



Make it
BETTER

2015 ANNUAL REPORT

EXPECT
MORE
TEHAMA

WELCOME

TO THE EDUCATION CONVERSATION

The spirit of Expect More Tehama lies in the relationships and trust developed in a community and region that want to create meaningful, positive change. It is optimistic but not unrealistic. It is fueled by small victories, partnerships, real data and stories, one kid, one project, one difference at a time.

This year's theme celebrates the global and local emergence of the Maker Movement. We champion the movement's ability to foster creative thought, innovation, curiosity and freedom to work with tools, computers, circuits, paint, a 3-D printer, and more! We have seen the difference it makes when students and adults have the luxury of tinkering and exploring at their own pace; marrying talents to make something new; taking an idea from thought to production. When is the last time you tinkered?

Each of our six focus areas are included in this report to showcase the data, challenges and opportunities for each step, from cradle to career. But we also face greater, universal challenges that affect everyone, that left alone, work to keep our families trapped and our students at risk. Two such challenges are poverty and foster care.

Poverty lives here with us. During the recession, it tipped over 20% in Tehama County, a critical figure with lasting implications. For poor neighborhoods, increased poverty means worse health outcomes, increased crime rates, struggling schools, and fewer opportunities.

In our schools, 70% of school aged children qualify for the National School Lunch Program.

Foster care is the safety net for children, ages 0-21, needing a stable, safe home either for a short-term or long-term stay. It's a complicated system with a long history and no easy solutions. Today in Tehama County, 295 kids are in foster care with 107 adoptions available. What should we know about our kids in foster care today? What is needed?

Lastly, we'll also learn about the new face of Career Technical Education (CTE), what this training means for students and adults, and the alignment it has with local industry. At a time when unemployment is back in single digits and businesses are struggling to find available talent, we look to CTE as one option for strengthening our workforce.

Six years ago we decided to raise expectations for our students' futures by asking the community and education to take action together. This report, while only touching on a handful of the amazing people and projects taking place, is a reminder of the good work being done. We thank you for making time today and for making a difference every day.

MAKER MOVEMENT

WHAT YOU DO MAKES A DIFFERENCE,
AND YOU HAVE TO DECIDE WHAT KIND OF DIFFERENCE YOU WANT TO MAKE

In 2014, Michelle Carlson worked at the Tehama County Department of Education and was given the lead in creating the county's first Makerspace. Carlson, with help from talented friends, family and coworkers, transformed an area into a three room creative person's dream space complete with computers, a green room, video equipment, animation programs, circuit projects and much more. Hundreds of students have since travelled to the Makerspace to experience the fun and creativity that happens there day in and day out. Since then, Carlson has launched Future Development Group and is helping other schools create their own Makerspaces.

Maker Movement Lands

by Michelle Carlson,
CEO Future Development Group

Even as a little kid, I felt my purpose was to help make the world a better place. As I've matured, that feeling has developed into a desire to serve in ways that build community and to help people of all ages reach their fullest potential.

Thanks to the support of our County Superintendent of Schools, Charles Allen, and a team of passionate and devoted co-workers, we opened this community's first Makerspace at the Tehama County Department of Education in January of this year. This program gave us the freedom to approach learning in an entirely different way; open-ended, joyful and student-centered. The excitement this created for kids was unbelievable. Seeing the power making has to change lives was an especially transformational moment for me. In that moment, I found my true place in this world - bringing joyful, experiential learning to life for kids everywhere.

The Maker Movement is all about the democratization of invention. It's about empowering people of all ages to tinker, to explore and to breathe life into the products of one's own imagination. Picasso once said, "All children are born artists. The problem is to remain an artist as we grow up." The Maker Movement offers us the opportunity to keep that youthful spirit alive and use it to make the world a better place.

IF YOU WANT SOMETHING YOU'VE NEVER HAD, THEN YOU'VE GOT TO DO SOMETHING YOU'VE NEVER DONE.

THIS IS THE MAKER MANIFESTO

1. WE WILL WAIT FOR NO ONE. 2. WE WILL SEE CHALLENGES AS OPPORTUNITIES TO INVENT. 3. WE WILL MAKE THE THINGS WE NEED. 4. WE WILL BE OBSESSED WITH IMPROVING THINGS, WHETHER JUST A LITTLE OR A LOT. 5. WE WILL BREATHE NEW LIFE INTO AMERICAN MANUFACTURING. 6. WE WILL HUNT DOWN NEW SKILLS, UNMASK LOCALLY MADE MATERIALS, KEEP OUR WORK SUSTAINABLE, AND BE KIND TO THE ENVIRONMENTS IN WHICH WE MAKE. 7. WE WILL SHARE WHAT WE MAKE, AND HELP OTHERS MAKE WHAT WE SHARE. 8. WE WILL BE RESPONSIBLE FOR ACTING ON OUR OWN IDEAS. 9. WE WILL FORGE COLLABORATIONS ACROSS OUR COUNTRY. 10. WE WILL CREATE A GREAT FUTURE.



In the past several years, the Maker Movement has gained traction in schools, where early adopters are creating and utilizing programming in varying degrees - from places students visit occasionally to full-blown elective courses where students can dive in and grow on a daily basis. While mostly contained to "maker" classes, clubs and field trips, for now, this is only the beginning. A recent opportunity to attend an event at Stanford University reinforced my vision: to see making as a way of connecting content to context in ALL subjects, from math to literacy to art and everything in between.

Making encompasses much more than just technology; it includes subjects like food, music and art. If you create, you are a maker, and makers are leading the way in what is being called this Nation's third industrial revolution.

Five elements have been identified as core values for making:

1. Everyone is a maker
2. Everyone is a learner
3. Making is social
4. Making is hands-on
5. Stewardship and sustainability are key

The Maker Movement is not only critical to America's future, it is a catalyst for authentic and lasting change in our schools. Making connects all aspects of learning in ways that transform school from the place kids have to go, to the place kids want to go.

In makerspaces, we hear students say things like, "I don't want to leave this class," and "I wish all school was like this."

My dream is to help create a system where hearing things like this is the norm. I hope you will join me in this work to build a better future for our kids and our country.

Interested in learning more? We encourage you to connect, to share, to inspire, to change the world!

TEHAMA COUNTY



Tehama County Department of Education

OPENED: JANUARY 2015

KEY FEATURES: Three spaces: classroom, design studio and video studio

Custom signage, furniture and lighting donated by Jim Carlson; Tehama County's first makerspace. A premiere field trip destination for Tehama County students.



Vista Preparatory Academy

OPENED: AUGUST 2015

KEY FEATURES: Two spaces: classroom, recording booth for podcasting
3D printers, robotics, 3D scanner, the most high-tech makerspace in the county.

MAKERSPACES

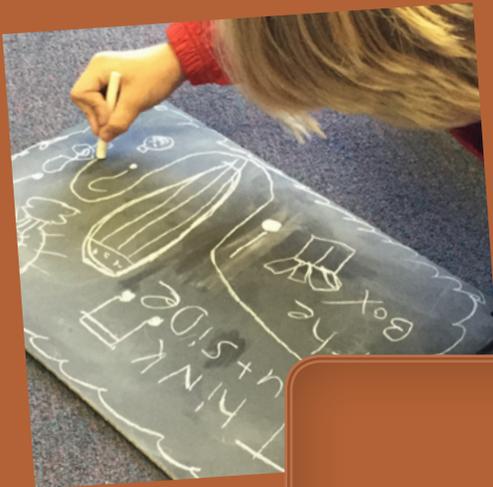


Maywood Middle School

OPENED: AUGUST 2015

KEY FEATURES: Mac and iPad lab, Robotics, art supplies - wide array of making opportunities from low tech to high tech

This makerspace runs every day as an elective class, which currently has two sessions and a total of 50 kids!



Bend School

OPENED: SEPTEMBER 2015

KEY FEATURES: Huge selection of making supplies, both high tech and low tech

The first makerspace in the county created BY the kids! From family maker days to an elective class called "Making the Makerspace", this project truly honored the element of student voice and inclusion.

Coming Soon: Corning High School, Tehama County Juvenile Detention...and maybe a school near you?

The overnight success of the first makerspace served as a catalyst in the community, bringing people together, and inspiring fresh ideas for collaboration across organizations. From education to the arts and local theatre, to downtown businesses, and county and city government, the Maker Movement took hold in a big way in Tehama County.

Seeing people of all ages and backgrounds light up with possibility fueled rapid expansion of the work, leading next to the screening of the film *If You Build It* at the State Theatre in May. The film officially kicked off the Maker Summer, and invited those providing summer kids activities to host a booth and talk to families. The movie, the Summer Activity Guide and the information on the making lead thousands of north state residents through free workshops at the Green Room Community Arts Studio and the Tehama County Department of Education as well as to camps, swim lessons, and more.

Families came out in great numbers to participate, and we were heartened to receive personal feedback such as, “We’re so happy to have things to do as a family here in our own community,” and “We would love to have opportunities like this all year long to learn and explore with our children.” Workshops ranged from painting and clay to duct tape, coding and robotics. The Maker Summer was a triumphant success!

With the support of the Tehama District Fair Board and Fair Manager Kelley Ferreira, Maker Summer fed into a culminating event at this year’s fair with a showcase of all things making in the Tyler Jelly building. Again, a huge win for the community and all of the partners who worked to bring the showcase to life. The cornerstone of the showcase was the augmented reality interactive sandbox, created by students and teachers at Corning High School under the direction of Scott Chandler from Rolling Hills Casino.

Many hearts and hands went into making these events possible. Many more than we can mention here, but the following individuals played an instrumental role in bringing these things to life and we are deeply grateful for their passion and dedication to this work:

Faisal Alfanash, Jim and Michelle Carlson, Scott Chandler, Syerra Eickmeyer, Kelley Ferreira, Christy Forward, Kathy Garcia, Kate Grissom, Amy Gonczerek, Michelle Hickok, Nolan Kee, RJ LaChance, Christine Lee, Melissa Mendonca, Sally Tollison, Tommy Tomlinson, Velma Trujillo and Joe Vine. Additionally, none of this would have been possible without the financial support of The Copy Center, Dignity Health, Future Development Group, the Human Bean, Rolling Hills Casino Community Development Foundation, and the Tehama County Arts Council.

INTERACTIVE SANDBOX

When Scott Chandler’s wife showed him a YouTube video one quiet Sunday morning, he didn’t know the project that would follow. The video featured an interactive sandbox, an exhibit put together by UC Davis with accompanying plans published on the Internet.

“Not only did I instantly want one of these sandboxes, but I saw a whole list of educational opportunities it could provide for Career Technical Education students in the county.” Chandler said. “I then realized we could donate this to Lassen Volcanic National Park and provide an exhibit that would benefit visitors for years.”

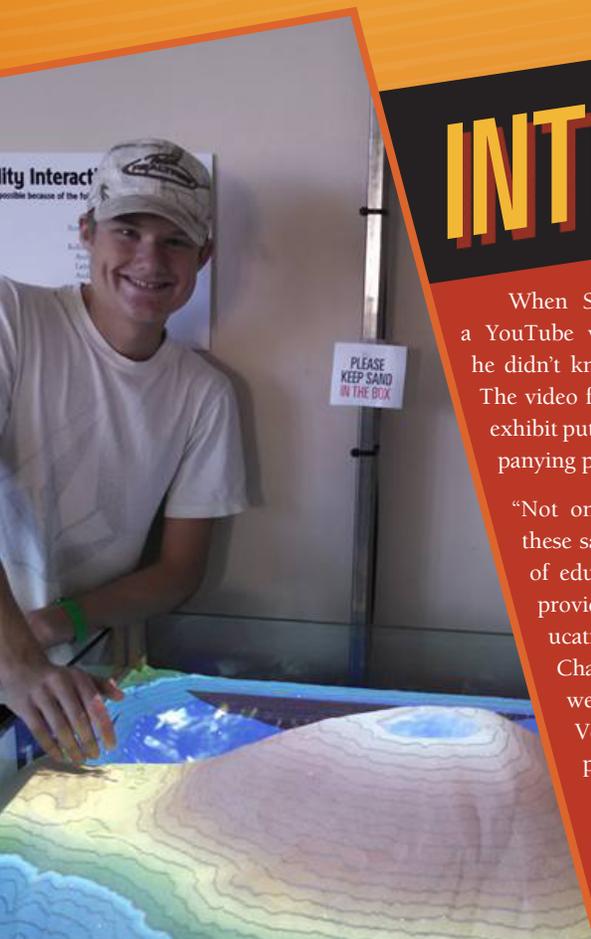
Chandler approached Sally Tollison at Corning High School to see if

her CTE students might be interested in building a similar sandbox. Tollison immediately rounded up her instructors and presented them with the challenge: “Can we build this in time for the Tehama District Fair in September?” she asked.

Corning High Instructors Faisal Alfanash, Nolan Kee, Tommy Tomlinson and Christine Lee worked with their students, not as just an assignment, but a true “real world” learning experience. The sandbox was transported and set-up at the fair just in time for opening day.

To say the sandbox was the hit of the fair would have been an understatement. An equal number of adults and kids were enticed to run their hands through the sand during the four days of the fair, and the sandbox ultimately won the Director’s Choice Award.

After the Expect More Tehama Summit, the sandbox will be driven to Lassen Volcanic National Park and installed as a permanent exhibit at the Kohm Yah-mah-nee Visitor Center. It’s estimated over 100,000 kids will interact with the exhibit every year and learn about topographic maps in a fun way.



FOCUS AREA 1

EVERY CHILD IS PREPARING TO
BE SUCCESSFUL IN SCHOOL

Why is this important?

What does the research say?

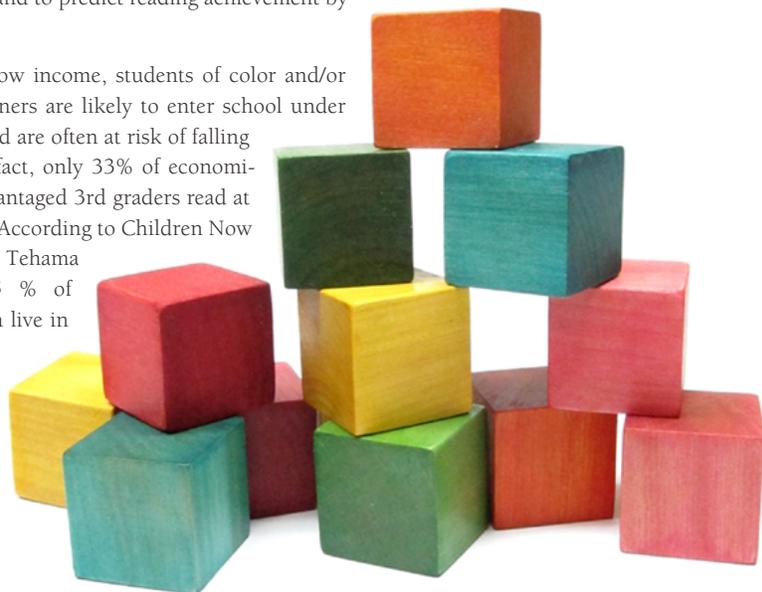
Both researchers and educators believe that school readiness must begin at birth.

There is overwhelming evidence that ALL children who experience quality school readiness programs at a young age are more successful in school. Longitudinal studies have demonstrated that investing in high-quality early learning programs generates future returns in the form of lower grade retention, decreased crime rates, and higher lifetime earnings.

In order to be ready for school, these children must also receive healthcare. Since low-income children have a higher incidence of health problems that interfere with learning, it is essential they have access to both medical and dental health insurance and exams.

In a recent California Department of Education's press release, "Stanford University research shows that by age two, low-income children are six months behind in language development compared to their higher-income peers. By age five, low-income children are more than two years behind in language development." Students who enter Kindergarten without the basic linguistic skills to be prepared for school rarely catch up in subsequent years without intensive early intervention. Vocabulary development by age 3 has been found to predict reading achievement by third grade.

Statewide, low income, students of color and/or English learners are likely to enter school under prepared and are often at risk of falling behind. In fact, only 33% of economically disadvantaged 3rd graders read at grade level. According to Children Now data on Tehama County, 25 % of our children live in poverty.



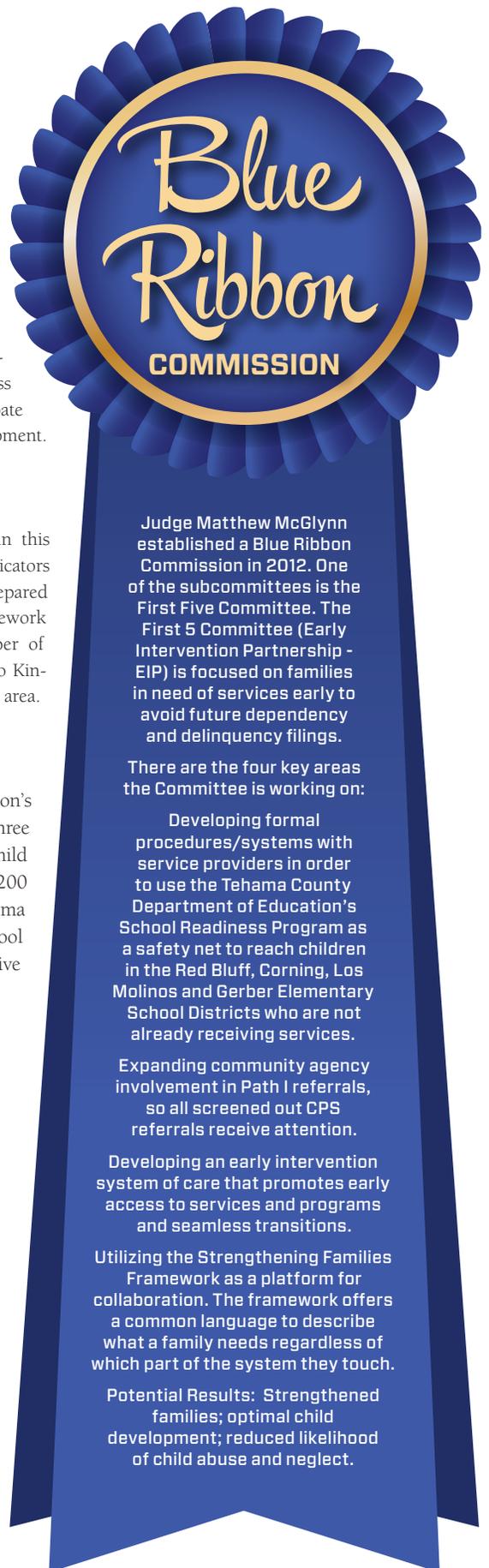
It is imperative that the children in our county are provided with an opportunity to participate in quality school readiness programs, receive health care, and participate in interactions that foster linguistic development.

What are our indicators?

The EMT Framework focuses attention in this area and has selected several potential indicators to measure whether or not children are prepared to be successful in school. The EMT Framework currently uses information on the number of students participating in preschool prior to Kindergarten enrollment to measure this focus area.

How are we doing?

Tehama County Department of Education's State Preschools served more than 400 three and four year olds; Northern California Child Development, Inc. served more than 200 children zero to five. In addition, Tehama County Department of Education's School Readiness Program, funded by First Five Tehama, served 814 children zero to five.



Judge Matthew McGlynn established a Blue Ribbon Commission in 2012. One of the subcommittees is the First Five Committee. The First 5 Committee (Early Intervention Partnership - EIP) is focused on families in need of services early to avoid future dependency and delinquency filings.

There are the four key areas the Committee is working on:

Developing formal procedures/systems with service providers in order to use the Tehama County Department of Education's School Readiness Program as a safety net to reach children in the Red Bluff, Corning, Los Molinos and Gerber Elementary School Districts who are not already receiving services.

Expanding community agency involvement in Path I referrals, so all screened out CPS referrals receive attention.

Developing an early intervention system of care that promotes early access to services and programs and seamless transitions.

Utilizing the Strengthening Families Framework as a platform for collaboration. The framework offers a common language to describe what a family needs regardless of which part of the system they touch.

Potential Results: Strengthened families; optimal child development; reduced likelihood of child abuse and neglect.

From Cardboard Challenge to Creation Station

In preschool, the idea of hands on learning is neither new nor different; it simply is the way young children learn. So, on any given day you will see children building bridges with blocks, making sand soup or creating elaborate get well cards for their absent friends. However, last year the early childhood teachers at Lincoln State Preschool discovered a special 'making' activity that inspired children, teachers, administrators and families alike. In fact, the work was so great that one State Preschool Teacher, Sarah Bollingmo, was recognized by the California Department of Education STEM Symposium as an exemplary STEM preschool teacher.

It all started when Lincoln State Preschool chose to participate in the Cardboard Challenge, a one day event based on a nine year old's vision of creating a completely cardboard arcade. Preschools around the nation were challenging students to design and create their own arcade games, and Lincoln Street joined in as a way to enhance exploration with physical science.

The Cardboard Challenge begins by parents collecting recyclables and students watching their pile of resources slowly grow. When the challenge day arrives, you can imagine 24 very excited preschoolers squealing with anticipation when they move from a brainstorming session to a making session. In less than five minutes, they divided themselves into groups; efficiently divided the available resources (trash); and began creating balls of tape

to throw through torn holes, tying strings to claws working as pendulums, and measuring holes that their arms would fit inside.

"Their creative problem solving never ceases to amaze me," shared Teacher Sarah Bollingmo.

Preschool Teachers Ms. Sarah and Ms. Machelles intended to stimulate children's exploration of science concepts of inquiry and physical science. But what happened was so much deeper. The children didn't want to stop working with the cardboard. When they were done building their games, they continued to engage until they had to leave.

Sarah and Machelles knew they had to continue the activity and allow the students to take the lead. The students were clearly inspired by these old boxes and "trash," so they built time into the daily schedule every day for over a week. As the children grew more comfortable with the materials, their making evolved from arcade games to 3D buildings; from 3D building to simple machines and communication devices. In order to capitalize on this making experience, the Creation Station was born; and

now, every day children have the opportunity to choose making at the Creation Station (inside or outside). Families know they can bring in materials, and children can't wait to showcase what they have created.

This story is a prime example of how early childhood is the key to supporting students to achieving college readiness. Not only are the preschool students at Lincoln State Preschool getting opportunities to problem solve and play practicing math and science concepts (all predictors of student success in 3rd grade); more importantly, they are practicing being engineers, architects, designers, teachers, gamers, and artists.

Thankfully, the idea spread throughout early childhood programs, throughout the community and the state of California! Because Sarah and Machelles shared their story, students at Metteer State Preschool as well as Sacred Heart TK/K Dual Language Classroom have a Creation Station where they can make arcades games, skyscrapers, or on one rainy day a "wolf house robot station with a moveable bridge" (Merrick Owens - TK Student, Sacred Heart).

"We must learn to be the observers and let the children find their own inspiration."

SARAH BOLLINGMO
Preschool Teacher



FOCUS AREA 2

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

Why is this important?

What does the research say?

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

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

There is significant research about the need for all children to be proficient readers by the end of third grade. According to Early Warning Confirmed, "Children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers." In addition, there is evidence that those students who are not able to meet proficiency levels at third grade become our nation's lowest-income, least-skilled, least-productive, and most costly citizens of tomorrow (National Assessment of Education Progress). Similarly, mathematics proficiency at fifth grade level is an indicator for future success.

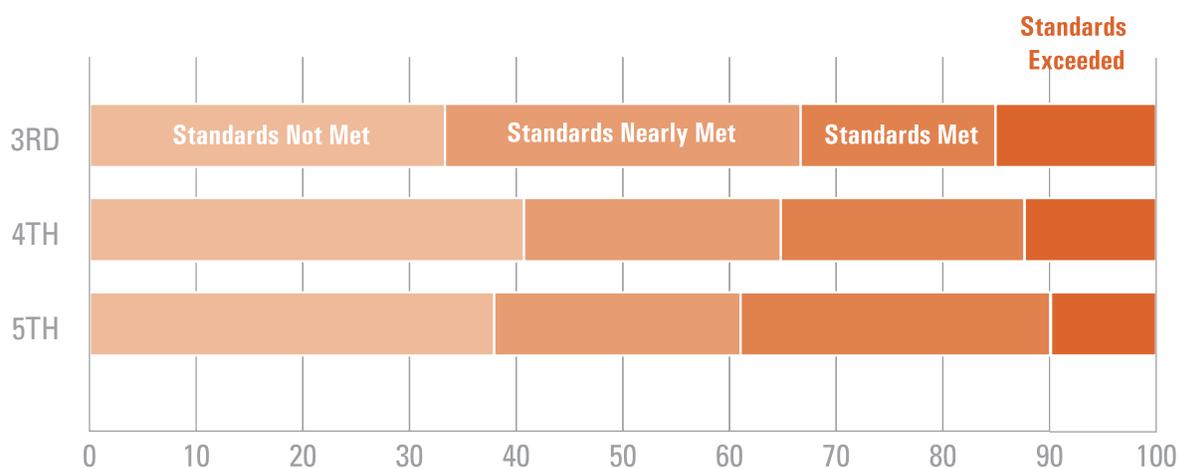
What are our indicators?

The current indicators in this area rely heavily on academic assessment data collected from the 14 schools in our community.

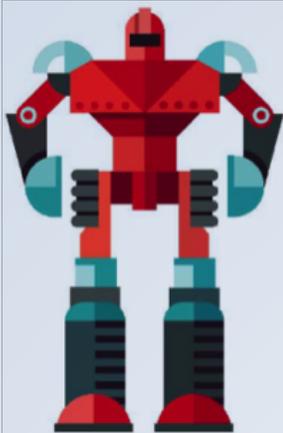
How are we doing?

A new assessment, the California Assessment of Student Performance and Progress (CAASPP), is now given to students in grades 3-8 and 11. This replaces the STAR program. It will take several years before we can accurately gauge our progress. For third grade, 32% met or exceeded the standard in English Language Arts/Literacy (33% nearly met it). For fifth grade, 38% met or exceeded the standard (24% nearly met it). In mathematics, 34% of third graders met or exceeded the standard (30% nearly met it) while 27% of fifth graders met or exceeded the standard (33% nearly met it).

3RD-5TH GRADE READING PROFICIENCY % OF STUDENTS



California Assessment of Student Performance and Progress (CAASPP)



TRANSFORMING STUDENT LEARNING

Academics · Enrichment · Recreation

SERRF
Expanded Learning Program 2015/2016

Since 1999, SERRF has grown in numbers of schools and students served, as well as collaboration efforts with numerous community agencies and groups. SERRF currently serves all 25 public elementary and middle school sites in Tehama County. To date, 1877 students are enrolled in core school day SERRF programs and over 800 students were served this past summer.

The Antelope SERRF site promotes healthy choices and program activities, and was recognized as a Healthy Behaviors Learning Center in September, 2012. They have been granted two \$3000 grants to further assist with healthy pursuits. A new sports equipment cart was assembled with brand new basketballs, soccer balls, playground balls and hula hoops. They will also replenish their cooking cart supplies.

The Antelope Site staff were instrumental in promoting their impressive school garden, established in 2012. Many other SERRF sites requested gardening programs as well. JT Shoults began as an Agriculture Liaison with SERRF in December 2014. Since that time, JT has been the driving force to restore abandoned gardens and neglected greenhouses and bring new gardens to life. He has many allies in the area, including the Plow Share Project, Tehama Together and numerous farms and orchard owners. As a visible result of his work with SERRF staff and students, this project was recognized in the May 2015 issue of North State Parent Magazine.

SERRF employs Sports Instructors who are sent to sites weekly for a six to eight weeks. These young college students have increased physical activity games and sports with all grade level students. Activities such as soccer, basketball, flag football, disc golf and relays are provided. SERRF staff and instructors also utilize CATCH activities, (Coordinated Approach to Child Health), for Transitional Kindergarten through

8th grade. The initial CATCH training was co-funded by St. Elizabeth Hospital and Rolling Hills Casino. St. Elizabeth Hospital also funded training for KidTribe, an aerobic hula hooping program, which continues to be used by all sites.

Every spring, SERRF students and staff have participated in eight to ten week walking/running programs. Curriculum focuses on being physically active and developing positive character traits. Staff has been affiliated with the GOFAR (Go Out For A Run) program since 2013. All SERRF students and staff participate in training sessions. The culminating event takes place the first Saturday in May adjacent to the Sacramento River Discover Center within the Mendocino National Forest. Partners have included the Forest Service and St. Elizabeth Hospital. This past May, the new Forest Supervisor, Smokey Bear, Law Enforcement Officer and other U.S. Forest Service staff observed the run and interacted with runners and families. St. Elizabeth Hospital donated funds to provide a bus to bring runners and families from the Corning area who would not have been able to attend otherwise.

The Food Services staff quartered 100 oranges and made hundreds of peanut butter and jelly sandwiches for runners following their event. An anonymous donor from Redding provided 200 bottles of water. The Tehama County Sheriffs, Search and Rescue and cadets directed hundreds of vehicles to safe parking. This indeed took a county village!

Working with Red Bluff High School, several of our sites have received "Supper Snacks" which have been very much appreciated by students and families at Gerber, Antelope, Berrendos, and Lassen View. Through the Corning Elementary School District, Rancho Tehama, Maywood, Olive View, West Street and Woodson are now receiving supper snacks. As many students go home with little to no food available, the school breakfast and lunch programs, sponsored by the US Department of Agriculture, help to sustain children while school is in session.



Jill Botts AND First Book

Back during the early days of Expect More Tehama, several initiatives became the locus around which the movement coalesced. College T shirts and other college awareness projects took place at Tehama County Schools. Reading and the placement of books was another focus of those early efforts; a shortage of books that interested and engaged children was seen as a potential obstacle to developing this foundational skill. It was at this time that the organization First Book became familiar to those looking for ways to get interesting books into the hands of developing young readers.

First Book is a non-profit organization that targets youth in economically disadvantaged communities for disbursement of their books. Their motto is: "Access to new books for children in need." They provide new books at a very inexpensive price through contacts with national publishing houses and corporate partners, and distribute them to individuals or agencies who sign up with them and pay the nominal fee to have them delivered.

In Los Molinos, Jill Botts, President of the local school board and active community member, got involved in a big way with First Book. She initially applied for and received a series of grants through Rolling Hills Community Development Foundation, the Walmart Foundation, the Los Molinos Elementary Boosters Club, and LMUSD District, to build the program to its current size. What started as a book giveaway as part of the Breakfast with Santa program became much larger and more comprehensive. Over the years, Mrs. Botts has provided thousands of free books to Elementary and High School students in the Los Molinos Unified School District. Her book giveaways have become such a fixture at area schools that the elementary students refer to her as, 'the book lady.' At all schools, the book giveaways generate high levels of excitement, and students, even normally reserved high school students, become animated and involved in talking about the books, intent on getting the book they most want to read.

First Book, meanwhile, noticed her passion. So much so, in fact, that they had become familiar with Jill Botts on a first name basis. No wonder that, this year, when they needed two communities to highlight in a national advertising campaign, one rural and one urban, First Book immediately called Jill Botts and asked to send a professional film crew to Los Molinos to produce an advertising piece.

This national exposure came as a direct result of the tireless and single-minded pursuit, year after year, of delivering books into the hands of our youth by Mrs. Botts. When asked how she accomplished enough to get on the radar of a national organization, she will simply say that anyone can make a difference with sustained effort and diligence. The young people of Tehama need more volunteers like Mrs. Botts to pick an educational cause they are passionate about, become its sponsor, and make a sustained effort over time to see it through. What are you the champion of?





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Cross County Pen Pals

Writing has the power to bring a community together. This year two schools, Sacred Heart and Lassen View, have classrooms experiencing that power first hand. As class Pen Pals, Mrs. Marshall's Dual Language TK/K class at Sacred Heart and Mrs. Hurst's Kindergarten/First grade class at Lassen View are using writing to develop relationships across schools, across grades, and even across languages!

The Transitional Kindergarteners are just beginning to explore writing while the first graders are slightly more expert. But every student gets excited to slowly unroll the large white chart paper that holds each magical class letter. The weekly letters hold the secret to what other children are learning and doing, and as the teachers facilitate the class-reading, students make connections and call out "We do that, too! We learned that!"

"Reading and writing these letters engages all of our students in what they have learned and helps them recall all that they know," said Mrs. Marshall. "It is also a great way for me to see what they are excited about as they yell out their favorite books we read and their favorite activities they want to share."

As Mrs. Marshall and her class read the letters, the students take turns with the teacher pen circling sight words, underlining vowels, and highlighting words they also know in Spanish. This weekly writing experience is a time for building community and allows children to feel how meaningful a letter can be.

"The kids get so excited to learn from their friends across town," said Mrs. Marshall.

"I think it just makes writing more real for them."

The 1st graders spend time brainstorming what they want to share and what they want to ask the other class.

"It gives them (students) a purpose, and they like knowing what other kids are learning about," said Shanna Rocha, Para professional Kindergarten/First grade at Lassen View.

This weekly activity highlights the power of engaging students in meaningful writing. It showcases how the concept of making can cut across all ages and all modes of learning. These students are making relationships, making connections to learning through writing and making positive memories that may influence their literacy achievement for years to come!

FOCUS AREA 3

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

Why is this important?

What does the research say?

A student's success in middle school is critical to their future. All of our local school districts are committed to helping students achieve their greatest potential. There is the understanding that students must be exposed to high standards and be challenged academically. They must also have exposure to college and career options at this point in their academic career.

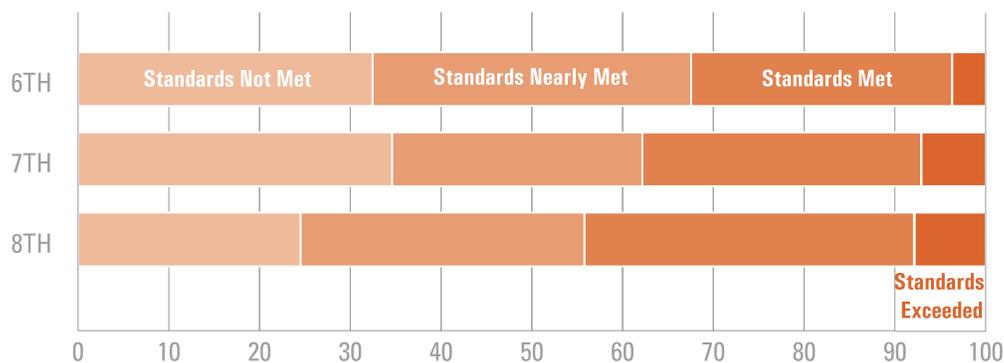
What are our indicators?

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

How are we doing?

Big changes are happening in education, including a new California Assessment of Student Performance and Progress (CAASPP) for students in grades 3-8 and 11. This replaces the STAR program. We realize it will take several years to return to a place where we can accurately gauge our progress. Tom Torlakson, State Superintendent of Public Instruction would like everyone to know that this is a transition year for testing: "This year, we replaced the former paper-based exams with new, computer-based assessments in English language arts/literacy and mathematics. Because they are based on more challenging academic standards, the new tests are too fundamentally different to compare old scores with new. Instead, these scores are a starting point—a baseline for the progress students will make over time. Most will need to make significant progress, and there's nothing wrong with that. And remember, tests are just one way to gauge a student's progress."

6TH-8TH GRADE READING PROFICIENCY % OF STUDENTS



California Assessment of Student Performance and Progress (CAASPP)

In addition, programs and events have been put in place to support career and college.

The following are planned for 2015-2016:

- Educational Talent Search Program
- Upward Bound
- SERRF
- Mi Futuro through Wal Mart Distribution Program
- Friday Night Live
- Mentoring Program
- 8th Grade Leadership Events
- 8th Grade Field Trip to Chico State



C.S.I. STEM.

In true Expect More Tehama spirit, Red Bluff High School science teacher Lukas Kennedy reports that this summer's STEM (Science, Technology, Engineering and Math) camp for 7th, 8th and 9th graders, was an exercise in "broadening their horizons in respect to what they can do and what they can become."

The forensics-themed camp provided three days of concentrated work in a science environment. Kennedy, along with fellow

teachers Jessica Gantenbein and Rochelle Barajas, in partnership with the Tehama County Department of Education, opened doors to scientific discovery that they hope will fuel interest in more detailed study once the students arrive at high school.

"Sometimes the science pre-high school is only once or twice a week," says Kennedy. This early exposure was designed to help build excitement about the discipline. "We

were looking at bodies as they decay; we were looking at lie detectors. I did a lot with car crash safety."

"It was really fun to see the right answers and the wrong answers," he adds. "Just kids thinking." After the camp, one participant chose to step up her course participation to Honors Chemistry. "It's that perfect example of a kid going above and beyond what they previously thought they could do."

THE EAST RIVER CONSORTIUM

By Jerry Walker, Superintendent, Lassen View School

Over the past year, a solid partnership of school districts was created through relationships that have allowed those districts to leverage resources and solve problems. The partnership, The East River Consortium (ERC), started with myself and Charles Ward, Los Molinos Superintendent, as I transitioned from Los Molinos Elementary Principal to the Superintendent of Lassen View Elementary. As a new Superintendent, I participated in the New Superintendent's Symposium in Sacramento for several months. Rich Hassay, Antelope School District Superintendent, was also a participant, and we got to know each other pretty well. The name ERC was facetiously made up by Charles Ward and has stuck in a more realistic way.

During a symposium class, I told Rich that I was thinking about closing our Community Day School (CDS) because of its cost to the district - about \$136,000. Our average daily attendance was 2.1 students last year. Rich shared that he had about eight students in his CDS at a cost of about \$125,000. Between our two districts, we were spending over a quarter of a million dollars for an average of ten students. We discussed different possibilities, and I made an official offer for two spots in his CDS. The money Antelope will receive will defer some additional special

education costs that are increasing for Antelope. The savings for Lassen View allowed us to hire a Student Success Coordinator, a new teaching position whose job is to help students deal with emotional stress, bullying issues, and work completion.

For small school districts, availability of special education to students is often limited and frustrating. Charles Ward has always wanted to try to serve all students in the district if it could be done financially. In meetings with the County Special Education Director, the possibility turned into reality. A new class started in Los Molinos for K-5 students and Lassen View will look into implementing a 6th-8th grade class next year. Due to the willingness of Charles Ward to pursue this opportunity, students in the Lassen View District with high needs will not have to travel to Red Bluff or Corning for their education services.

So, just like in many aspects in life, positive relationships sprouted new ideas and money saving opportunities that have benefited all three districts. All three of us believe that when a problem arises in the future, we have the faith and belief in each other to work it out. It's as if the handshake agreement carries as much weight as any piece of paper.

FOCUS AREA 4

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

Why is this important?

What does the research say?

“By 2018, we will need 22 million new workers with college degrees-but will fall short of that number by at least 3 million postsecondary degrees” (Georgetown University). Many of these students will not complete programs as a direct result of lacking the skills necessary they need to succeed in educational attainment or career training. Therefore, all students need to graduate from high school with these skills (literacy, mathematics, and critical thinking).

What are our indicators?

In order to graduate from high school, all students must complete a course of study and earn credits for coursework set at a minimum level by the state. Alternatively, students may earn a General Education Diploma (GED), pass the California High School Proficiency Exam (CHSPE), or earn a special education Certificate of Completion. Determining how many of our students complete high school with one of these is an important measurement of success. Of those students who graduate from a high school, we can also measure the number of students who have completed the college preparatory coursework (A-G Requirements).

Many school districts have added local requirements on top of the state’s for regional educational priorities: (i.e. 4 years of English coursework versus the state’s minimum of 3 years). CTE programs designed to give students employability and career readiness skills are one example of the local priorities of Tehama County schools. The new Career and Technical Education (CTE) initiatives being funded at the state level emphasize the important role CTE plays in providing a comprehensive education to all students. Hands on, practical, real world experiences are a vital component to a well rounded education, and state educational leaders are signaling this by providing increasing fiscal support.

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

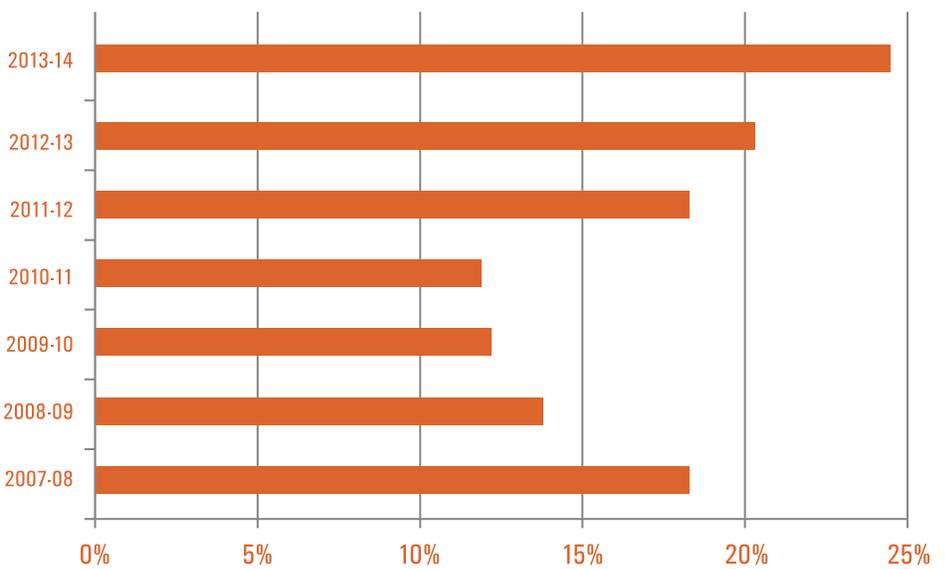
Writing Course (ERWC) and/or an approved math course. Students must pass the approved course with a grade of “C” or better.

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

How Are We Doing?

In 2014, the graduation rate in Tehama County was 83.9%, up from 80.40% in 2013. Of the students who graduated, 24.4% successfully completed the A-G requirements necessary to attend a California State University or a University of California. This is part of a positive trend with increases over time: 20.3% (2013), 18.3% (2012), and 11.9% (2011). In 2014, the state-wide average was 41.9%. (Source: kidsdata.org)

TEHAMA COUNTY UC/CSU A-G ELIGIBLE STUDENTS



California Dept. of Education, California Basic Educational Data System (CBEDS) (kidsdata.org)

TEST DRIVING THE COLLEGE EXPERIENCE

For 11 years, College OPTIONS has provided scholarships to local high school students so they can “test drive” a college or a college major. The College OPTIONS Summer Program Scholarship provides up to \$2,500 or the cost of an academic summer program held on a college campus, whichever is less. These programs are created by colleges as well as by private companies to help students get a better sense of what a particular major or career field is like as well as an opportunity to have “the college experience” – live in the dorms, have a roommate they do not know, learn how to connect with other students and faculty and learn how to live without someone waking them up every morning.

In 2015, three Red Bluff High School students received scholarships. Justin Sides, a sophomore, studied Computer 3-D Character Design and Modelling at Stanford University. Samantha Dunn, a senior, studied Bioinformatics at UC San Diego. Lexi Pritchard, a junior, took coursework on Marine Invertebrates at UC San Diego’s Scripps Institute.

Quotes from students:

Justin: The Stanford environment was awesome, especially when we explored the campus at breaks and other times. I would most definitely recommend this course to

any of my friends who were interested in music, gaming or anything else DMA (Digital Media Academy) hosted.

Samantha: Attending Academic Connections was a little like walking through a time warp. For three weeks I was suddenly a college student living on campus, hanging out with my classmates and studying what I was passionate about...I’ve always been a student driven towards college, but after this camp, renewed excitement built in me. I wouldn’t trade the experiences this camp gave me for the world.

Lexi: Originally I was extremely anxious for college, but just from being on the campus and being surrounded by so many driven people, it has made me very excited to one day graduate and go to college. Not only that, but it taught me that there are so many opportunities for you once you attend college. The program also has influenced me to push myself even harder in high school, so that one day I can hopefully achieve attending UCSD and working within Scripps Institute.

There are hundreds of summer intensive programs to choose from. However, most programs open registration as early as January and fill up quickly.

Visit www.collegeoptions.org for a partial list of programs to review.



A PLACE TO STAND

An often unacknowledged fact of mentoring is that the mentor often gains as much as the mentee. Such is the case with Melissa Mendonca, a volunteer mentor in the Shasta College Puente Program. Mendonca often likes to read the books assigned in the Puente English class so she can engage in discussion about them with her mentees.

Jimmy Santiago Baca's memoir, *A Place to Stand*, has been a class favorite, and Mendonca was happy to read it. When she later began working with youth at the Tehama County Probation Department, she purchased several copies to offer youth at the Juvenile Justice Center (JJC). Mendonca keeps a stash of high interest books for reluctant readers and uses them to build rapport with youth in the center. *A Place to Stand* quickly became a favorite.

Baca's memoir tells of his youthful traumas in and out of juvenile institutions while his family falls apart. By his 20's he was sentenced to Arizona State Prison, unable to read or write. More than a

prison story, *A Place to Stand* is a tale of redemption and triumph through the power of poetry and literature. Baca taught himself to read and write while incarcerated and changed the trajectory of his life by writing poetry. He now has penned more than 20 books, often to high acclaim. *A Place to Stand* won the International Prize. The Fort Worth Morning Star-Telegram wrote that the memoir "stands as proof there is always hope in even the most desperate lives."

Through an extraordinary set of circumstances, Mendonca was able to meet Baca in Albuquerque, New Mexico, where he gave a poetry reading and debuted the film version of his memoir. The two recognized in each other a commitment to working with youth in the juvenile justice system and began collaborating.

That collaboration, in partnership with the Tehama County Department of Education and Tehama County Probation Department, would bring Baca to Red Bluff for three days of instruction in July.

"I was impressed by his ability to connect with the youth," says Richard Muench, Chief Probation Officer. "They participated with genuine interest in what Jimmy had to say." Most students read *A Place to Stand* in advance of Baca's arrival, and a few even wrote poems to share with him.

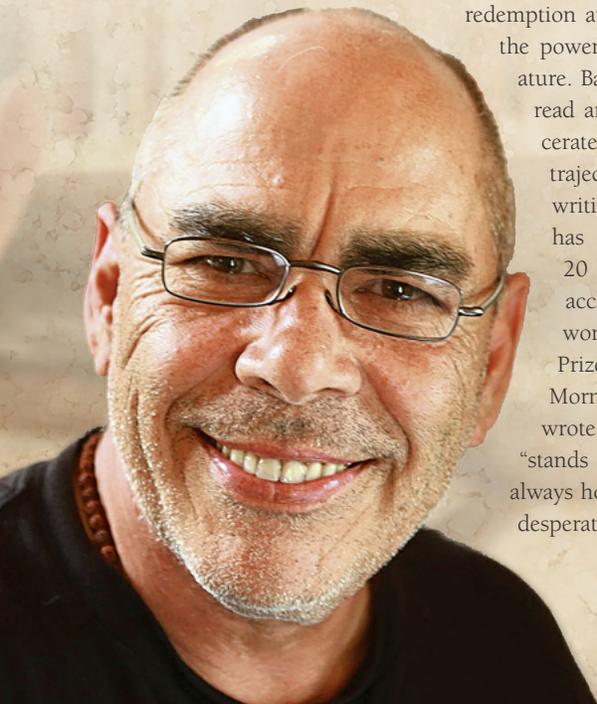
Of the writing prompts Baca gave to students during his workshops, including two days in the JJC and one day at the Department of Education, one student wrote, "It helped me to get out some pent up emotions." The power of his presentation was in his ability to have the youth identify with him. "He seemed like us," said one JJC youth. "He reminded me of me," said another.

One student was so impacted by the visit that he entered a poem and short story in the Tehama District Fair. Both received blue ribbons. "I'm a poet and I never thought I would get to meet a poet like Jimmy Baca," he said. This student has committed to furthering his art both inside and outside the institution.

The adage is true that a book can take you places you never imagined. *A Place to Stand* quickly became much more than a Puente Program reading assignment when one mentor chose to read along with her mentee. Hopefully, the lessons of Baca's visit and words will resonate much longer in the hearts and minds of those he taught in Tehama County.

*"I paced my cell with a book
in one hand and a knife
under my mattress. I knew I
could have a long and happy
life with a book in my hand
or I could have a miserable
short life with the shank
that was in the mattress."*

JIMMY SANTIAGO BACA
"Stories from the Edge"





Getting a Jump Start with Dual Enrollment

Today, many high school graduates start college with college credits already in place, allowing them to gain confidence, and possibly graduate on time or even early. Locally, the Shasta College Dual Enrollment Program is committed to providing students access to college level coursework and units while attending high school. High school students are offered clear pathways toward degrees and certificates in order to gain a jump start on post-secondary education and be more likely to complete an educational goal. All classes are located on high school campuses throughout the Shasta College District. To show commitment to the program, Shasta College has waived tuition for high school students attending dual enrolled courses on the high school campuses.

Thanks to the work of Liz Kohn and our high school partners, the Dual Enrollment Program has experienced significant growth in the last three years. In Tehama County, Red Bluff High School is currently offering Dual Enrolled Courses and conversations are underway with Corning High School. Please contact Liz Kohn by email at lkohn@ShastaCollege.edu if you would like to get involved.

BUILDING ASSETS

After school programs are able to create learning opportunities different than those students are familiar with in the normal-day school setting. In a voluntary and less formal setting, students often feel more comfortable working with staff and peers to delve deeper into academic and enrichment activities.

The Red Bluff High School ASSETs (After School Safety and Enrichment for Teens) program offers academic assistance and enrichment opportunities to Red Bluff High School District students at no charge. Operating five days a week, the program gives students access to a variety of daily activities ranging from tutoring to weight training to guitar lessons. ASSETs also partners with the Tehama County Department of Education and other local agencies to provide classes in Science, Technology, Engineering, Art, and Math. Additional activities include Credit Recovery, Computer Lab access, Theatre Arts, Wrestling for Self-Defense, Fantasy Sports

Pick'em, Gamers' Haven, Book Club, Farm Class, and more. The program's purpose is to help local students get more involved in their school and community, while strengthening learning and social skills to help prepare them for college and career success.

After school programs such as ASSETs have been shown to significantly decrease dropout rates, crime, regular-day attendance issues, and behavior issues, while significantly increasing academic achievement, and college and career readiness. Teenagers need outlets to experiment with learning opportunities which spark their interest and creativity.

ASSETs welcomes all RBHS students to register for the program and join in on the fun. Registration forms are available at the Red Bluff High School campus. For more information, please contact Program Director Doug Dais by email at ddais@rbhsd.org or by phone at (530)529-8804.

FOCUS AREA 5

EVERY YOUNG ADULT
IS COMPLETING A COLLEGE
EDUCATION OR CAREER TRAINING

Why is this important?

What does the research say?

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

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

What are our indicators?

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

How are we doing?

Our challenge is access to real time data. However, according to the most recent U.S. Census (2008-2012) and the percentage of adults (ages 25-64) with at least an associate degree, Tehama County ranks #52 out of 58 counties in California.

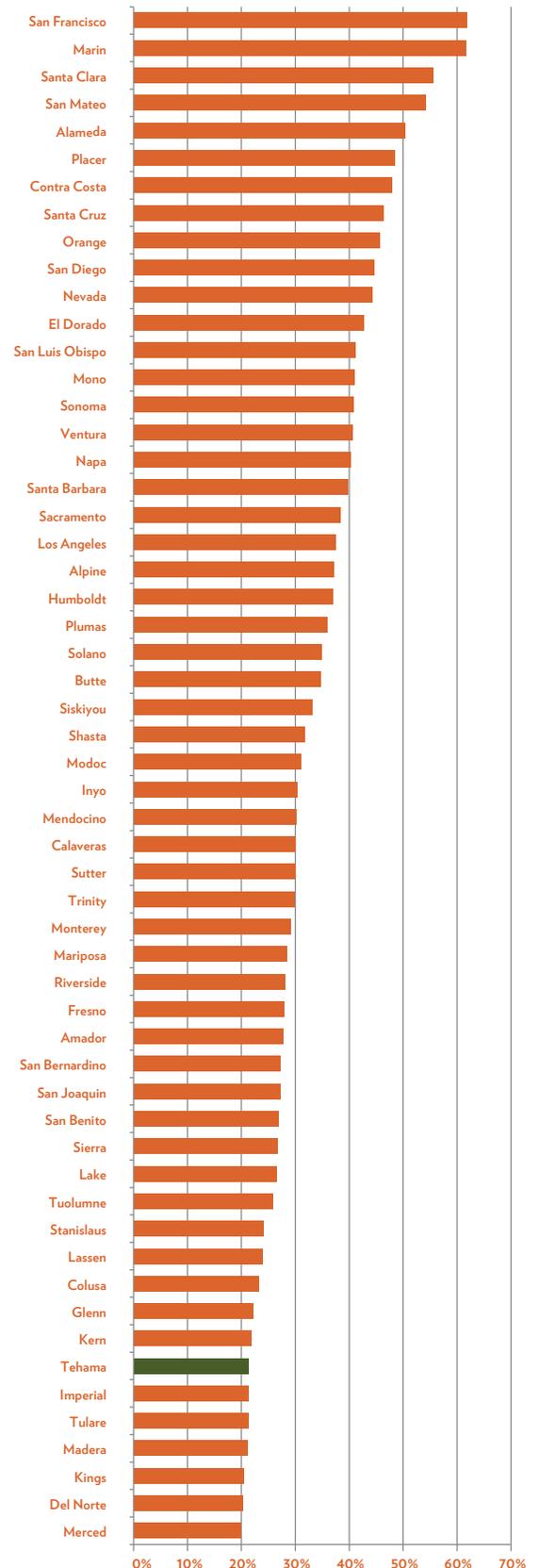
Unemployment rates are also an indicator. Nationally, this age group suffers from the highest unemployment rate overall.

TEHAMA COUNTY LABOR FORCE STATISTICS

	TOTAL POPULATION	IN LABOR FORCE	EMPLOYED	UNEMPLOYMENT RATE
POPULATION 16 YEARS & OVER	49,684	52.6%	43.8%	16.6%
AGE				
16-19 YEARS	3,342	32.5%	16.4%	49.7%
20-24 YEARS	3,749	69.2%	52.7%	23.9%

Source: <http://livingwage.mit.edu/counties/06103>

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



Source: U.S. Census Bureau, 2008-12 American Community Survey 5-Year Estimates

Adopt a College Kid

Last year, St. Elizabeth Hospital's Amy Gonczeruk picked up papers at the Expect More Summit and officially adopted Emily Gallagher, a nursing student just beginning college at U.C. Irvine. The staff so enjoyed the experience that they recently took on a second student!

"We intend to support these students as long as they will have us!" said Gonczeruk. "We send texts to check in with them and make sure there are no immediate needs. We also send monthly care packages."

Typically the care packages include things like gift cards, snacks, magazines, books, goofy things intended to make Emily smile! The things that college students can't afford and so enjoy receiving.

For many of our college students, moving away from home is a major adjustment. For Emily, having St. Elizabeth cheering her on made a difference.

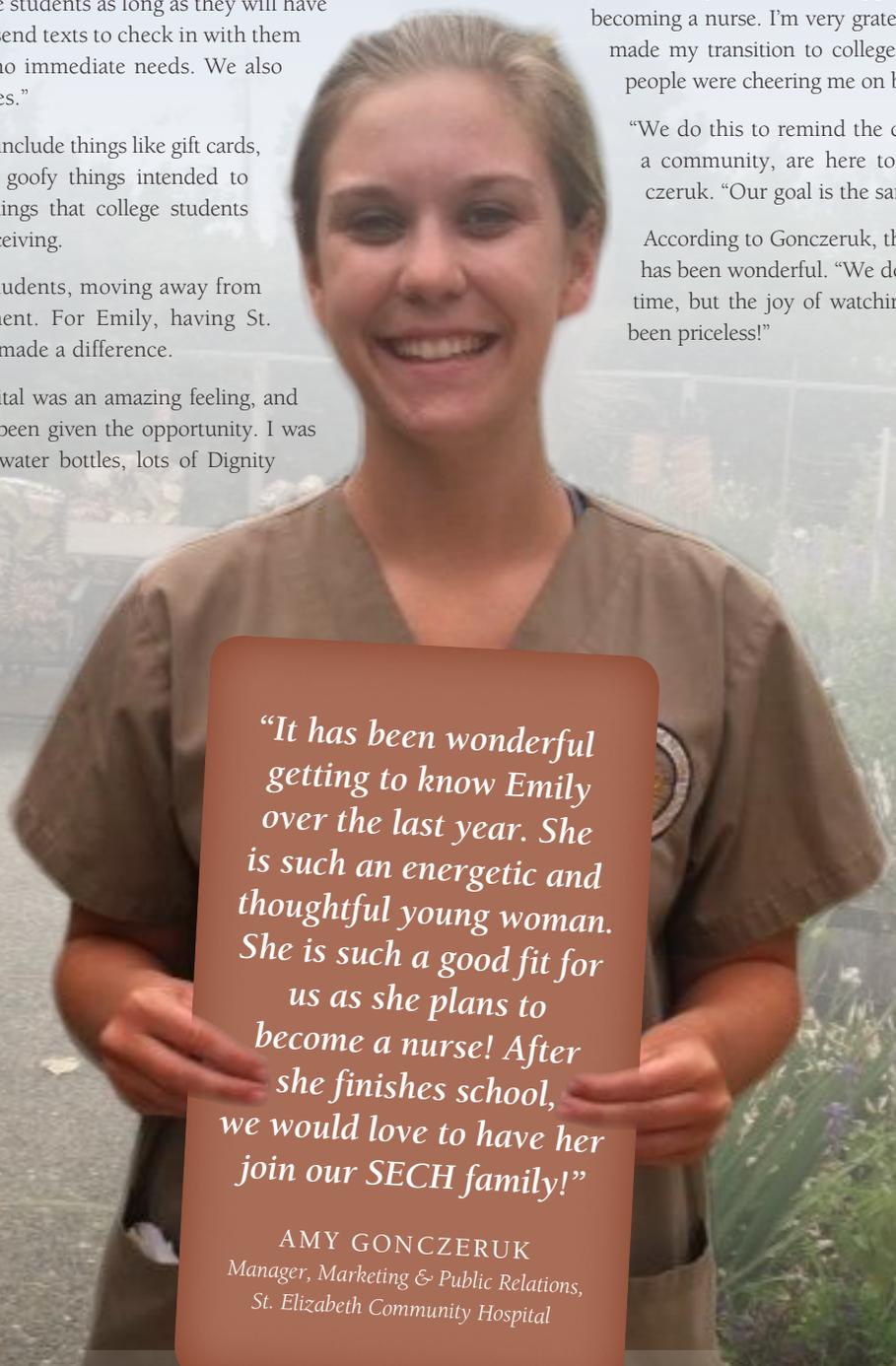
"Being adopted by the hospital was an amazing feeling, and I feel very blessed to have been given the opportunity. I was sent gift cards, chocolate, water bottles, lots of Dignity

Health merchandise, socks, notebooks, and a bunch of other items that make college life a little bit easier, especially being so far away from home. Amy texted me inspiring quotes periodically reminding me to keep doing my best which really pushed me to keep working hard. It meant a lot to

know that I had my hometown's support in pursuing my dream of becoming a nurse. I'm very grateful to have been adopted; it made my transition to college much easier knowing that people were cheering me on back home."

"We do this to remind the college students that we, as a community, are here to support them," said Gonczeruk. "Our goal is the same as theirs; to succeed."

According to Gonczeruk, the return on this investment has been wonderful. "We don't spend a lot of money or time, but the joy of watching one of ours succeed has been priceless!"



"It has been wonderful getting to know Emily over the last year. She is such an energetic and thoughtful young woman. She is such a good fit for us as she plans to become a nurse! After she finishes school, we would love to have her join our SECH family!"

AMY GONCZERUK
Manager, Marketing & Public Relations,
St. Elizabeth Community Hospital

FOCUS AREA 6

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

Why is this important? What does the research say?

The ultimate goal is for all students to become adults who are engaged, self-sustained citizens.

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

For those who attend college or career training programs we must identify career paths that will sustain employment for their educational attainment. This process is twofold. First, local employers who need college graduates and/or highly trained individuals must be identified. Second, industry sectors that currently do not exist in Tehama County need to be identified and recruited to meet the demands of future workers.

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

What are our indicators?

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

How are we doing?

The living wage shown is the hourly rate that an individual must earn to support their family, if they are the sole provider and are working full-time (2080 hours per year). The state minimum wage is the same for all individuals, regardless of how many dependents they may have. The poverty rate is typically quoted as gross annual income.

It is converted to an hourly wage for the sake of comparison.

LIVING WAGE CALCULATION FOR TEHAMA COUNTY

HOURLY WAGES	1 ADULT	1 ADULT, 1 CHILD	1 ADULT, 2 CHILDREN	1 ADULT, 3 CHILDREN	2 ADULTS	2 ADULTS, 1 CHILD	2 ADULTS, 2 CHILDREN	2 ADULTS, 3 CHILDREN
LIVING WAGE	\$9.85	\$22.06	\$25.63	\$32.03	\$16.50	\$20.37	\$23.00	\$26.07
POVERTY WAGE	\$5.00	\$7.00	\$9.00	\$11.00	\$7.00	\$9.00	\$11.00	\$13.00
MINIMUM WAGE	\$9.00	\$9.00	\$9.00	\$9.00	\$9.00	\$9.00	\$9.00	\$9.00

Source: US Census Bureau, American Fact Finder



AEBG:

THE NEW ADULT EDUCATION

The new Adult Education Block Grant (AEBG) is a joint effort by the California Department of Education and the California Community Colleges Chancellor's Office to better serve the needs of California's adult learners. Funding through the AEBG is designed to support adult learners in the following areas:

- Elementary and secondary basic skills, including classes required for a high school diploma;
- Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;
- Programs for adults, including older adults, for entry or reentry into the workforce;
- Programs for adults, including older adults, to develop knowledge and skills to assist elementary and secondary school children to succeed academically;
- Programs for adults with disabilities;
- Short term Career Technical Educational programs with high employment potential;
- Programs offering pre-apprenticeship training in coordination with apprenticeship program(s), as specified.

AEBG funds will be distributed to local consortiums throughout the state based on regional needs.

Shasta, Tehama and Trinity Counties have joined together to create the Northern California Adult Education Consortium. The consortium's membership includes the high school districts in all three counties, Tehama, Shasta and Trinity County Offices of Education and Shasta College. Partners including the Job Training Center, Tehama Department of Social Services, Employment Development Department and others will work with the membership to identify needs of the adult learners in our region and develop programming to meet local needs.

The Northern California Adult Education Consortium will kick off with a public meeting in early 2016.

Adult Education in Tehama County

BY CHARLES ALLEN,
Tehama County Superintendent of Schools

Adult education classes are available in Tehama County allowing students to work on language acquisition and literacy skills leading to obtaining GED Certification or earning a high school diploma.

This past year over 50 students earned a high school diploma locally through the Adult Education Program operated by the Tehama County Department of Education. There are students, who for various reasons, do not graduate from high school. Many employment opportunities are not available to Tehama County residents without a high school diploma.

Our graduating class demonstrated perseverance, dedication and initiative to come back to school and finish. Graduates ranged in age from 18 to over 60 years old.

One of our graduates this year passed the GED exam three years ago and decided she wanted to obtain her high school diploma. After three years of taking classes and passing the California High School Exit Exam, she earned her high school diploma at the age of 60+. Many graduates attended the graduation ceremony with their children. One mother spoke about how important education had become for her, and while working full-time, she earned her high school diploma to set an example for her children.

We applaud these hard working members of our community!

Teacher of the Year

Tehama County is proud to have great teachers who care about our students. This year the Tehama County Education Foundation (TCEF) awarded the Teacher of the Year to Gerber School teacher, Cort Mitchell. Mitchell teaches a self-contained 8th grade class and is known for engaging his students and trying new ways of instruction.

“Cort is a very organized and conscientious teacher,” said Gerber Superintendent Jenny Marr. “He has high expectations for his students and has embraced the new common core curriculum. He works hard to engage all learners by incorporating different learning modalities into his daily lessons.”

Because he had great teachers as role models in school, Mitchell wanted to follow their example and pursue teaching. He says what he loves most about teaching is working with the kids.

Mitchell graduated from Corning High School and California State University, Chico. He coached wrestling for over 20 years and softball for 23 years. Mitchell has been married for 18 years and has four children.

The Tehama County Teacher of the Year award was presented to Cort Mitchell at the Tehama County Farm City Night and included an engraved apple award, a \$500 check from Cornerstone Community Bank, and a gift basket from Expect More Tehama.

Every year, TCEF visits Teacher of the Year candidates to observe instruction in the classroom and to conduct interviews. Candidates are selected from a pool of the previous year's Teacher of the Month/Feature Teachers as well as from nominations solicited from the community.



Adult Education Graduate

Sometimes, starting over means starting from scratch, even if you'd previously gotten a start on what you set out to do. Such was the case for Rosie Brown-McDonald, a 34-year-old mother to three, who received her high school diploma through the Tehama County Adult School in May. She completed 180 credits through the program and passed two exit exams. The program is administered by the Tehama County Department of Education.

Rosie grew up in a household that she describes as “pretty challenging sometimes.” When it came time to raise her own family—son Jeremiah, 14, daughter Mariah, 8, and a 2 year old nephew, Damien, she wanted to do things different. And she wanted to be a role model. If she was going to emphasize the importance of education, she knew she'd have to get her diploma, no matter what it took. Rosie had dropped out of high school as a teenager in Fort Bragg.

“I wanted to go back to school when I was pregnant with my son,” she says. “I really did. But I couldn't juggle it with parenthood, being a wife.” As her oldest entered middle school, she knew it was time to finally go back. She wanted to make sure he made it through high school, and she knew she'd have to also walk the walk, to have credibility with him.

“She didn't want me to get mine before she got hers,” says son Jeremiah of a diploma, noting

that the two often did homework together because they were learning at the same time. “She always wanted to be involved in my school and stuff, but she couldn't do it because she didn't know it,” he says. “Now it's like she's my own personal teacher. And she gets to help my sister.”

Not only did Rosie commit to her high school diploma, she also enrolled in the Parent Institute for Quality Education program offered at Red Bluff High School and taught by Expect More Tehama Leadership Team member Tim Morehouse. “She was a very devoted student, always taking notes,” says Morehouse. “She was doing everything she could to help her kids have a better future.”

Rosie remembers her graduation day with great pride and fondness. Her family showed up; she gave a speech; she dressed up for the occasion. “It took me 17 years to get it done, and now I've gotten it done,” she says. “I've shown my kids that they can do it, too.”

Son Jeremiah has definitely taken notice, just as she'd hoped. “I think it's awesome how she time managed that,” he says. “She had to struggle a lot, with time and everything. For me, it made me feel a lot better that she was doing something to make her life better.”

You might be poor your shoes might be broken but your mind is a palace

Lizedna Lilio arrives at the Expect More Tehama Summit from Sacramento, where she is attending Sacramento City College as a second year student and is exploring the study of sociology.

When she first enrolled in college she says of her major, "I didn't know what it was, but a lot of people told me they thought I would like it. It studies the way social atmosphere creates the options."

For Ms. Lilio, a study of social atmosphere and options are at the heart of her personal story. A student living independently through

extended foster care, she has been navigating her way through complicated family waters and systems of care within the probation and child welfare systems.

"Even as we were younger, we were exposed to negativity," she says of family life with her siblings. "But now that I'm older, I'm living with the philosophy that every day is a new day to bring positivity."

Ms. Lilio entered the foster system through juvenile probation at the age of 14 and spent the last five years in some type of placement, including three group homes, a standard foster home and placement with a non-relative family friend. Child Protective Services entered her family's life when she was 12 years old. "Unfortunately, they only knew how to cover up their pain," she says of her parents and their struggles.

"I wasn't prepared for college mentally because I was moved around so much," she says. "I

was lost. I still am. I'm figuring it out now."

"There wasn't an example," she adds. "A lot of our families were not involved in school."

Despite this, she says that there are several programs and opportunities for youth in her situation. The trick is to find them. "There are at least one or two programs or counselors on campus that are really dedicated to foster youth," she says. "If you're willing to search out these counselors, you will find them."

Ms. Lilio plans to return to Tehama County to help reform the systems she and her siblings have found themselves caught up in. She dreams of a world where youth and families have more options and suffer less oppression. "I think I'm going to minor in education," she says, with her eyes towards a more engaging and supportive educational system.

Thanks to recent changes in foster care law, Ms. Lilio has the option to receive supportive services through the age of 23. While she will face the struggles of any 19 year old facing adulthood and independent living, hers will be compounded by the struggles that have preceded her. With the support of a community that recognizes and supports her resiliency, we fully expect her to return to Tehama County to help raise expectations for all young people.



READ, ENGAGE, & UNITE!

***The Glass Castle* is Red Bluff High School's First Book in Common**

The Red Bluff High School Parent Partnership Team, with the support of various local organizations, announced that for the 2015-2016 school year, it would launch a poverty awareness campaign and include a Book in Common on the topic. The goal is that a Book in Common will unite and engage students, parents, staff, and the community, as well as promote literacy.

According to Michelle Ackley, a counselor at Red Bluff High School and the project's leader,

"Students, parents, and staff collaborated in choosing *The Glass Castle: A Memoir* by Jeanette Walls." In her memoir, Walls tells the story of her astonishing and challenging childhood. Ackley says, "The memoir brings to attention issues of poverty and family dysfunction."

At about the same time, the Tehama County Community Action Agency, in partnership with other community organizations, also launched a poverty awareness campaign and the Book in Common is part of a collaboration.

Through generous support from the Rolling Hills Community Development Foundation and the Tehama County Arts Council, every English class at Red Bluff High has a class set of *The Glass Castle*, as well as over two hundred copies for staff and parents. "The response has been overwhelmingly positive from everyone," says Ackley. "We ran out of books in the first few weeks of school and had to order more." The Tehama County Library also has copies on hand for community members. Various school activities and events throughout the school year have been planned, starting in September with a blanket, coat, and warm clothing drive in cooperation with Tehama County's Recycle the Warmth program. In addition, there are monthly book discussion groups for students, staff, and parents led by community members held during the RBHS ASSETs after-school program.

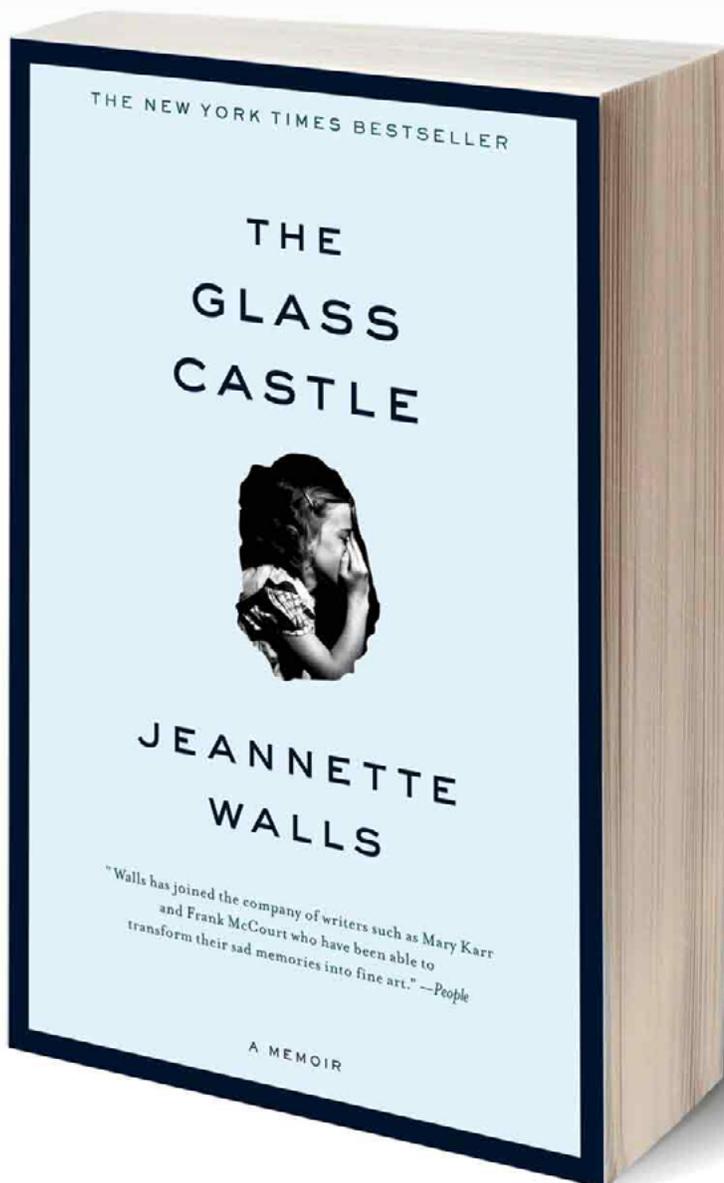
To join us on this literary journey, please see the suggested reading plan below.

- September 2015: Part I
- October 2015: Part II
- November 2015: Part III
- January 2016: Part IV
- February 2016: Part V

Follow along on our Facebook page:
www.facebook.com/rbhsbookincommon

What Can You Do?

- Read the book
- Encourage others to read the book
- Join in a discussion group



TWO CAMPAIGNS LAUNCH AND CONNECT OVER POVERTY

This summer, the Tehama County Community Action Agency (CAA) and Red Bluff High School's Parent Partnership Team decided to launch poverty awareness campaigns, completely unaware of the other's efforts. Once connected, both have benefited.

"Our ability to collaborate and share resources and combine events works to make more of our neighbors and friends aware of the poverty issues in our own backyard," said Amanda Sharp, CAA Executive Director and Director of the Department of Social Services.

The Tehama County Community Action Agency launched their campaign in August which will culminate in a Prosperity Summit (check with Scott on the name of this) at Rolling Hills Casino March 25th. The CAA launched a Food Stamp Facebook Challenge and achieved more than 3800 views and awareness about good ways to cook healthy on a budget, how to buy in bulk and prepare meals in advance as a strategy to save money. They received many great ideas on recipes, challenges and how to overcome them.

They were also able to engage with people on the truth about CalFresh benefits, the low rate of fraud in Tehama County as well as who qualifies and what you can buy with benefits.

Between November and April, the CAA also scheduled a travelling interactive art display, Poverty A-Z, to be installed in several locations across Tehama County. This exhibit has been shared by Kansas Community Action, and helps bring home the effects of poverty through an artistic lens. The initial installation is featured at Red Bluff High School November 16-27. Red Bluff High students will be posting their own art exploring the issues of poverty alongside. It will then move to Mercy High School and various

south county locations culminating with the installation at Rolling Hills Casino in March.

In September, the Parent Partnership Team received grants from Rolling Hills Community Development Foundation and the Tehama County Arts Council to fund copies of a memoir, *The Glass Castle*, as a Book in Common. The goal is to encourage as many students, staff, parents and community members to read the book and then discuss the themes of poverty. The CAA also partnered with the Book in Common project.

Earlier this Fall, Red Bluff High supported a warm clothing drive to benefit the LIFT Recycle the Warmth one day resource fair in November. The CAA will support Red Bluff High on a Thrift Store Fashion Show project in 2016.

For the CAA, the campaign will culminate in a special Poverty Awareness Summit March 25 as a collaborative project among dozens of local agencies, organizations. This project will include a simulation activity for participants, excellent prosperity-focused speakers and ways to get involved to help build a thriving

Tehama County. Red Bluff High's campaign continues into the New Year with a speaker series and family film night.

"It's been incredible to join our Book in Common project with the CAA's poverty awareness campaign. It has been great to see the positive response from our students, parents, and staff, and we are thrilled at the engagement that's happening on our campus and in our community."
– Michelle Ackley, Counselor and Red Bluff High Parent Partnership Team

Check out Red Bluff's Michelle Ackley and CAA's Amanda Sharp on The Forum on KIXE Channel 9!

"We live in a caring community. We help each other and our lives touch others' lives. We can build a thriving community and overcome generational poverty. Let's all think about what our community would be like if we had prosperity. Now, let's take action!"

AMANDA SHARP
CAA

THERE ARE NO UNWANTED CHILDREN, JUST UNFOUND FAMILIES

The idea of placing children in safe and loving homes when their parents cannot care for them seems so simple; and yet, the foster care system is anything but simple. It is heavily directed with rules and intensive case management; faced with addressing serious crisis causing family breakdown; stereotypes and misinformation and challenges placing older kids.

In 2014, 62,097 children and youth in California were living in foster care; 234 in Tehama County.

At the heart of the foster care system is the juvenile court which oversees foster youth via child welfare and youth court. While the hope is that children will be reunited with their families (Plan A), there is an expectation that the social worker involved is concurrently developing Plan B, such as adoption, legal guardianship, or remaining in foster care with a plan of developing a life-long connection, if Plan A dissolves. Plan B is known as concurrent planning. Time is of the essence for parents needing to meet court requirements before outside placement becomes permanent: six months for children 3 and under, and one year for those older.

Youth are placed in foster care for a variety of reasons. In California, 84% of children who entered foster care for the first time in 2012-14 were removed from their families due to neglect, 8% due to physical abuse, and 2% due to sexual abuse. Of all age groups, infants consistently have the highest rates of entry into foster care (Kids Data.org). Most of the families involved have significant issues with controlled substance use or mental health.

According to Steven Dickerson, Social Worker Supervisor II in Child Protective Services, one of the first places social workers look to when children are removed from home are other relatives. Over the last decade, more effort has been placed on quickly identifying and assisting relatives in caring for related children either short term or for adoption. In California, about 34% of foster children are placed with relatives. The next best placement is a non-relative family home; however, there are often not enough available or appropriate homes when needed. Ninety-nine foster kids in Tehama County had to be placed out of county between July 1, 2014 and June 30, 2015, removing them from their schools, friends and sometimes from their siblings.

Group homes were created to address children with more severe issues but are sometimes the only option for placement, especially for older youth. The state is discouraging more group homes from opening; however, without more options for older youth, placements only become further away.

Dickerson believes the quality of foster parents varies greatly. He's optimistic that changes coming in 2017 will improve the quality of foster homes as foster parents will be held to the same requirements as adoptive parents. RFAs, Resource Family Assessments, will help clear the way for more foster to adoptions to take place. In 2014, 41 children were adopted in Tehama County, 40% by relatives and 60% by non-family members. Today, 107 adoptions are available.

Dickerson realizes that not all foster kids will be adopted or find a guardian, but he'd like them to still have mentoring, guidance and lifelong connections. "Foster kids eventually turn 18 and become part of society. The healthy connections they have in youth often carry on." He credits the CASA program with offering a healthy adult connection but hopes to see that grow.

In California, the majority of foster children will return home to live with their family as soon as the problems that caused their entry into care are sufficiently resolved. About 5,500 children are adopted each year, and about 2,000 California children need an adoptive family every day.

ADOPTUSKIDS.ORG

CASA Program Growing

In 2012, Tehama County formed its Blue Ribbon Commission (BRC), made up of community leaders and stakeholders, with the goal of improving safety, permanency, well-being and fairness outcomes for children and families in our county. At the 2014 Expect More Summit, Juvenile Judge Matt McGlynn shared about the BRC and the work being done, including the formation of the Court Appointed Special Advocates (CASA) Program. Since last year, thirteen advocates have been trained and are serving 18 kids, ages 6 to 17.

According to CASA for Children, as a CASA, "you are trained to advocate in the best interests of abused and neglected children in courtrooms and communities."

Two CASA trainings were held in Red Bluff this year. The next is scheduled for February of 2016.

In our area, Northern Valley Catholic Social Service (NVCSS) administers the CASA program. As an agency in four counties, this fiscal year the program will be regional which means that trainings will take place more frequently in the region, and those interested can access the training in a timely manner, although it may mean driving to Butte, Glenn or Shasta Counties.

Tehama County's CASA Coordinator Geneva Jobe is located in the Corning NVCSS office.

For more information, visit www.nvcss.org

RESTORE LAUNCHES

A new grant-funded program is starting in southern Tehama County to work with youth, ages 10-17, who have committed a misdemeanor crime or school related offense. Those who fall within the Corning school districts will be immediately referred to the program, called Restore, as opposed to being processed through the traditional juvenile justice system.

The Restore Program uses volunteer advocates to provide a one-on-one, individualized, youth-centered intervention. These advocates are trained to work with not only the youth, but all the key people in the youth's social

environment (i.e. family, teachers, potential employers, etc.).

"I am looking forward to seeing the lives of kids impacted and turned around, but I am also really looking forward to the community's involvement in the program as advocate volunteers and what that means for us taking ownership of our youth," said Tara Cory, Program Coordinator. "We get to be the catalysts, and that's exciting. I love this community and am privileged to be a local community member serving youth here."

Restore is always in need of volunteer advocates. If you are interested in mentoring a youth, please call the Restore office at (530) 213-3667 or email them at info@restoreprogram.org.

The program is a joint effort of Tehama County, Tehama County Sheriff's Department, the City of Corning, and Corning Police Department with funding obtained from the Edward Byrne Criminal Justice Innovation Program (BCJI) and the Edward Byrne Memorial Justice Assistance Grant (JAG).

MAKING A DIFFERENCE FOR TEHAMA COUNTY FOSTER YOUTH

**Wednesday, February 10, 2016
4:00-6:00 PM**

Tehama County Department of Education: Assembly Room
1135 Lincoln Street, Red Bluff

Join Juvenile Court Judge Matt McGlynn and a host of local agencies and programs that work to support local foster youth. Learn about organizations in our community that support foster youth, including:

**Tehama County Foster Care Licensing · CYC (California Youth Connections) · FKCE (Foster/Kinship Care Education)
Dept. of Education Foster & Homeless Youth Services · CASA (Court Appointed Special Advocates)
FFAs (Foster Family Agencies) · Clothing Closet Team**

THE
FUTURE
DEPENDS ON
WHAT WE DO
IN THE
PRESENT

Bill Gaines has a special place in his heart for Tehama County. He was raised in Red Bluff, attended Red Bluff High School as did his children. The gym is even named after his father, Dr. William Gaines, who helped found Lassen Medical Group.

Today Gaines is Founder and Chairman of Transfer Flow in Chico, a company that manufactures aftermarket fuel tank systems. After years of working non-stop, his daughters and son-in-law are now running the company, and he has more time to dedicate to working with area high schools and colleges to reconnect education to the needs of manufacturing. He is an industry champion and part of an ever increasing group, all focused on growing the North State economy in a sustainable way. Gaines works closely with Audrey Taylor of Chabin Concepts and Michael Cross of NoRTEC as well as manufacturing throughout the region. They believe that once we have a skilled workforce graduating from our North State high schools, these students will not only find good paying jobs, but it will attract new manufacturing companies to the area.

In Tehama County, Gaines has worked to share the need for both trained talent and more progressive technology. As an employer, he has a hard time finding workers to operate and program specific machinery such as the brake press. Several years ago, he decided to invite teachers and students into his business to see firsthand what is needed in today's industry.

Melissa Stegall at Los Molinos High, attended Gaines's CNC Train the Trainer class last June and is working to adopt current technologies, such as SolidWorks, 3-D Printers, Plasmas, Pulse Welding and G-Code into their high school curriculum. Transfer Flow and others in manufacturing are helping her with her first SolidWorks project. Brian Smith, a CSUC Mechanical Engineering Intern at Transfer Flow, is very good at SolidWorks and wrote the SolidWorks Sheet Metal Module Tutorial that is being used by the CAD teacher at Pleasant Valley High School. Brian is working with Stegall to help her create a DXF file that can be used to cut parts on their brand new plasma machine. Melissa is currently purchasing seats of SolidWorks and a 3-D printer for Los Molinos High School.

Gaines is excited about Stegall's training path: "Down the road, Brian will be one of the people in our group who will be working directly with Melissa to help her obtain a firm grasp of SolidWorks, and then help her develop curriculum for this 3D modeling program that the vast majority of manufacturers use today."

Gaines is convinced that teachers need more exposure to industry. "Teachers need both continued training and support if we expect them to effectively teach our students the T and the E in STEM."

Expect More Tehama started as a conversation and became a movement of volunteers that wanted to shed a light on great programs and efforts that were answering a question:

What can we do or put in place that will start to raise expectations and support youth in continuing their education and skills beyond high school?

Where there were gaps or need for more information, Expect More Tehama worked to find the answers. It convened and connected stakeholders with other stakeholders to leverage resources, share ideas and make things happen.

Today, Expect More Tehama is excited about the future! As other higher education initiatives have developed in the region, collaboration and sharing of ideas has taken place. The McConnell Foundation, which has studied and assisted with efforts to increase the number of high school students going on to college for over a decade, has also been involved in conversations around how to best work together. In studying collective impact models, we know that we are weak without a structure that allows for dedicating staff and resources to accomplish all that we are striving for.

Our ongoing work today includes creating a regional organization that would be made up of several northern counties wanting to leverage a staff to manage data, leverage resources, share best practices and for us, continue to grow Expect More Tehama while helping the North State at the same time.

Sonnet #24

Written by Fiona Heaney
Red Bluff High School

I am from broken barbie dolls

From Dawn Dish Soap bubble baths and paint brushes

I am from a kitchen

Small, crowded, smelling of freshly baked cookies

I am from the rose bush

Fighting against the weeds for survival

I'm from Christmas cookies and no filter speaking, from Peggy and Lucy

From "You can do anything" and "No you can't take over the world with an army of moths"

I'm from laughter is the best medicine

I'm from Red Bluff

Top Ramen and Pumpkin Pie

From the tears of joy my mom shed as she spelled out to her friend that she was having a baby
and the surprise that replaced them when she realized that I could spell "pregnant"

Albums upon albums on my shelves hold all these precious little memories
for me to go back to when I am feeling down.

