

START

where you are

USE

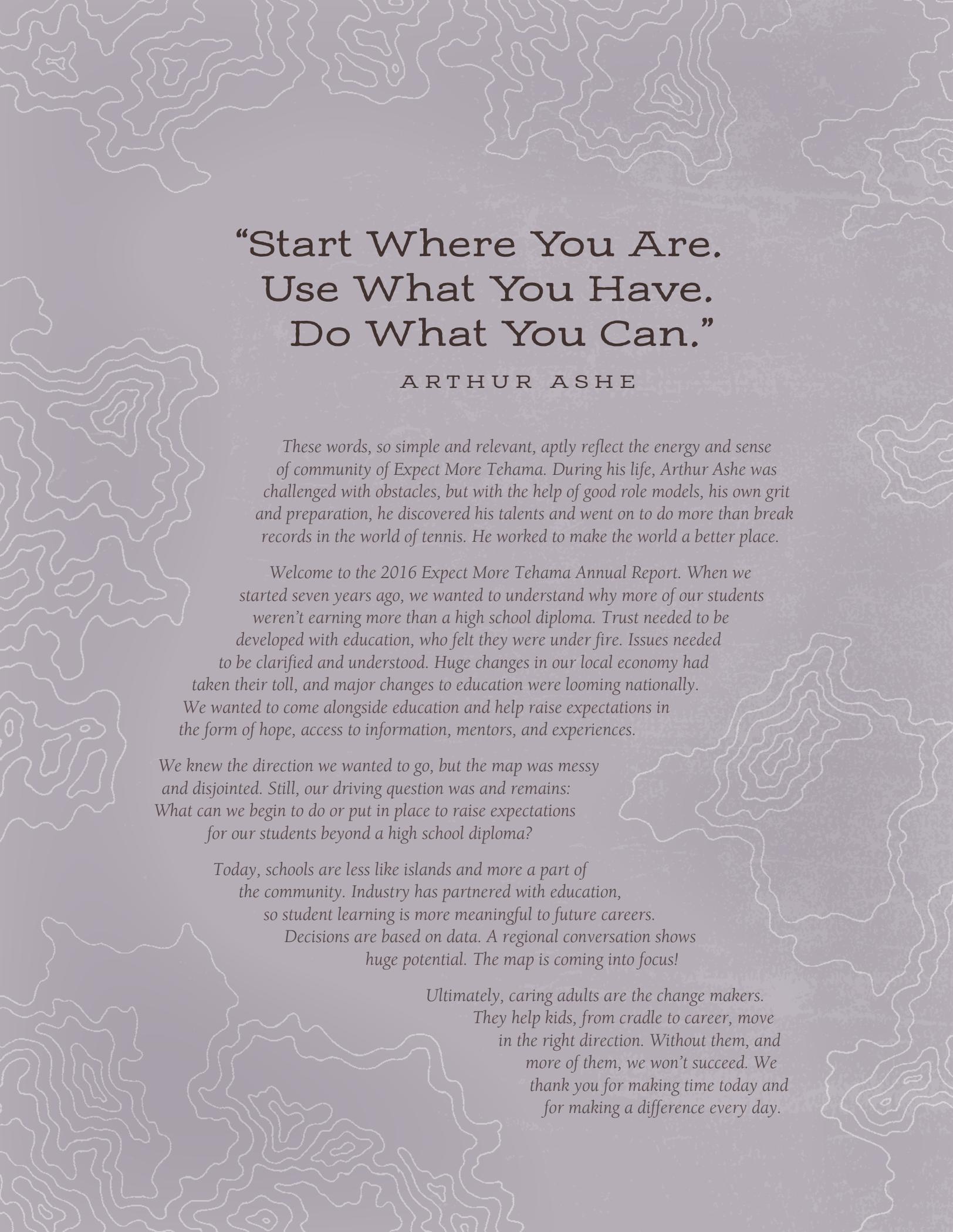
what you have

DO

what you can

-ARTHUR
ASHE



The background of the entire page is a light gray topographic map with white contour lines. The lines are irregular and concentric, creating a textured, map-like appearance. The text is centered on the page.

“Start Where You Are. Use What You Have. Do What You Can.”

ARTHUR ASHE

These words, so simple and relevant, aptly reflect the energy and sense of community of Expect More Tehama. During his life, Arthur Ashe was challenged with obstacles, but with the help of good role models, his own grit and preparation, he discovered his talents and went on to do more than break records in the world of tennis. He worked to make the world a better place.

Welcome to the 2016 Expect More Tehama Annual Report. When we started seven years ago, we wanted to understand why more of our students weren't earning more than a high school diploma. Trust needed to be developed with education, who felt they were under fire. Issues needed to be clarified and understood. Huge changes in our local economy had taken their toll, and major changes to education were looming nationally. We wanted to come alongside education and help raise expectations in the form of hope, access to information, mentors, and experiences.

We knew the direction we wanted to go, but the map was messy and disjointed. Still, our driving question was and remains: What can we begin to do or put in place to raise expectations for our students beyond a high school diploma?

Today, schools are less like islands and more a part of the community. Industry has partnered with education, so student learning is more meaningful to future careers. Decisions are based on data. A regional conversation shows huge potential. The map is coming into focus!

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

POSITIVE CHANGES

I am particularly excited about the direction of education in California and Tehama County. I feel the chains of the former federal policy, No Child Left Behind, have been lifted and educators are again free to be creative. Our system is also ripe to be influenced by the local community focusing resources to areas that more reflect the values we hold in Tehama County.

Since 2001 our schools have been overwhelmingly focused on a single measure of student achievement. Our annual Spring STAR test had become an autopsy of all things good or bad in our schools. Our state and local educators have worked diligently to make significant changes to our system resulting in structures that assign multiple measures to school evaluation and actively seek stakeholder input.

The current system eliminates categorical funding and leaves the allocation of resources up to the local community through stakeholder input sessions and surveys. Community members are encouraged to be involved in their local schools to shape the school vision.

We are starting to see significantly more career technical education class offerings in our high schools and more hands-on activities in our elementary schools. We see the Makerspace movement continuing to grow in districts, the Tehama County Department of Education and in our local Juvenile Hall. The input from the business community and particularly the manufacturing sector, has helped to influence this direction. We continue to prepare all students for college and make that opportunity a reality, if they choose.

The level of community support and collaboration in Tehama County is truly impressive. Service clubs, businesses, public agencies and community members come through every time to support students. As we know, "It takes a village". I can't wait to see what is ahead for our students. I want to say thank you to all of our caring adults that influence our students, teachers, staff and our economy.

Rich DeVarney

TEHAMA COUNTY SUPERINTENDENT OF SCHOOLS

CORE ACTIVITIES OF

AT THE CORE, THERE ARE KEY INITIATIVES THAT

Adopt-a-College Student

Can a care package or a supportive text make a difference to a student trying to adjust to college away from home? Can we support college kids attending Shasta and Butte? Expect More Tehama believes that by making careful matches, we can connect each student with a business or service club that will champion them, take interest in their major and their well-being and help in whatever way they can. Most students at our Senior Send-Off event want to be adopted. A box of treats, a positive note, an invitation to lunch when they are home, a possible internship, can make a difference.

Senior Send-Off

Senior Send-Off is an event held in June for newly graduated high school seniors to help answer questions about college and ease their anxieties before they leave home. Studies show that students do better and transition more quickly once those fears are alleviated. Our own college students, home for the summer, are the experts at this event. Expect More Tehama serves everyone a meal followed by ice breakers and time for students to write down their questions and concerns. The college students address the students with their own experiences and insights. Parents enjoy a mini-college prep session in a nearby room. Shasta and Butte College have also participated.

School Board Appreciation Dinner

Several years ago, Expect More Tehama was invited to speak at an Annual School Board Appreciation Dinner in Lassen County. This event honored board members, allowing them to connect and learn about a common topic. Kate Grissom and Kathy Garcia were happy to share about Expect More, but left excited to adopt the event concept in Tehama County. Expect More Tehama partnered with the Tehama County Department of Education to host a dinner and speaker for the last three years. Being a school board member is a big responsibility and time commitment. We are grateful for their leadership.

College T-Shirt Project

When Melissa Mendonca became a fellow of the Institute for Development of Emerging Area Leaders at the Great Valley Center in 2007, she had no idea it would lead to a passion for promotion of higher education. “We studied different major issues affecting the Great Valley,” says Mendonca. “When we looked at education, I was shocked to learn how low our college-go rate was across the valley.” Around that time she read an article about a community that was collecting college-logo t-shirts for its students as a way to engage them in thinking about higher education. Mendonca had to create a capstone project for her fellowship, so she replicated the t-shirt project at Vista School in Red Bluff (now Vista Preparatory Academy). “It took a year to collect enough t-shirts for each student,” she says, “But we did it!”

The Expect More Tehama movement adopted the College Logo T-shirt Project at its inaugural summit and has been collecting and distributing new t-shirts every year since. There is a 50 State Challenge associated with the project to collect shirts from across the US. Community contributions keep this project going! Find out more at <http://tehamaschools.org/tshirtproject>

EXPECT MORE TEHAMA

EXPECT MORE IS DEDICATED TO SUPPORTING:

8th Grade Leadership Conference

In 2010, Shelley Macdonald's son Will was an 8th grader at Berrendos School. She asked if Expect More Tehama could help her host a leadership event to help his class realize their role as the oldest students on campus and help them start setting academic goals for high school and beyond. Today, Will is starting his second year at Lassen College (in May he received the 2016 Academic Athlete of the Year award). The 8th Grade Leadership Conference invited more schools each year, and now includes high school volunteers, workshops, and the involvement of nearly all 8th grade classes in Tehama County.

8th Grade College Field Trips

In 2010, one of Expect More's first actions was to bring two things to 8th graders in Tehama County: knowledge through workshops about high school A-G classes and a visit to Chico State. Kathy Garcia's daughter was in 8th grade at Lassen View School. Garcia worked with the Superintendents of both Lassen View and Richfield School to share a bus and organize a tour. She then contacted Chico State and had to enlist Karissa Morehouse (who had worked there) to convince the admissions office that Tehama County was serious about bringing 8th graders to campus. Over seventy 8th graders went on that first trip, some who had never been to Chico, let alone Chico State before. Today nearly all 800+ students visit one or more universities each year.

Summer Activity Guide

There's nothing to do...or is there? In an effort to curb the "summer slide" when students tend to lose academic ground they gained in school, Expect More Tehama produces a comprehensive summer activity guide to offer parents an array of low and no cost summer activities. The guide includes camps, art and food classes, free movies, library programs, vacation bible schools, sports clinics, swim lesson information, fair entry details and more.

Tehama Reads

In 2011, during a road trip to Stanislaus County, members of Expect More Tehama's leadership council picked up a Sacramento Bee that highlighted Mayor Johnson's launch of a literacy campaign, citing the Sacramento area's third grade reading proficiency levels. After some research and a closer look at Tehama County numbers, the Expect More team realized that a key factor in increasing college go rates was to make sure students were reading well by third grade. The Tehama County Department of Education agreed. Tehama Reads was launched and eventually joined with the Tehama County Reading Council. Over the years, thousands of books have been given away with the goal of making sure children have books at home to read. Businesses and agencies have free bookshelves that Tehama Reads works to keep filled, as well as book giveaways at Red Bluff Farmers Market.

Expect More Tehama Summit and Report

The power of Expect More Tehama has always included creating space for meaningful conversation and discovery. The annual Summit is a key Expect More event. Likewise, the Annual Report reflects the Summit topics, as well as managing and sharing focus area information, data and local stories of progress, initiative, hope and hard work.

CHILDREN'S
FAIR VOLUNTEER

CORNING
HIGH SCHOOL
GRAPHIC DESIGN
CLASS

MR.
SPARTAN
EMCEE

RED BLUFF
YOUTH SOCCER
LEAGUE

SPIRIT ^{C.O.} AND PASSION

NORTH STATE
WILDERNESS
TEAMS

GIRLS
INC.

NCEN BOARD
MEMBER

TALENTED
CHILD AWARD,
VOLUNTEER

IS EXPECT MORE TEHAMA

Everyone who works in the spirit of Expect More Tehama is Expect More Tehama. The Leadership Council is passionate about their own personal involvement which includes, but is not limited to:

TEHAMA
READS

EXPECT MORE
TEHAMA REGIONAL
LIAISON

LASSEN VIEW
SCHOOL BOARD
MEMBER

SUPPORTING
TK-2ND GRADE DUAL
LANGUAGE PROGRAM AT
SACRED HEART

PARENT/
COMMUNITY CAFE
TRAINER

ATTENDEE AND
VOLUNTEER SPECIAL
OLYMPICS

MOVIES IN
THE PARK

TEHAMA
COUNTY 4-H

SHASTA
ROLLER DERBY

RED BLUFF
COLOR 5K,
VOLUNTEER

INTERACTIVE
SANDBOX PROJECT
LEADER

TEHAMA COUNTY
BOARD OF EDUCATION

COLLEGEOPTIONS
SCHOLARSHIP
INTERVIEWER

CALIFORNIA
COUNTY BOARDS
OF EDUCATION

LEADERS
FOR
SUSTAINABLE
CHANGE

JUNIOR
LEADERSHIP
DEVELOPMENT
PROGRAM

LINCOLN
STREET SCHOOL,
GOVERNANCE
COMMITTEE

EDUCATION
DAY AT THE FAIR,
VOLUNTEER

STATE
THEATRE FOR
THE ARTS

CASA SUPERHERO
RUN VOLUNTEER
COORDINATOR

RED BLUFF HIGH SCHOOL
CTE ADVISORY COUNCIL

DAIRYVILLE
ORCHARD FESTIVAL

REACH

LITTLE FREE
LIBRARY STEWARD

LOCAL PLANNING CHILD
CARE COUNCIL AS A FAMILY
REPRESENTATIVE

TEHAMA COUNTY
JUVENILE JUSTICE
CENTER MAKERSPACE

DIGITAL
PROMISE

CALIFORNIA SCHOOL
BOARDS ASSOCIATION

MAKER
SHOWCASE

REDDING EMBLEM
CLUB SCHOLARSHIP
COORDINATOR

AUXILIARY
BOARD

ATTENDEE AND
VOLUNTEER OF
HIGH HOOPS

CO-CHAIR, EDUCATION
OUTREACH COMMITTEE,
SHASTA COUNTY MINI
MAKER FAIRE

CHICO STATE UNIVERSITY, TOWN
HALL MEETING, MODERATOR
AND CONSULTANT

LASSEN PARK
FOUNDATION BOARD
MEMBER

FOUNDER AND SUPPORTER
OF NORTH STATE MAKER
EDUCATOR MEETUPS AT TURTLE
BAY EXPLORATION PARK

COMMITTEE-
CHILDCARE PROVIDER
RECOGNITION NIGHT
(ANNUAL EVENT HELD
BY IPC)

CDE STEM
SYMPOSIUM
HIGHLIGHTING TEHAMA
EARLY CHILDHOOD SCIENCE
PROGRAMS

FACILITATOR, SILICON
VALLEY EDUCATION
CONNECTIONS

CUB SCOUT PACK
417, DEN LEADER

PARENT
INSTITUTE FOR
QUALITY EDUCATION,
FACILITATOR

FOCUS AREA 1

EVERY CHILD IS PREPARING TO BE SUCCESSFUL IN SCHOOL

Why is it important? What does the research say?

Early childhood education and school readiness begin at birth. The most important and long-lasting relationship is between the child and family. Regardless of family “success”, the relationship is the vehicle in which all learning transpires.

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

It is imperative that the children in our county are provided with an opportunity to participate in quality early childhood education programs that are developmentally, culturally and linguistically appropriate. This kind of support for families and children is particularly important for “at risk” children.

What are our indicators?

The Expect More Tehama 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 Framework currently measures the number of students participating in preschool prior to Kindergarten enrollment as well as the number of families reporting participation in a school readiness program such as parenting classes or family play groups.

How are we doing?

We have many examples that promote learning for our Tehama County children. Healthy Families Tehama, a program of Tehama County Health Services Agency, Public Health Division, is a home visiting program that supports pregnant and new mothers. Healthy Families Tehama served 19 families in 2015-16. In addition, Tehama County has Northern California Child Development, Inc (NCCDI) who provides both center based as well as a home visiting program for pregnant women and babies. NCCDI served 133 children in their Early Head Start Program. NCCDI also served 279 children in Head Start Program. School Readiness, a Tehama County Department of Education program funded by First Five Tehama, served 506 children in 2508 home visits in 2015-16. In addition, they provided 196 playgroups throughout the county.

Tehama County Department of Education’s State Preschool served 400 children in 2015-16. In addition to these programs, there are numerous quality family child care providers and private preschools.

What can you do? Be a caring adult for children and families in your life.

Tehama County is making strides to provide a rich array of support for families and children in our community. It is important that we keep in mind that parenting does not come with an instruction manual, so using our resources to mentor and support parents is critical. Another important part is addressing trauma that befalls children in a variety of ways including poverty, alcoholism, addiction, and domestic violence. Caring relationships help to buffer those negative experiences.

506
CHILDREN

2508
VISITS

196
PLAYGROUPS

by School Readiness
in 2015–16

19

FAMILIES
SERVED

by Healthy
Families Tehama

133

CHILDREN SERVED

by Early Head Start

279

CHILDREN SERVED

by Head Start

400

CHILDREN SERVED

by TCDE State Preschool

Dual Language IMMERSION

“Buenos Dias, Maestra Monica! Can we do the Pollo shake your booty song now?” asks Sophia in the TK classroom. This is an amazing code, switching between English and Spanish.

This is the second year of the Dual Language (English and Spanish) Immersion program for the early grades at Sacred Heart School. Last year, almost thirty 4, 5 and 6 year olds spent the year learning in both English and Spanish. And this year, in just the third week of school, Sophia is already greeting her teacher in Spanish and then requesting the Chicken Dance song using both languages.

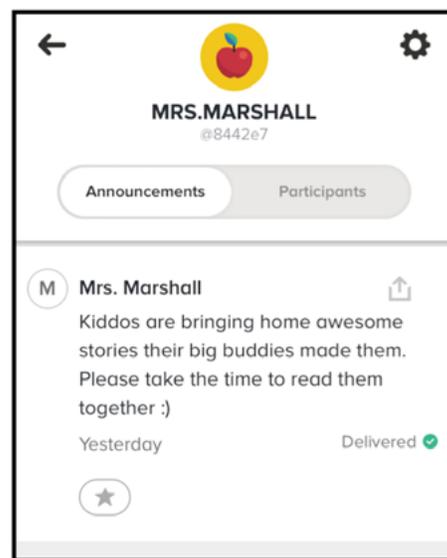
It is a simple and inevitable fact. Language is a part of us; and when children are given the opportunity to have more than one language be a part of them their lives expand. “Dual language learning has been found to be the only method of second language acquisition to fa-

cilitate the full closure of the achievement gap between English learners and English speakers in primary and secondary education.” (Joint National Committee for Languages, National Council for Languages and International Studies). This is a powerful statement, especially for a county that has close to 30 percent of students coming to school speaking a language at home other than English.

After seeing the children jump to their feet, wiggle, dance and sing, it’s clear why the Pollo shake your booty is a class favorite. However, it is not happenstance that students easily learn a song like this one. Maestra Spillane intentionally chooses songs that are familiar to students, use body movements and have a repetitive chorus. She can then build on a song’s vocabulary and have students begin to learn and use the new words throughout the day. Later, while creating the pretend menu for the classroom restaurant, multiple children suggest “chicken” and “pollo” be served.

This dual language program had a running start, launched by those convinced that anything is possible with caring adults and supportive leadership. Paul Weber-former Sacred Heart Principal and Richard Chervenky-current Sacred Heart Principal were dedicated to the early childhood years and the dual language model. They inspired teachers and community members.

One key aspect of a successful dual language program is active parent-school partnerships



This is a photo of the type of daily communication that Mrs. Marshall used to share what was happening at school so families could have meaningful conversations.

(Howard & Christian, 2002; Lindholm-Leary, 2001; Thomas & Collier, 2002). Last year, teachers Mrs. Marshall and Mrs. Aquilar connected with parents

and families about the program benefits. Mrs. Marshall communicated with parents daily and nightly. She utilized the communication method that worked best for each family and communicated daily events, so families could have regular, meaningful discussions about school. The result was a class-

room and school that families and children felt belonged to them.

*“We loved the program!
The only thing is now
when I speak to her Dad in
Spanish she knows what
I am saying. It used to be
our secret language.”*

BRANDI GARNICA
TK GRADUATE PARENT



This is a picture of the child labeling the classroom (sticky note and she chose to use Spanish. Lapiz means pen)



“We loved the program! The only thing is now when I speak to her Dad in Spanish she knows what I am saying. It used to be our secret language,” says Brandi Garnica, parent of a TK graduate.

What inspires Mrs. Marshall to teach in a dual language program?

“Watching the kids light up with excitement when they show others I speak Spanish,” she says. “The students are using Spanish vocabulary and writing skills even when they are with their English teacher. I get to watch Spanish become a part of them, not just something they are doing with the Spanish teacher.”

“The students are using Spanish vocabulary and writing skills even when they are with their English teacher. I get to watch Spanish become a part of them, not just something they are doing with the Spanish teacher.”

MRS. MARSHALL
DUAL LANGUAGE TEACHER

The dual language program at Sacred Heart is one great step toward creating solutions for the achievement gap in Tehama County.

Quality early childhood environments with low teacher-student ratios and high engagement continue to be supported academically and fiscally. While this program is at a private school, there are scholarship opportunities available. This program is not only beneficial to the students, but to families as well, and is a great example of what’s possible.



This is a picture of the child labeling the classroom (sticky note and she chose to use Spanish. Rojo means red.)

FOCUS AREA 2

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

Why is this important?

What does the research say?

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

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

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

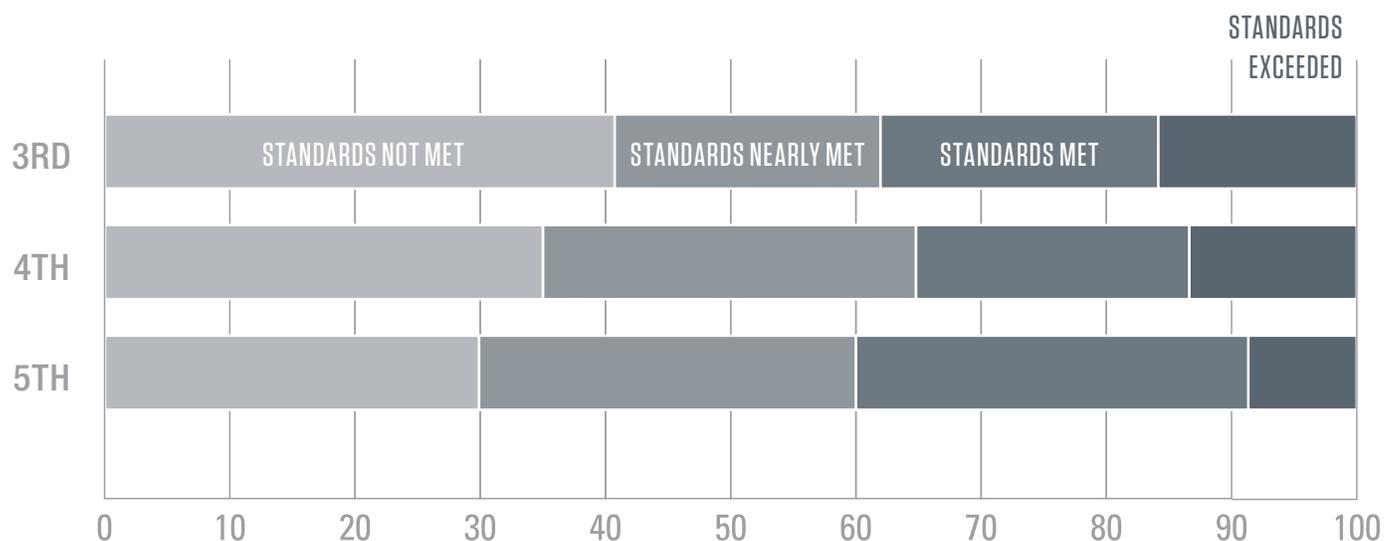
What are our indicators?

New research suggests that reading must continue to be taught beyond 3rd grade, particularly for English Learners; the academic language necessary for success in school is far more specialized and complex than the heavily narrative based language employed in learning to read. Having said that, our focus remains on the baseline of 3rd Grade Reading Proficiency; Keeping a clear goal in mind when gauging progress avoids any mission creep.

How are we doing?

The current indicators in this area rely heavily on academic assessment data collected from the 14 schools in our community. A new assessment, the California Assessment of Student Performance and Progress (CAASPP), is now given to students in grades 3-8 and 11. This replaces the STAR program. It will take several years before we can accurately gauge our progress; this Spring will be the 3rd year of the test, and we should be able to see trends emerging. For third grade, 37% met or exceeded the standard in English Language Arts/Literacy (22% nearly met it). For fifth grade, 40% met or exceeded the standard (22% nearly met it). Measurements for math for these grades is also available.

3RD-5TH GRADE READING PROFICIENCY % OF STUDENTS



California Assessment of Student Performance and Progress (CAASPP)

VOICE *FOR* GOOD

When Merileigh Steadman made Red Bluff her retirement home, she knew she'd want to get involved in the CASA program. As a paralegal in Sonoma County, she'd learned of the value of Court Appointed Special Advocates in the lives of foster children. "The beautiful thing about the CASA program is that you're the voice of the children," she says.

She also knew that she wanted to experience being a CASA along with her sister, Deborah Edwards. "We thought that as siblings ourselves it would be a good opportunity to model a good relationship," she adds. Together, the two sisters became advocates for a group of three siblings, two girls and a boy, between the ages of six and ten. "Because we did it together, it really enabled us to talk and brainstorm through some problems."

Merileigh and Deborah got to know their children by doing simple, everyday activities. They were supported by the First Christian Church, which opened the doors to its basement kitchen as a neutral activity space. "We baked cookies with the kids," says Merileigh. "We made hot chocolate, popped popcorn. The kids would bust out their dance moves." That neutral space became important for the group to gather without time constraints or outside eyes observing. Yet, the team also did other things. "We played games, we went to the park. We got library cards and went to the library."

"From the moment we met them, it was like we knew them our whole lives," says Merileigh of the children. "We had a huge connection." That connection would grow over a year and a half to include weekly activities that gained trust, exposed the youth to pro-social interactions, and allowed the volunteers to understand the needs of each child. Those needs were then conveyed to the family court.

"One of the children had some learning problems," says Merileigh, noting that her advocacy helped develop a student study team for the youth. She was also able to convey dental issues and the need for a foster child to get new prescription glasses. While some of these needs may be already known by social services, a CASA is one more person who can advocate and follow up to make sure they are met.

"Because you're a judicial officer of the court, you have the privilege of being in the know," says Merileigh. "You're official, so people will talk to you so you can find out what the kids need." She found this especially helpful when advocating within the educational system for additional support services.

Deborah and Merileigh also spent time with the biological mother of the children. "We had a great rapport with their mom," says Merileigh. "We tried really hard to show her the respect that she deserves as their mom and to not step on her toes." Ultimately, the family was reunited. "Ours was a win, win" Merleigh adds, the sound of happiness evident in her voice.

"Our court just really believes in the program," she adds. "They're very supportive. Judge McGlynn has a beautiful heart. He wants to know the point of view of the children."

"I rely on the input of CASAs to help me make the best decisions for children and families," says Matthew McGlynn, Presiding Judge of the Tehama County Juvenile Court. "The time and dedication Merileigh and Deborah put into getting to know their assigned children allowed them to make insightful reports about the needs of the children. The juvenile court process can be difficult to navigate and CASAs make sure the children's voices are heard."

The Tehama County CASA program is administered by Northern Valley Catholic Social Services and is overseen by Geneva Jobe. Training requirements average out to 40 hours, including classroom training, time in court and online education. Potential volunteers must be at least 21 years old and pass extensive background checks. Successful completion of requirements allows the CASAs to be sworn in as officers of the court. The program currently has 16 volunteers serving around 25 foster youth. Many more volunteers are needed. Learn more by calling Geneva at 528-8066.

"It is a really humbling experience to come alongside a child and try to make a difference," says Merileigh. "Why wouldn't you want that to be a part of your life?"



HOMES AND HORSES

HOPE HAVEN FARM

My name is Barb Volstad. I was in foster care as a youth and had a very positive experience.

I was born in Red Bluff. Two years later my family moved to Redding. During that time my mother and father got divorced. My father was given full custody of my older sister, Becky, and me because our mother was dealing with mental illness. In Redding, I spent free time at the home of my childhood best friend and her family. They had horses, and we rode them often. This family and their horses became my safe and healing place.

When I was 12, our dad died. Through Tehama County Foster Care, Becky and I went to live with family friends, Dudley and Marilyn Long and their four children in Dairyville. The Long family provided a foster home and a place for more healing.

Mark Volstad and I met in New York and were married in Chico. Mark had been born and raised the first 10 years of his life in Chile, South America. Together we worked in Seattle, Washington for a few years where our first daughter, Leah, was born. We eventually traveled to work with the Mapuche people in Chile. Our second daughter, Lydia, was born and a few years later, we left Chile and landed back in Chico where we have lived and worked for the past 19 years. My sister Becky lives in Corning with her husband of more than 30 years. Their oldest daughter is married and lives and works in Corning. Their other daughter is a substitute art teacher and lives in Chico.

About 10 years ago, God gave me a vision of a special place for children and youth who were dealing with difficulty. The vision was of an oasis of trees in the midst of a field. There was also a home and a farm where these young people could find safety and healing through

animals, gardening and more. I prayed for many years for this place to be established. I had no idea or intention for Mark and me to answer that prayer.

Little by little, we realized this was our call to action. By the summer of 2015, we knew we were meant to buy land and create what we planned to call Hope Haven Farm. We placed our Chico house for sale, and it was shown for the first time on October 8th, 2015. On the same day, we went with our realtor to hunt for a new place. A few hours later, we received an offer for the Chico house from the very first person who had seen it. Moments later, we saw an oasis of trees in the midst of a field. Before even driving on the property, I knew it was our Hope Haven Farm.

To make a long story short, we have experienced many blessings and miracles along the way! We sold the Chico house and purchased our current property near Corning. Hope Haven Farm is not only our home, but also home to 23 different animals. These animals live at the farm to be enjoyed! They offer comfort, healing, a few eggs, laughter and joy. We have a garden, some fruit trees and a beautiful, peaceful view.

Hope Haven Farm will most likely be official in November to start providing respite foster care for children through Children First Foster Family Agency. We also hope to start a horsemanship program that will help foster children care for and connect with horses. We look forward to the future of Hope Haven Farm. Although I went through difficulties in childhood, God brought healing through homes and horses. Our wish is that Hope Haven Farm will do the same.





NATIONAL

ADOPTION

MONTH

Celebrating a Family for Every Child!

Each year, November is recognized as National Adoption Awareness Month. The particular focus of this month is the adoption of children in foster care. National Adoption Day is November 19, 2016. On November 18th, Tehama County Department of Social Services Permanency Team will be celebrating by holding a reception in the lobby of the new courthouse, and several adoptions will be finalized that day.

They will also be holding a poster contest downtown, with information about adoption on signs along Main Street. The posters will be displayed upstairs in Firehouse Pizza. The posters will be created by local children with the theme "House of Dreams". The community is invited to help judge the posters by stopping by and voting for your favorite. The winning poster in each age group will win a prize.

Educate Yourself About Adoption!

www.nationaladoptionday.org

or email Melissa McKenna at mmckenna@tcdss.org



Last year our Expect More Summit examined the needs and challenges of the foster care system. Foster care agencies are already busy planning for big changes in 2017 that many hope will improve the quality of foster homes and opportunity for permanent adoption. Two main changes: foster parents will be held to the same requirements as adoptive parents. This will set higher expectations for potential foster families and hopefully make adoptions more timely with less disruption and less need to move children from home to home. Resource Family Assessments (RFAs) are meant to help clear the way for more foster to adoptions to take place. Also new, group home placement time will be shortened and fewer group homes will be available. The hope is have more children placed in family homes; however, without more homes, children, especially older kids, could be placed out of the area.

Since last year, two Making a Difference for Tehama County Foster Youth: Opportunity Faires have taken place to help with community outreach and will continue. These events are meant to attract those interested about becoming a resource family or wanting to help in other ways.

It Started with a Book

About five years ago, Lassen View Superintendent Jerry Walker read the book *Outlier* by Malcolm Gladwell. The last chapter of the book discusses academic summer decline and the differences between students from middle class families and socioeconomically disadvantaged (SED) families. Not only is the summer decline



larger for SED students, but the time it takes them to catch up once school starts is much longer than other students. Simply stated, the students from middle class families have more experiences over the summer than the students from SED families. Their background knowledge does not expand like students who experience things like Disneyland, Yosemite, visiting family in another state, and going fishing at Lake Shasta.

With this in mind, Lassen View wrote their Local Control Accountability Plan (LCAP) for the 16-17 school year and budgeted money to provide summer field trips. Student Success Coordinating Teacher Jenny Jones took a brainstorming list from staff and made

reservations for four trips. Since it was their first year, they wanted to keep it simple. They chose a picnic at Mill Creek Park where they played croquet, dodge ball, Cam Jam, and

Bocci Ball and barbecued; a trip to the Makerspace at the Tehama County Department of Education; a trip to Red Bluff Prime Cinemas to watch *The Secret Life of Pets*; and lastly, a hike at Lassen Volcanic National Park.

Lassen View wanted to make sure that transportation was not a reason for any student to not attend, so they offered pick-up and drop-off bus transportation. Teachers chaperoned and the school provided food for most of the trips.



According to Walker, the trips saw an average of 50 students per trip and many parents and siblings attended, too. He expects that as

they continue the summer excursions, their numbers will increase. He's hoping to expand the trips outside of Tehama and Butte Counties and get the chance to see a live play. Jones is already making contacts to continue the opportunity.

“The summer field trips were fun. Instead of being home bored, we got to see our classmates in the summer doing fun stuff.”

MARIA, 5TH GRADE

*“I liked how we got to go to the movies to see *The Secret Life of Pets*. I also took pictures at Mt. Lassen and entered them in the fair and they did pretty good. It was real pretty at Mt. Lassen.”*

JOLENE, 5TH GRADE

“They were really fun. I liked walking up the hills at Mt. Lassen.”

JAXSON, 1ST GRADE

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.

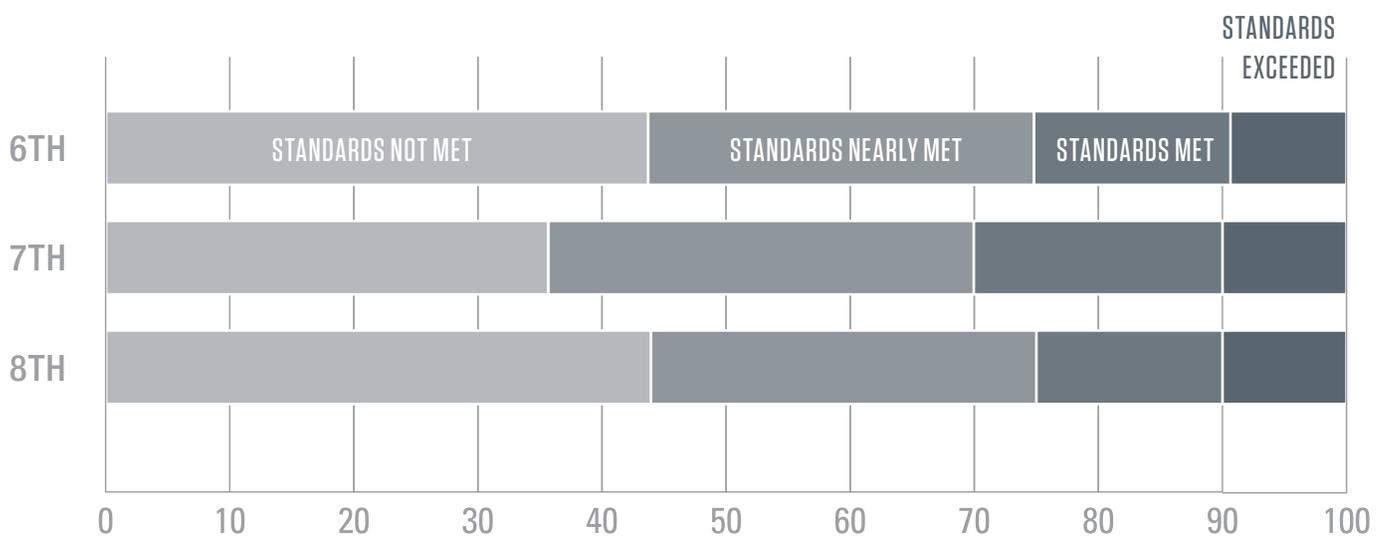
What are our indicators?

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 MATHMATICS PROFICIENCY % OF STUDENTS



California Assessment of Student Performance and Progress (CAASPP)

VOLCANO ADVENTURE CAMP

How It Came To Be

Twenty years ago, the Lassen Park Foundation started providing at-risk youth (ages 6 – 18) with camping trips. This year, it completed fundraising to build Volcano Adventure Camp (VAC), a youth group campground at Lassen Volcanic National Park.

The idea to involve the Foundation in subsidizing camping for disadvantaged kids was first advocated by LPF board member and longtime Lassen Volcanic friend, Susie Watson. She saw that many at-risk children never get the opportunity to camp because of poverty or disrupted families.

“All of us on the board were fortunate, as children, to have gone camping. It’s part of what instilled our love of nature and the outdoors,” said LPF Board Chairman John Koeberer. “Susie reminded us of how camping set the foundation, in each of us, for successful lives and that national parks are here to inspire us, particularly those less fortunate, because they have been set aside as our collective heritage.”

The National Park Service and LPF provide camping grants to youth groups that can demonstrate need. The grants help subsidize transportation, food, camping and outdoor recreation equipment, and a dedicated youth camp ranger who leads guided walks, talks and in-camp activities for the children.

“As helpful as our program is, we recognized there was a need for a more robust program, one that would more comfortably and easily accommodate youth groups and provide a

better environment for learning about and experiencing the national park. So, with the National Park Service, we planned a dedicated youth group campground with permanent, dormitory style camping cabins, showers and restrooms, walkways, fire rings and sheltered pavilions where youth groups can gather. That vision became Volcano Adventure Camp,” said Koeberer.

The LPF began raising funds to build the new youth camp in 2013. The NPS contributed \$300,000 and the Foundation, led by LPF Development Chair Bob Warren - was able to raise \$500,000 from corporate, foundation and individual donors.

“Volcano Adventure Camp expresses the importance our board and the Park staff place on providing positive camping and national park experiences to all children, all because a lot of good people and organizations contributed to make it a reality.”

LASSEN PARK FOUNDATION BOARD
CHAIRMAN JOHN KOEBERER

On August 6, 2016 – on the centennial of Lassen Volcanic National Park – Volcano Adventure Camp was dedicated at a ribbon-cutting ceremony. The youth camp is scheduled to open in 2017.

Volcano Adventure Camp will be available for use by youth groups, though dates will be set aside for use by groups of at-risk kids.



RESTORATION TRANSFORMATION

Fear. Insecurity. Self-doubt. Depression. Amy refused counseling services again after months of pursuit by her local school counselor. She was a bright 7th grader whose discipline record was growing and friendships dwindling. She was plagued by depression, cutting, and negative attention-getting strategies. Now attending the continuation school, Amy had little motivation for life, until Salina walked into hers.

Referred by the school district, the Restore Program paired Amy with Salina, a Chico State criminal justice student, who walked her through an 18-week intervention that focused on Amy's strengths, dreams, and passions. Trust was difficult for Amy at first since her mom had walked out on her, and her dad worked long hours, investing little in her development. However, slowly but surely, Salina's investment began to break down Amy's walls.

Together they discovered her passion for animals and began volunteering at the Humane Society. Amy began to open up about her past as well as her love for basketball and desire to become a psychologist. Salina spent time with Amy every week, not just walking her through the program requirements, but investing in her as a person. Amy began to dream again and her interest in academics increased. Salina took her on outings, spent lots of one-on-one time with her, and even arranged for her to spend an entire day at Chico State attending classes to get a feel for the college life. After only 3 months of Salina's investment, Amy's grades were improving, she was acting out less in class, and she made the commitment to work her way back to the traditional school setting. With Salina's encouragement, Amy also agreed to long-term counseling with a therapist.

Amy's story is like many others who enter the Restore Program. Launched just one and a half years ago, Restore seeks to divert juvenile offenders out of the traditional justice system in order to impart tools and strategies that lead to transformative life changes. The program utilizes adult volunteers, including a number of Chico State students like Salina. This Tehama County evidence-based program is living proof that change happens in the context of authentic relationships. To find out more about the Restore Program, visit restoreprogram.org.

Restore currently has 15 kids in the program, but that is constantly fluctuating with kids entering and graduating. The program currently has 15 volunteers paired with our 15 kids, but they are always looking for more. The more volunteers they have, the more kids they can take on. A training is scheduled for November 4th-5th to prepare new mentors to work with kids for the spring semester.

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).

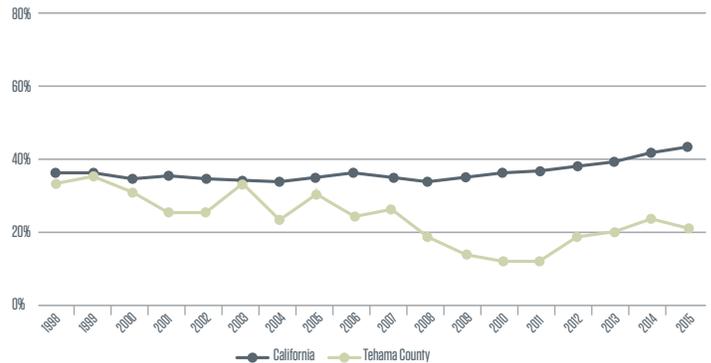
Many school districts have added local requirements on top of the State’s for regional educational priorities: (i.e. 4 years of English coursework versus the state’s minimum of 3 years). CTE programs designed to give students employability and career readiness skills are one example of the local priorities 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 condition-

ally 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.

HIGH SCHOOL GRADUATES COMPLETING COLLEGE PREPARATORY COURSES: 1998-2015



How Are We Doing?

The graduation rate has increased steadily over the past 3 years:

- 2012-13 80.4%
- 2013-14 84.4%
- 2014-15 89%

Of the students who graduated, a county wide average of 21% successfully completed the A-G requirements necessary to attend a California State University or a University of California in 2015-16. This is part of an overall positive trend with increases over time: 24.4% (2014), 20.3% (2013), 18.3% (2012), and 11.9% (2011). In 2014, the statewide average was 41.9%. (Source: DataQuest.com)

Latina Leadership

In early September, a record number of 8th grade girls from Gerber School descended on the Chico State campus to meet with their mentors from Lambda Theta Nu Sorority, Inc. The meeting of mentors and mentees, facilitated through the Tehama County Mentoring Program at the Tehama County Department of Education, has become a rite of passage for Gerber's 8th grade girls since 2009.

This year is significant not only for its record number of participants—up to 20 from 10 in its early years—but also because a Los Molinos High School graduate is at the helm of the program as a sister of Lambda Theta Nu.



Chantal Narez, class valedictorian in 2014 at Los Molinos High School, is a product of the Expect More Tehama movement, and is now giving back to Tehama County youth. "Personally, as someone who's from a really small town, I would have really appreciated this type of mentorship from someone who's a first generation college student," says Narez.

While she wasn't a youth participant in the Latina Leadership Mentoring Program, Narez did receive the benefits of 8th Grade Leadership Day, a flagship project of Expect More Tehama. "It got my foot in the door to that kind of knowledge," she says, referring to the vital information shared about A-G course requirements, and ACT/SAT testing. She then chose to join the AVID program at Los Molinos High, which further grounded her in college preparatory work.

Now a junior at Chico State University with a major in Health Administration and a minor in Health and Wellness, Narez is augmenting her college experience through membership in the Latina Leadership sorority, Lambda Theta Nu. "I joined it because I really admired the professionalism and work ethic, how involved they are in the community, as well as how much they strive to achieve academic excellence," says Narez.

After only one semester of membership, Narez stepped up to lead the sorority's Mentoring Program. She knew the Tehama County Mentoring Program's coordinator, Melissa Mendonca, from her school years in Los Molinos and was eager to give back in the spirit of Expect More Tehama.

"Over the course of the year, I want to give the girls a lot of information on higher education and their future, but most importantly, I want to give them a lot of tips on how to stay confident in their lives and throughout their career. I think that's really vital to a young woman," she says about her goals for the 8th graders.



The Latina Leadership Program is open to all 8th grade girls at Gerber School, regardless of ethnic background. Participants meet monthly on the Chico State campus with their mentors, who organize activities and discussions to promote academic achievement, healthy self-esteem, and positive social skills.

"It's been my dream to have a Tehama County graduate as my partner in coordinating this program," says Mendonca. "I couldn't have asked for a better person than Chantal. I watched her graduate from Los Molinos High and knew she was off to great things. I'm grateful that she's included our Gerber girls in her college experience."

BUILDING POSITIVITY

“At ten years old I was taking engines out of dune buggies,” says Mike Coley, Deputy Chief at Tehama County Probation, recalling with fondness his childhood summers spent tinkering on his grandfather’s ranch in Corning. There were wood working tools, welders, auto shop equipment, “everything you could possibly imagine to work on,” he adds.

Today, Coley still likes to make things and has dedicated a whole room of his house to his hobbies, including 3D printing on three different machines. “I was always interested in making something from nothing,” he says. “When I found out 3D printers could make that happen...” he offers, by way of explaining how he’s managed to collect the flashy printers. His first 3D printing project was to create a new knob to replace one that had broken on his clothes dryer.

Now, with the opening of the Makerspace at the Tehama County Juvenile Justice Center, Coley has a new space in which to tinker and is able to share his knowledge with a group of young people eager to learn in this new environment.

“Our kids have shown us over and over again that they don’t do well in a traditional classroom setting,” says Chief Probation Officer Richard Muench, on why he chose to partner with the Tehama County Department of Education and Michelle Carlson at Future Development Group to create a Makerspace at the Center. “The Makerspace is a new atmosphere for them to learn new skills and become better people.”

Coley agrees, though admits that he wasn’t sure at first how it would all work out. “For me, the belief in the rule system was to promote safety within the institution,” he says, noting that the youth live under a regimented discipline system that requires a lengthy list of rules be followed. “It was very typical

of what you would expect: single file lines, hands behind your back, very structured time frames,” he adds.

When Coley arrived to teach fundamentals of 3D printing, he had to make an adjustment in thinking. “Makerspace is different,” he says. “The rules are simple: Be respectful, be helpful, encourage others, be creative.” Students walk freely, no need to have their hands behind their backs. They choose which activities they participate in.

“I saw an immediate transformation in these kids,” he says. “They were respectful, they were encouraging. They were respectful regardless of who else was in the space,” he adds, noting that rifts between youth get mended when they work together on a project.

Relationships between youth and staff also improve when they are creating together. “You have adults in there wearing badges who are typically seen as the enemy,” he says, explaining how the Makerspace encourages everyone to look beyond the external descriptors of the people in

the room. “They find inspiration from others that they didn’t know existed.”

Additionally, he says, “They’re learning about themselves as well. Most people don’t know what they’re capable of doing.”

Although he oversees the Adult Probation Department, Coley has enjoyed his weekly trips across the parking lot to the juvenile facility to train both youth and staff in the use of the 3D printers. “Everyone is always asking to go into the Makerspace,” he says. “Everything that they’re building in this space is cool enough.” For youth who have never found success in a regular classroom, “cool enough” is pretty profound.



Helping to Close the Distance Between Us

This is the second Book in Common effort launched by the Red Bluff High School Parent Partnership Team. Everyone is invited to participate in reading and engaging around a book.

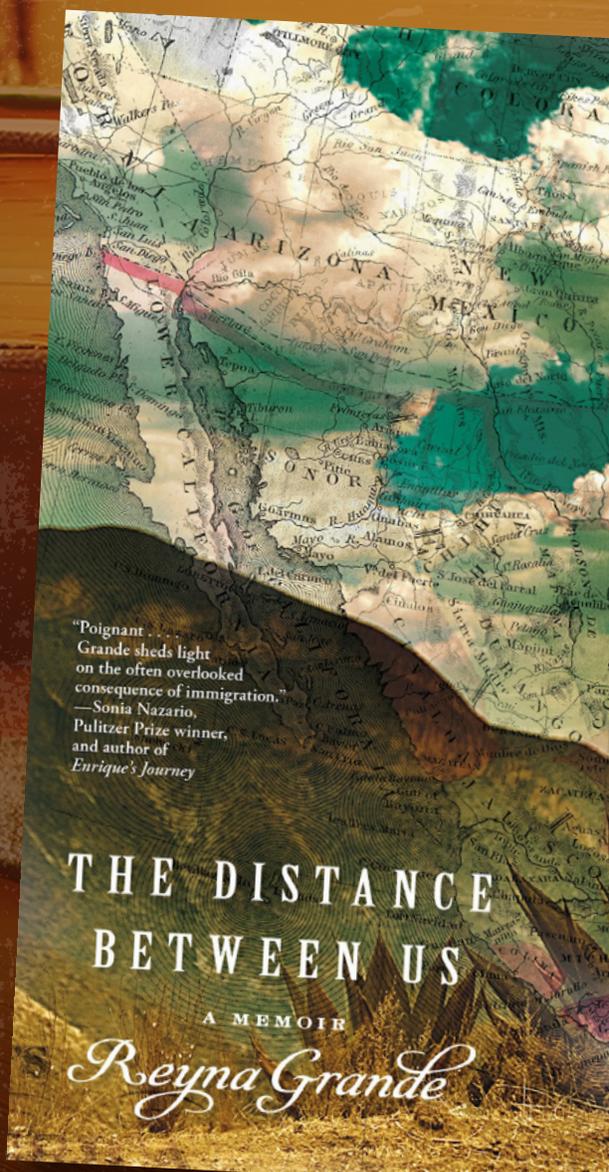
The title of this year's Book in Common, *The Distance Between Us* by Reyna Grande, is both literal and metaphorical. It is the true story of young Reyna whose parents, first her father then her mother, leave her in Mexico with her grandparents and siblings while they pursue a life in the United States. After living nearly six years without her parents, Reyna and her brother and sister enter the U.S. as undocumented immigrants. In many ways their new lives do not meet the promises made by their father, but through opportunities offered as well as guidance by mentors, Reyna becomes the first in her family to graduate from college.

Many of our students have experienced the same type of mobility as Reyna Grande, moving from state to state, town to town, school to school and many have not fared as well. According to Russell Rumberger, a research professor at the University of California, Santa Barbara, who studies dropout risks and student mobility, "Even one move increases the [student's] risk of not graduating or getting delayed in graduating." It is with these students in mind that we read *The Distance Between Us* and consider the many challenges they face when they are uprooted from their homes and attempt to establish new lives in a new place.

School districts across the nation are developing strategies and supports for students who find themselves moving to a new school. According to a recent article in Education Week, "Student Mobility: How It Affects Student Learning," in Kansas City, Mo., for example, "schools identified at-risk students and paired them with both peer and adult mentors to meet several times a week to discuss the students' sense of belonging at their schools, everyday challenges and supports, and to reflect on the students' behavior, attendance, and academic performance each week." Through the reading of *The Distance Between Us* and participation in related activities, we hope to draw attention to the great need for mentors in the lives of our local youth.

As for Reyna Grande, she continues to mentor young people, including 2014 Red Bluff High School grad and UCLA junior, Kyla Barriga. After hearing Reyna speak at CSU Chico, Kyla's father, Miguel, connected the two women who met for lunch and continue to communicate, closing the distance through a common interest in making the world a little smaller.

Planning of events to coincide with the project is underway. Red Bluff High School is thrilled to be hosting Reyna Grande this winter - stay tuned on the RBHS Facebook page for details. Our hope is to provide venues for our community to respond as we read and engage together.



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. Internships and meaningful work experience are needed.

What are our indicators?

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

How are we doing?

Our challenge is access to real time data. However, according to the most recent U.S. Census Bureau-American Community Survey 5-year Estimates (2010-2014) percentage of adults (ages 25-64) with at least an associate degree, Tehama County ranks #53 out of 58 counties in California (down one since the last report).

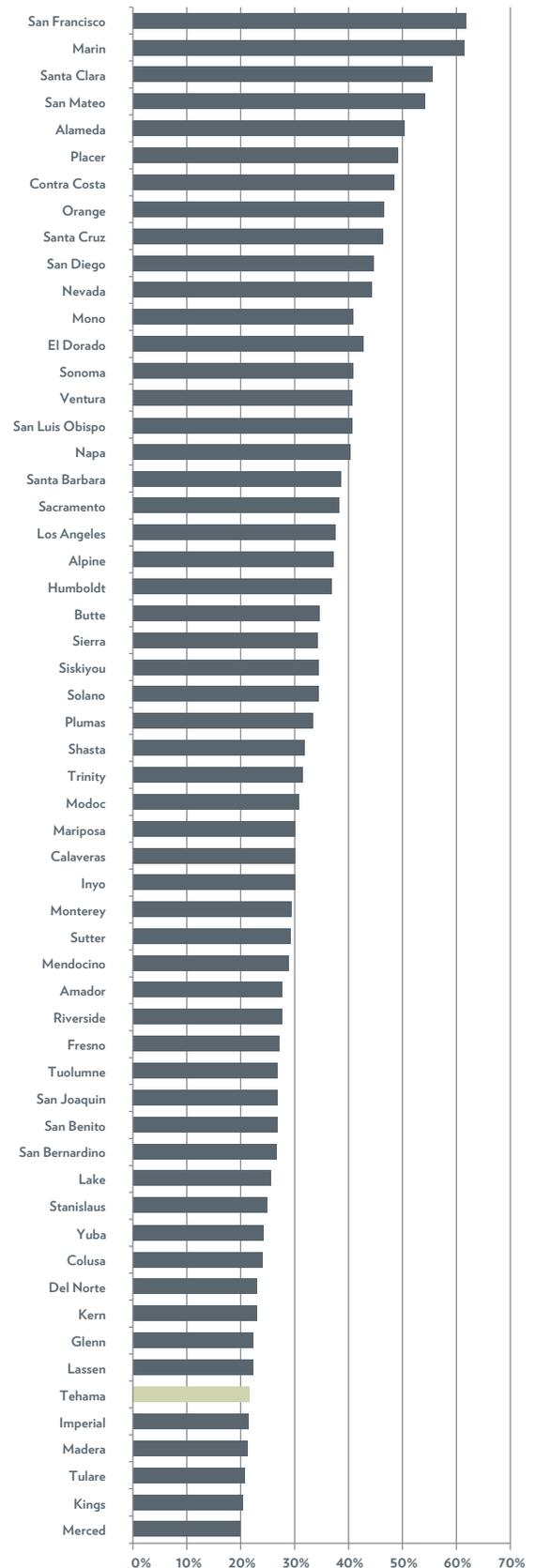
Unemployment rates are also an indicator. Nationally, this age group suffers from the highest unemployment rate overall.

TEHAMA COUNTY LABOR FORCE STATISTICS

	TOTAL POPULATION	IN LABOR FORCE	EMPLOYED	UNEMPLOYMENT RATE
POPULATION 16 YEARS & OVER	49,632	54.1%	45.4%	16.6%
AGE				
16-19 YEARS	3,488	41.2%	20.7%	49.7%
20-24 YEARS	3,629	67.8%	52.2%	23.0%

Source: U.S. Census Bureau – 2010-2014 American Community Survey 5-years Estimates

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

BRIDGING *Connections*

EDUCATIONAL TALENT SEARCH GRANT

The college going process is fraught with barriers, insider information, and multiple steps. But the students in Tehama County have the support necessary to navigate this system with the help of our high school counselors and teachers, after school programs, and mentoring programs like Educational Talent Search (ETS). The goal is to ensure every student, no matter what their background, has access to fulfilling their college and career aspirations.

One of the first priorities for Expect More Tehama in 2010 was to find a way to supplement efforts in the county with a college advising program. College OPTIONS provided services for the last six years and included an ETS grant and other funding.

Thanks to the phenomenal grant writing skills of Karissa Morehouse, the Tehama County Department of Education received news this summer that they'd received a five year renewal of the Educational Talent Search (ETS) grant. This Federally funded program serves 500 students each year in Tehama County, ranging from 7th through 12th grade at Maywood Middle School, Corning Union High School, Gerber Elementary, Vista Preparatory and Red Bluff High School. One of the main objectives of the grant is to

provide support, information and skills necessary to attend college (trade school, community college or 4 year university) after high school. The program also provides field trips and events to broaden students' perspectives on what college is like. The grant has been very successful over the last five years in

Tehama County with over 90% of all ETS students continuing on to college.

In addition to the ETS federal funds, the goal of Expect More Tehama is to complement the grant with resources to support all students in Tehama County through educational programming, support services and professional development.

A parent of an ETS alumnus attending Southern Oregon University shared the impact of support for her family: "My experience with Tehama Educational Talent Search is our success story. I did not have college funds set aside for my daughter, and I was not familiar with any of the options or opportunities available to us. I honestly thought that college

was only for those whose parents could afford to send their children and cover all their expenses. I was very wrong. If I didn't have the direction and advice and support from ETS staff, my daughter wouldn't be pursuing her dreams today."



"The ETS program showed me how important college was and how to apply for different colleges and financial aid. There's a good chance I wouldn't be going to college without their program."

ETS 12TH GRADER

INTERNSHIPS

As our Baby Boomers continue to leave the workforce with decades of knowledge and training in tow, they leave behind a shortage of workers and a shortage of talent. This requires businesses to be much more involved in assessing, training, and coaching new workers. At the same time, we often see college graduates with little or no work experience, unable to launch the career they once envisioned.

Internships offer students or recent graduates an opportunity to build experience and make connections. Businesses benefit as well, allowing them to create a pipeline of possible new employees. The work and projects given to the intern should be meaningful and help develop them professionally. Some internships are paid, some are unpaid, some are sponsored. Some are short-term, others may last six months or longer. Some are aligned with college credit. Regardless, they are most often a win-win situation. In this economy, growing our own talent and fostering those relationships will be key.

The Power of Humankindness

Dignity Health St. Elizabeth Community Hospital believes in the power of humankindness, and internships.

Phillip Moller started out as a volunteer in the ER. He found St. Elizabeth through the internet, interested in a healthcare position and uncertain if he wanted to be in direct patient care (nursing) or administration. He needed to make this decision quickly as he prepared to transfer from Shasta College to Chico State, and took the initiative to meet with Nancy Shilts, Director of OB and Risk Management, to inquire about internships. Nancy, a huge advocate of education and internships, fortunately thought of pairing Phillip with Kristen Behrens, Director of Support Services at St. Elizabeth Community Hospital. Phillip is a generalist and his interests and strengths aligned with her position – a generalist position that is heavy in project management and “spinning plates.”

According to Kristen, “The benefits to hiring an intern are immeasurable. Not only do they learn the ropes, they also have the opportunity to develop relationships that can assist them in the networking requirements of the job.”

Phillip was a huge asset to the St. Elizabeth team, and he successfully completed his internship simultaneous to the hospital’s acquisition and partnership with Lassen Medical Group. Due to the magnitude and intensity of the Lassen transaction, Kristen was granted the opportunity to bring Phillip back on as a sup-

plemental employee. In this role, Phillip has assisted with the successful completion of St. Elizabeth’s Rural Health Clinic status in Corning and is assisting in the leadership and coordination efforts of the Auxiliary. The position has recently transitioned from supplemental to full time, and Phillip is in the process of applying for it!

Over the years, St. Elizabeth has hired many nursing students and watched them transition from their school uniforms to their new Dignity Health uniforms. The nursing leaders love the opportunity to watch and develop new nurses and often use that time to determine if they would like to pursue a student as a permanent member of their team. Kristen believes that internships align with the hospital’s mission in several ways, and she sees being a part of someone’s development and building their experience as a gift.

When asked if she had any advice for students interested in an internship experience, Kristen thoughtfully responded. “I think some interns don’t value networking enough and expect the work team members to initiate relationships.” According to Kristen, “The intern that reaches out to others, develops relationships and includes these as valuable tools in their daily work, is the intern that succeeds!”

JOB TRAINING AT JTC



Over the years, the Job Training Center has hosted several interns interested in gaining work experience. Jose Sanchez, a Red Bluff High and California State University, Chico graduate, joined the Job Training Center in April as a Career Center Intern. Sanchez had earned a degree in Sociology and was looking to gain experience to support his long-term goal of becoming an academic advisor. He excelled as an intern, and mastered the skills, knowledge and customer service rapport needed. In August, he left to pursue his career and a Master’s program in San Diego.

Job seekers were drawn to Jose and his patient assistance. The Job Training Center staff truly appreciated Jose’s work ethic, reliability and willingness to learn. Staff would also agree he was the model of a true gentleman.

Against All Odds

MAYA GRUNDER AND TRANSFER FLOW/GROW MANUFACTURING

Where did you grow up?

I grew up on a 350-acre walnut and chestnut ranch, in Oakdale, with two brothers and two hard-working, dedicated parents. I saw my parents' struggle to provide. I began taking on jobs at the age of 15 to help buy food, pay the bills and purchase materials for school. After working a minimum wage job and attending school, I realized how difficult each day must have been for my parents, and I knew I had to do what was best for myself, my family and my future family - I had to go to college.

How did you choose your major?

When I was in about 6th grade, I was selected to attend a 3-day technical event called "Tech-Treck". This event changed my life. I suddenly knew, before entering middle school, that I wanted to study something technical; something in engineering. As I progressed through middle school and high school, I participated in multiple technical and STEM events; from 'Dinner with a Scientist' to an opportunity learning and working with NASA. I decided I wanted to be a mechanical engineer as I entered my freshman year of high school. I studied mechanical engineering at Chico State for one semester. I was sitting in a manufacturing class, wondering when I would finally be able to do some dirty, hands-on work, when the Sustainable Manufacturing Adviser, Dr. Daren Otten, came in to give a brief presentation on plastics. Dr. Otten's passion and love for manufacturing blew me away. I immediately changed my major and started pursuing manufacturing engineering. I was finally able to work by myself in the incredible labs at Chico State and design and manufacture whatever sparked my interest. Dr. Otten not only motivated me to pursue manufacturing, he also helped me get my internship with the Grow Manufacturing Initiative. I suppose one could say that Dr. Otten developed me into the successful woman I am today.

What is your goal now?

After graduating from Chico State with my Bachelor of Science in Sustainable Manufacturing, I decided to take my education one step further and pursue a Master of Business Administration (MBA). My current goal is to expand my skills and abilities by learning and excelling in business. I want to grow and strengthen the manufacturing sector in the North State region, beginning with middle and high school education. In addition, I would like to encourage and promote the emergence and success of young women entering technical or STEM-based careers. I am passionate about manufacturing and feel there are ample opportunities for others, especially women, who are tech-savvy, talented and motivated.

Was a nontraditional path hard?

Growing up, I never paid much attention to those who did not support the things I found important. However, as I entered college, I was introduced to some resistance as a female in engineering. I was consistently told by some that because I am a woman, I do not belong in manufacturing or engineering. As someone who grew up working on machines, driving tractors and committing myself to manual labor, those comments angered me. While the obstacles I faced did not deter me from pursuing engineering, I now had a clear understanding why there are so few females pursuing technical careers. The lack of respect I experienced made me want to help other young women interested in technical or STEM-based careers.

What was your internship like?

In 2014, as a junior, I was hired as the Marketing/Engineering Intern for the North State Grow Manufacturing Initiative (GMI). Although I was only interning 10 hours a week, I was immediately exposed to countless local manufacturers and suppliers. I learned firsthand the way these businesses work, how their processes are organized, and why they've been so successful. Within a year, I was promoted from Intern to part time employee and given a 50% pay increase. While the real-world experience of working hand-in-hand with a variety of manufacturers taught me how to effectively and efficiently plan events and manage meetings, perhaps the most important lesson I've learned is how to communicate effectively. The communication and social skills I have learned have impacted not only my professional life, but my personal and school life as well.

The connections and relationships I have made during my time with GMI are invaluable. The professional relationships I've made have opened so many doors for my future. I no longer fear if I will obtain a reliable job. I am confident in my future.

INVEST IN OUR FUTURE!

For more information on internships, contact Kathy Garcia at the Job Training Center, 529-7000 or email kgarcia@jobtrainingcenter.org.

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. Several short-term Career Technical Education courses for adults took place in Tehama County this year, and more are needed. Work will also continue to develop internship opportunities in a variety of industries.

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

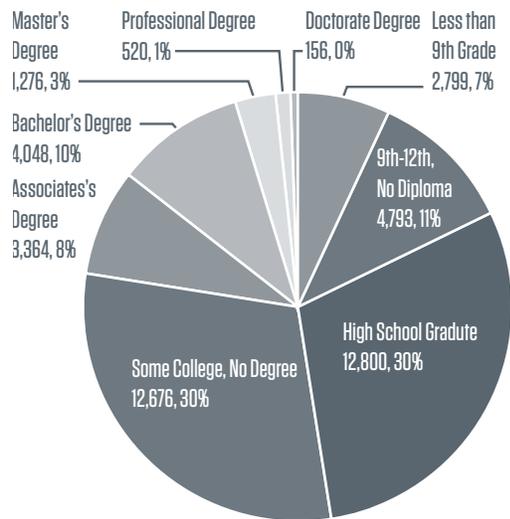
What are our indicators?

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. On January 1, 2017, the minimum wage will increase to \$10.50 per hour.

TEHAMA COUNTY EDUCATION ATTAINMENT ADULTS 25 YEARS & OLDER



Source: US Census Bureau, American Community Survey, 2010-2014 5-Year Estimates

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	\$9.65	\$22.89	\$26.95	\$33.70	\$17.11	\$21.31	\$23.93	\$27.63
POVERTY WAGE	\$5.00	\$7.00	\$10.00	\$11.00	\$7.00	\$10.00	\$11.00	\$13.00
MINIMUM WAGE	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00

Source: US Census Bureau, American Fact Finder

ADULT TRAINING

Opportunities Open Up in Tehama County

Red Bluff High School Opens Machining and Forming Class to Adults

Thanks to AB86, signed into law in 2014, efforts are underway to better serve the needs of adult learners throughout California. Shasta, Tehama and Trinity Counties have joined together to create the Northern California Adult Education Consortium, and work has started to identify and provide career technical education.

This summer, Red Bluff Joint Union High School District hired Bret Richards to join their staff as a Career Technical Education Instructor. Richards had worked as a Quality Engineer in the Under Water Remotely Operated Vehicle Industry supporting sub sea research and oil production. Before school started, adminis-

tration was able to utilize Richards' talent by offering an 8-week machining and forming course for adults, free of charge.

Manufacturing is considered a key industry in Tehama County. Positions for welders, fabricators, machinists, millwrights, electricians, and programmable logic controllers (PLCs) are in demand with few candidates trained and available.

The machining and forming class included hands on experience, plus classroom instruction for entry level machinist employment. Topics included safety techniques, product drawings

and dimensions, use of precision measuring instruments, machining, cutting, forming, fastening, finishing processes and more. In October, a second machining and forming class was started, along with an 8-week welding class.

Also in October, Corning Union High School District offered a six week Job Skills/Forklift Certification course for adults. The course included job seeking strategies and basic workplace skills as well as safety and technical skills for operating a forklift, including actual drive time and operation.

Red Bluff Healthcare Center and College of the Medical Arts Start CNA Class

Like many skilled nursing facilities, Red Bluff Healthcare Center struggled to find and hire eligible Certified Nurses Assistants (CNA's). Administrator Russ Cobb reached out to College of the Medical Arts in Sacramento to create an accelerated nursing assistant program in Red Bluff. The course is five to six weeks long, (150 hours) and includes theory and practical application related to patient care.

Cobb's facility, as well as nearby Brentwood Skilled Nursing, made their facilities available for the needed clinical hours. To date, three

cohorts of students have accessed the training, preparing them for certification by the State of California as an entry-level caregiver in the healthcare profession.

Cost of the program is approximately \$2,000. Several students have been eligible for scholarships through the Job Training Center. Red Bluff Healthcare Center also has a program

that provides tax free tuition reimbursement to successful applicants/employees over the first year of employment.

"Our staffing frustrations are finally ending because of the College of Medical Arts CNA training program, and assistance from the Job Training Center. We have hired several of these graduates and they're working out great."

Shasta College Offers 21st Century Skills Workshops

For decades, employers have stressed the need for employees with "soft skills" –skills that enable employees to work well with others and interact effectively. Soft skills include everything from problem solving to self-awareness, critical thinking to resilience. In October, Shasta College offered the first of a series of 21st Century Skills Workshops. Lifestyle entrepreneur and author Jake Kelfer hosted the first session on collaboration on October 10th with sessions in both Redding and Red Bluff. Look for more of these workshops in 2017. Learn more about 21st Century Skills at www.newworldofwork.org.

TO LEARN MORE ABOUT ADULT EDUCATION IN OUR REGION, VISIT WWW.ADULT-U.ORG

North State TOGETHER

Many have heard the story of how Expect More Tehama (EMT) came to be, about how a small group of concerned community members began meeting around the idea that the community needed to support schools by raising expectations (hope) and beginning a discussion about action and change. With research backing their planning, this small group fixed on helping facilitate the notion that all students should be prepared for options beyond a high school diploma and all caring adults play a critical role.

'If we just had a full time person or small staff to do this or that, we could do so much more.'

Initial projects such as college visits, 8th grade workshops and the first Summit were born and implemented. More community members came forward, because they believed we should expect more of ourselves as well.

Flash forward to today, and this grassroots movement has evolved and matured. Now Expect More has refined its consider-

ation of the efforts, expanding to include metrics that touch student outcomes pre-K to adult; defining what it is we are expecting of ourselves and our schools. By the measure it established for itself, Expect More Tehama has found success in its mission.

Of course, as the mission has grown more comprehensive--now including sponsored events, publications and partnerships--it has, at times, strained the resources of the dedicated group of part-time volunteers. EMT found itself saying, 'If we just had a full time person or small staff to do this or that, we could do so much more.'

Recently, several partners have stepped forward to help Expect More double down on its mission. Expect More Tehama, The McConnell Foundation, Shasta Community College and Reach Higher Shasta are forming an alliance with funding from all partners to support staff at the local and regional level to push outcomes. By coordinating at a regional level, partner organizations can better leverage expertise found across a regional network including Shasta, Trinity, Siskiyou and Modoc Counties with a core hub at Shasta College.

This partnership will allow local partner agencies to recruit and hire staff with the following outcomes: direct and more timely communication to stakeholder groups to increase participation and seek ever greater levels of buy-in; increase the number, effectiveness and reach of EMT events and partner activities; maintain the robust data collection and analysis that informs focus and decision making. This development will allow EMT to more fully facilitate the changes needed to increase positive student and community outcomes, and will be a new chapter in the story of Expect More Tehama--please join us in writing this new and exciting future!

Some College, but No Degree

THE SHASTA COLLEGE ACE [ACCELERATED COLLEGE EDUCATION]

If a person is working full-time and wants to complete an Associate Degree, they typically do so by taking one or two online classes per term. At that rate, it takes someone four to seven years to complete their degree. Additionally, recent research has shown that a significant percentage of people over 25 in our area have “some college, but no degree.” The ACE Program schedules classes so that adults working full-time can complete their Associate Degree in 19 months!

Students focus on a maximum of two classes at a time, and ACE utilizes previously completed coursework. Courses are condensed to five or eight weeks long, and are offered in a hybrid format (Tuesday and Thursday evenings at the Shasta College Main Campus in Redding, plus an online component) and completely online. The hybrid classes give participants an oppor-

tunity to personally get to know other students in the program and build a supportive community (a “cohort”) as they move through the program, while the online format allows them the flexibility to take additional coursework.

Currently, the ACE Program offers Associate Degrees in Business and Psychology/Social Sciences, with the option to transfer after completion. ACE Program staff assist students with the transition to (or back to) Shasta College and guide students through registering for classes, applying for financial aid, and choosing a transfer institution.

Donna, a current Business student planning to transfer to a university after the ACE Program, commented: “With the ACE program, I don’t feel like a little fish in a big pond all alone! They make sure I have the tools to succeed!”

The ACE program started in June 2016; there are currently 47 students well on their way toward completion! Shasta College will start another cohort of Business and Psychology/Social Science students in January 2017. If you are interested in participating in ACE at Shasta College, go to www.shastacollege.edu/ACE or call Buffy Tanner, the ACE Program Coordinator, at 530-242-7714.

Teacher of the Year

The Tehama County Education Foundation has chosen Gary Ulloa as the 2015-2016 Teacher of the Year! Gary teaches the moderate/severe special education students at Gerber School. He has taught in the program for the past six years and is passionate about the success of his students.

Gary's students face a variety of disabilities and personal challenges. From autism to Down syndrome, he is a master at differentiating his instruction to meet the needs of each of his students. His focus of instruction is often on life skills, communication and early academic principles. The students and staff admire and respect their teacher and give their very best effort.

Gary has been involved with individuals with disabilities for the past 20 years. He has worked with Far Northern Regional Center prior to realizing his calling to teach special education. In interviewing Gary for this award, he repeatedly emphasized the hard work and commitment of his team at Gerber School and the strong support he receives from the committed adults in the program.

Congratulations, Gary Ulloa! You make a huge difference for our most needy students.

"TRUE
HEROISM

IS REMARKABLY SOBER,
VERY UNDRAMATIC.

IT IS **NOT** THE URGE
TO **SURPASS**

ALL OTHERS
AT WHATEVER COST,

BUT THE URGE
TO **SERVE** OTHERS
AT WHATEVER COST."

- ARTHUR ASHE

