bar Exam, and am now awaiting results, I still feel like “why me” and am still processing that I am not an impostor but someone who worked hard for everything I have achieved.” – Gina Cortez-Nava

About Cal Northern School of Law

Cal Northern School of Law is proud to consistently rank among the very top of the California Accredited Law Schools (CALS).

Mission: *Cal Northern School of Law seeks to provide an affordable quality legal education to students that is both practical and well-grounded in legal theory. Through a part-time evening law program, students can maintain their employment and be near their families while studying the law. Taught by judges, lawyers and other professionals, the Law School’s curriculum is designed to expose students to the day-to-day application of the law and to prepare them to pass the California Bar Examination and be ethical successful members of the legal profession.*

Calnothern.edu

FIVE THINGS YOU MIGHT NOT KNOW ABOUT EMPOWER *Tehama*

Empower Tehama’s mission is to promote healthy relationships and social change in our community.

- Counseling services at Empower Tehama are not just for domestic violence victims.
- We have a team that works with Sexual Assault Victims (SART) providing forensic exams, support and advocacy or as long as necessary.
- We work with students onsite at TELA, RBUHS and Salisbury High School. We also provide counseling services to students of all ages at our Child Advocacy Center at 206 Hickory in Red Bluff.
- We connect students who disclose domestic violence or sexual assault to our Walnut Street office for an intake and advocacy.
- We work with Young Adults between the ages of 18 and 30, who have a mental health or substance abuse issue and have been charged with a crime or any legal infraction, either as a juvenile or an adult – in a program designed to provide wraparound services to change the direction of their lives. Project Restore services include group and individual therapy, access to mental health, substance use recovery and anger management services, referrals to Job Training Center, flexible housing assistance and connections to other helpful resources. The program is voluntary and offered at no cost to you, but you will be expected to commit to putting in the work to change your life.

Call our 24-hr crisis hotline
(530) 528-0226 or visit
www.empowertehama.org



FIVE THINGS YOU MIGHT NOT KNOW ABOUT



- Our name comes from an expectation which is a strong hope or belief.
- We strive to come alongside education to help students prepare for more than a high school diploma.
- We support all kinds of preparation including college, short term CTE, apprenticeships and On-the-Job training.
- We are made up of people who are passionate about living in a rural area and seeing our kids succeed.
- We have a governance board who oversees the non-profit and a leadership team who has supported the work for the last 14 years.

MELISSA SMITH *2023-24 Teacher of the Year*

Each year, the Tehama County Education Foundation and Tehama County Department of Education award one individual Teacher of the Year. This year's winner is Melissa Smith, a 4th grade teacher at West Street School.

"As a child, school was where I went to feel safe and successful, and I knew that I never wanted to leave," said Smith. "To this day I still love coming to school every single day."

Smith graduated from Chico State in 2000 and had a son and then a daughter. Teaching jobs were harder to find, so she became a substitute teacher for a while. She then got hired as a special ed paraprofessional and worked at three different schools to get enough hours. She then worked as support staff. She taught extended day kindergarten and oversaw the after school and tutoring programs. Three years later she came to Corning where she finally got her very own classroom. That was almost ten years ago.

Smith appreciates her journey. *"All of those experiences gave me the*

benefit of having multiple perspectives into our educational system. I got to see firsthand just how important each person is at a school and the importance of working together as a team."

During her time in Corning, Smith has served on many committees including PBIS, Site Safety, School Site Council, and the AVID leadership team. She has mentored new teachers in the district through the Induction program as well as mentored student teachers. Her fourth-grade teaching partner is a former student teacher of hers.

"I enjoy continuing my education and refining my teaching practice by attending workshops, conferences, and training," said Smith. "I have attended the AVID Summer Institute for the last two years, Building Thinking Classrooms, Love and Logic, NGSS, and Teaching with the Brain in Mind. I am currently taking advantage of an offer from my district to take classes from the University of Long Beach to have a reading specialist authorization added to my credential. I am definitely a lifelong learner who is constantly seeking out the best ways to teach my students."

Smith will receive the award at the Annual Farm City Night to be held on November 6, 2023.

FOLLOW EXPECT MORE TEHAMA ON FACEBOOK AND INSTAGRAM

Summer Activities Guide

The Summer Activities Guide is a tool used to connect families to low and no cost summer activities in the area. The number of activities offered is slowly getting back to pre-pandemic levels. It also includes new event announcements and regional activities such as concerts, festivals, camps, lessons and hikes. Facebook, Instagram, and an email network are the main vehicles for sharing information.

Social Media Support

Throughout the year, Expect More Tehama utilizes social media to share (and reshare) important events, initiatives, and opportunities, especially as they relate to positive student and family experiences.

Glossary

Competency Based Learning

Educational model that grants credit based on a student's proficiency in competency areas versus time in the classroom.

Cradle-to-career

Guided by a commitment to long-term, large-scale change in an entire community, cradle-to-career systems bring residents, school staff, community leaders, and service providers together to focus their collective efforts on addressing pivotal areas of a child's development from birth to adulthood.

CTE

Career Technical Education

Facilitated Dual Enrollment

Online course taught by a Shasta College faculty member that collaborates with a high school instructor. That high school instructor facilitates the online course work during a specified period during the high school day and the SC faculty member serves as the instructor of record.

Hybrid College Class

A hybrid course is a blend of in-person and online learning. Students might spend one day per week in a classroom and other portions of the week watching an online lecture or participating in some other form of remote learning.

Traditional Dual Enrollment

Defined as a college course, taught by a qualified high school teacher, on the high school campus, during the regularly scheduled school day.

Work Based Learning

Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. Most occur in the community and may include career exploration, job shadowing, service learning, internships, work sampling, apprenticeships, and paid employment.

Resources

Career Technical Education

Advance CTE: <https://careertech.org/cte>

Labor Market Information

Centers of Excellence: <https://coeccc.net/>

North Far North Regional 2022-24 Strategic Plan

<https://nfnrc.org/resources/#regional-plan>

North State Together: <https://northstatetogether.org/>

Science of Hope

Hope Rising: How the Science of Hope Can Change Your Life
by Casey Gwinn, J.D. & Chan Hellman, Ph.D.

Healthcare Links

UC Davis AvenueM: <https://avenuem.ucdavis.edu/>

Healthy Rural California: <https://healthyruralca.org/>





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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