

Welcome to the Northern ACEs Collaborative (NAC) Champion Convening!
We will be starting shortly.

NAC February 2025 Champion Convening

Monday, February 24, 2025

12:30 – 2:00 pm



Welcome to the NAC February 2025 Champion Convening



February 24, 2025
12:30 – 2:00 pm





Welcome In

Kathryn Stewart, MPP
*Population Health Innovation
Lab (PHIL)*



A photograph of two women sitting on a couch in a living room, working together on a laptop. The woman on the left, who is Black, is wearing a green ribbed sweater and glasses, and is smiling while looking at the laptop. The woman on the right, who is white, is wearing a light blue button-down shirt and glasses, and is looking at the laptop. A small rainbow decoration is visible on a shelf in the background. The entire image has a teal overlay. A text box is overlaid on the bottom half of the image.

The Population Health Innovation Lab catalyzes and accelerates community efforts to enhance equity, well-being, and systems through innovative training, research, and technical assistance.

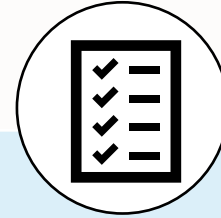


Welcome and Housekeeping



Roll Call

Please share your name,
organization, and location in the
chat.



Housekeeping

Be present & take care of yourself
Place questions in the chat
Slides will be shared after the
meeting





Land Acknowledgment

The Population Health Innovation Lab team respectfully acknowledges that we live and operate on the unceded land of Indigenous peoples throughout the U.S.

We acknowledge the land and country we are on today as the traditional and treaty territory of the Native American, Alaska Native, and Tribal nations who have lived here and cared for the Land since time immemorial. We further acknowledge the role Native American, Alaska Native, and Tribal nations have today in taking care of these lands, as well as the sacrifices they have endured to survive to this day.





Agenda for Today

- Welcome
- Grounding: Northern ACEs Collaborative
- Children and Youth Behavioral Health Ecosystem
- Check-in
- Spotlights
 - Tehama County Department of Education
 - Butte County Office of Education
- Q&A + Discussion
- Reflection + Action Planning





Convening Objectives

- **Create a collaborative space** for networking, knowledge sharing, and best practices to address trauma and promote resilience.
- **Facilitate generative dialogue and inspire actionable solutions** aimed at addressing trauma and fostering resilience.
- **Strengthen capacity for local engagement efforts** that address trauma and build community resilience.
- **Shape and inform the service offerings** of the Rural Resilience Innovation Hub through shared insights and collective action.





The Northern ACEs Collaborative (NAC)

VISION: All Northern California residents have everything they need to live resilient and happy, healthy lives.

MISSION: NAC brings together rural Northern California champions to address trauma and promote resilience in the region through a collaborative approach of building relationships and sharing, learning, examining, and generating new ideas.

GOAL: Increase the capacity of rural Northern California champions to address trauma and promote resilience to improve the health of the communities they serve.



NAC

A Rural Resilience Innovation Hub





“

*Know better
to do better.*

”





NAC Strategic Approach

- NAC will serve as a **Rural Resilience Innovation Hub** for hosting generative dialogue, disseminating on-point, innovative information, and facilitating action to address trauma and promote resilience.
- NAC will continue with a **Regional Approach**
- NAC recognizes that there are **Multiple Realms of Trauma and Opportunities for Resilience**





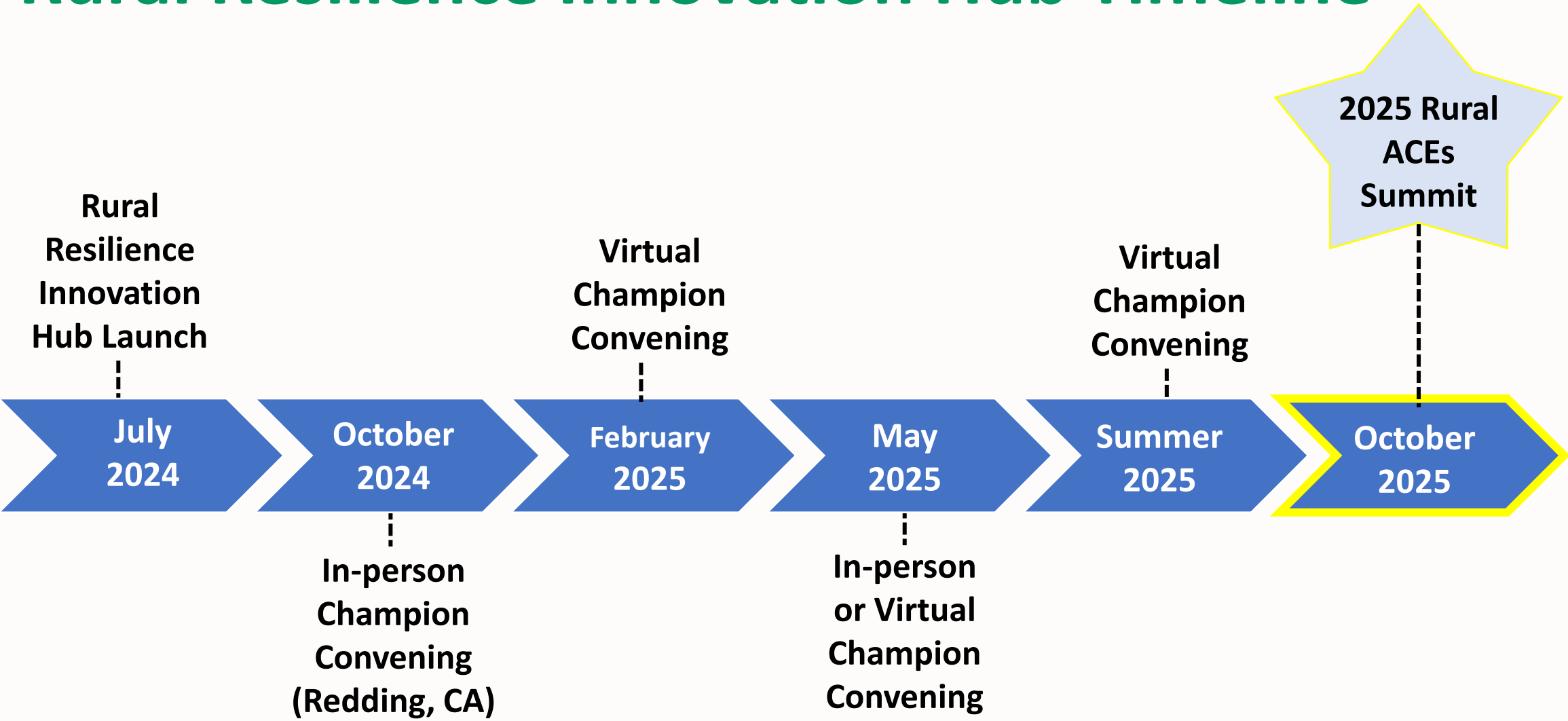
NAC Objectives

- **SHARE & LEARN:** Maintain opportunities for collaboration and support continued sharing of knowledge, stories, and best practices to address trauma and promote resilience.
- **GENERATE:** Host generative dialogue and facilitate action to address trauma and promote resilience.
- **ADAPT & EXPAND:** Maintain governance structure to support and steer the collaborative while allowing for adaptation and flexibility in NAC's future. Intentionally identify and connect with champions to invite in, including all professional and community roles.





Rural Resilience Innovation Hub Timeline





Youth Behavioral Health Ecosystem

Sue Grinnell, MPH

*Population Health Innovation
Lab (PHIL)*





The Power of Using Analogies and Metaphors



- An **ecosystem** is a community of **living things** (plants, animals, and tiny organisms) interacting with **non-living things** (like air, water, and sunlight) in their environment.
- Everything in an ecosystem is connected—plants grow using sunlight and water, animals eat plants or other animals, and waste breaks down to create nutrients for new life.





Ecosystem Defining Characteristics

- **Interdependence:** Every component of the ecosystem—from individuals to organizations—plays a vital role. Just as each species contributes to the health of its habitat, every partner strengthens community resilience. A thriving system depends on collaboration and shared responsibility.
- **Biodiversity:** A diverse range of perspectives and partnerships fosters innovation and strengthens the overall health of the ecosystem. Emphasizing biodiversity highlights the importance of inclusivity—when we engage a wide array of voices, we gain richer insights and develop more effective strategies for promoting well-being.
- **Balance:** A well-balanced ecosystem ensures that resources, knowledge, and power are equitably distributed, fostering collective well-being and resilience. Disruptions in any part of the system can create ripple effects, leading to broader challenges. Sustaining balance requires intentional collaboration and adaptability.





Youth Behavioral Health Ecosystem:

ALL children and youth, especially those most underserved, have the supports and services they need to learn and thrive.

The **ecosystem** serves as a powerful analogy for building strong systems and partnerships that support the health and well-being of children and families.

Drawing from nature, this comparison highlights how **interconnectedness fosters resilience**.

Like a thriving ecosystem, a strong network can withstand challenges by leveraging diverse partnerships and collaborative efforts.

Just as every species contributes to the health of its habitat, **every partner plays a role in strengthening community resilience**. By bridging isolated efforts, the **ecosystem approach** promotes innovation, collective impact, and shared success.

The **Rural Resilience Innovation Hub** facilitates the exchange of successful practices, encouraging adaptation to local contexts across the region.





Check-in Question

Think about a time when you partnered with an unlikely collaborator.

**What did you learn?
Would you do anything
differently?**





Tehama County Department of Education

JoNell Wallace, NCC

*School Mental Health & Wellness Team
Coordinator*

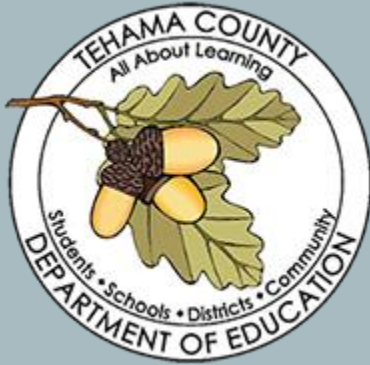
Mathew Reddam, MS, LMFT

*School and Community Wellness Advisor (Butte
County Office of Education)*



Crosswalk of CYBHI, CCSPP, & CWC

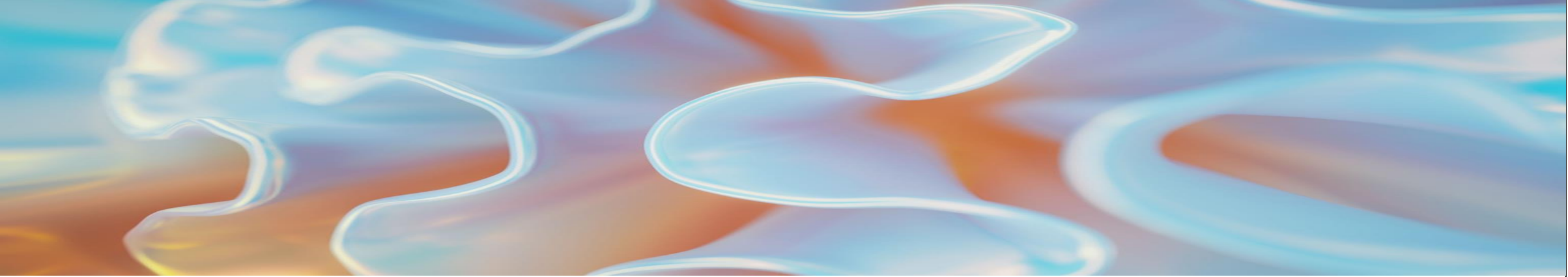
NAC February Champion Convening



JoNell Wallace, TCDE



Matt Reddam, BCOE



01

INTRODUCTION

02

WHAT ARE THEY?

03

HOW ARE THEY COMPATIBLE?

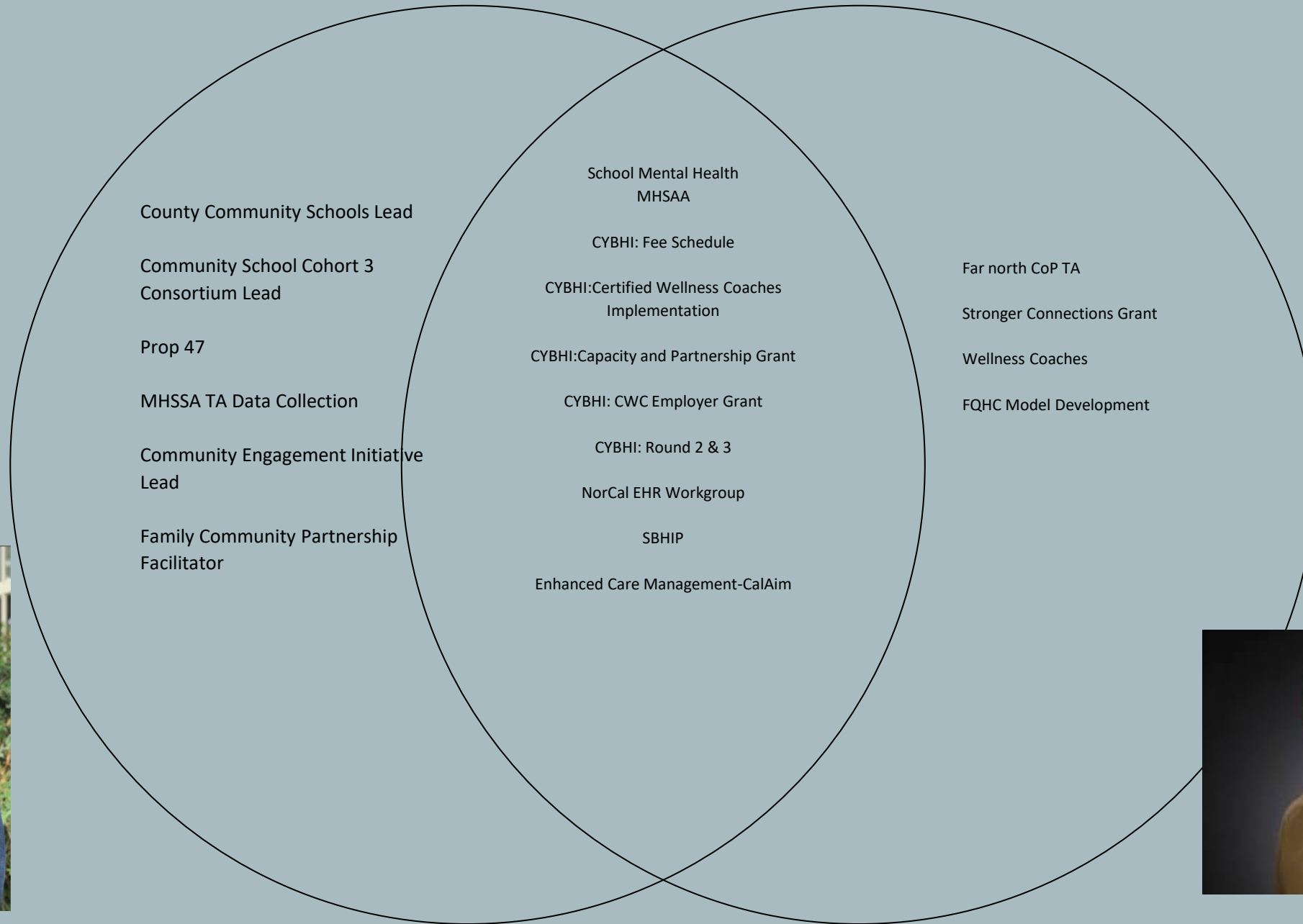
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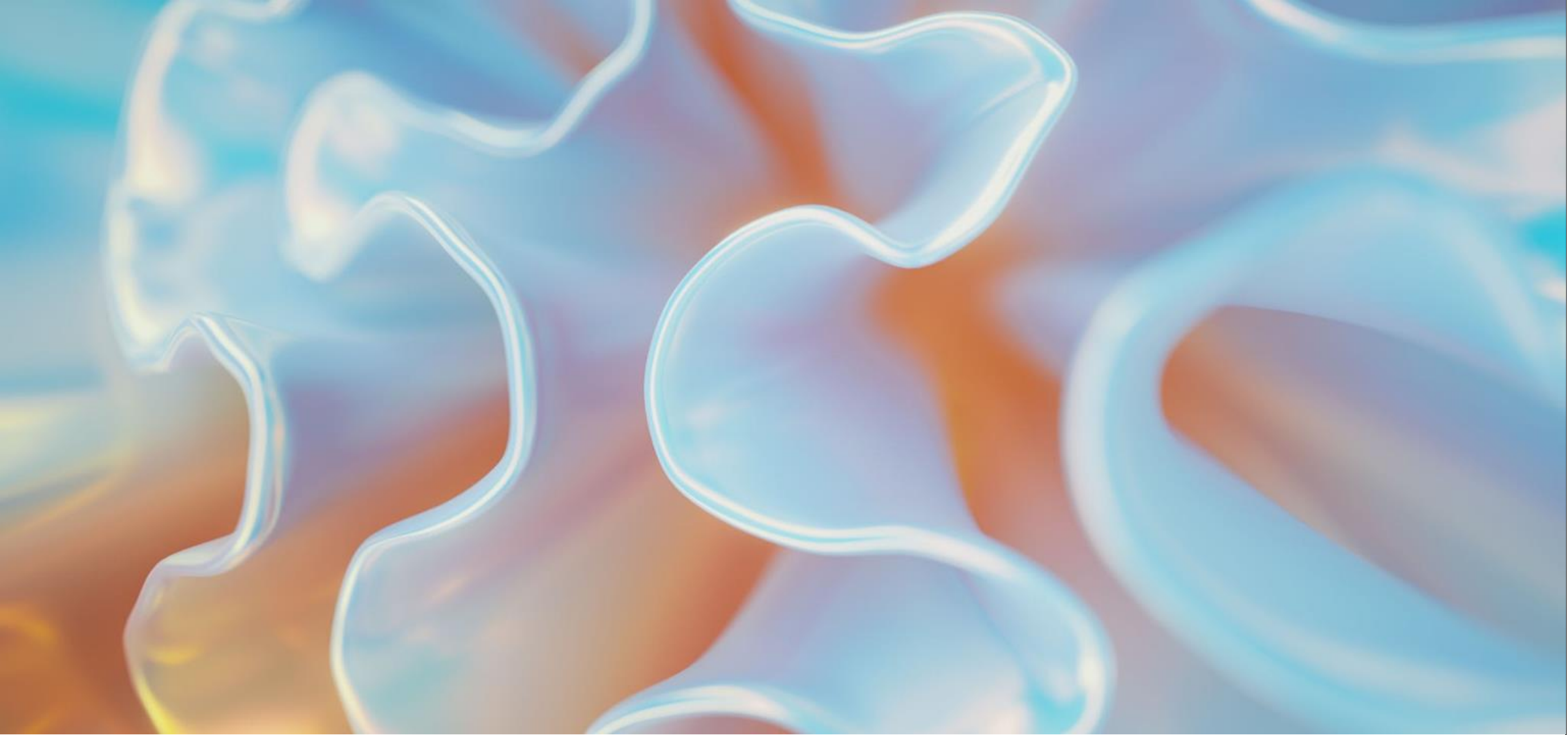
LOCAL IMPACT



01 INTRODUCTION

More Hats Brings More Collaboration





02 WHAT ARE THEY?

Function of Initiatives Independently

CYBHI

Children Youth Behavior and Health Initiative

- Build partnerships between LEAs and MCPs
- Opportunity for sustainable funding via billing reimbursement
- State-wide prevention and stigma reduction campaigns
- No cost ACES training for school staff
- 6 rounds of grant funding to LEAS and CBOs
- Workforce development to address the shortage of mental health providers
- Some portions are built into legislation

Investment in long term behavioral health support

CCSPP

CA Community School Partnership Plan

- Root LEAs in evidence based strategies to improve overall education, health, and well being of students
- Overarching concept in 4 pillars that schools and communities are an extension of one another
- Enhances what schools have already been asked to do by legislation
- Grant term of 5-8 years
- County, Regional, and State support structure
- Individualized and responsive to the local community

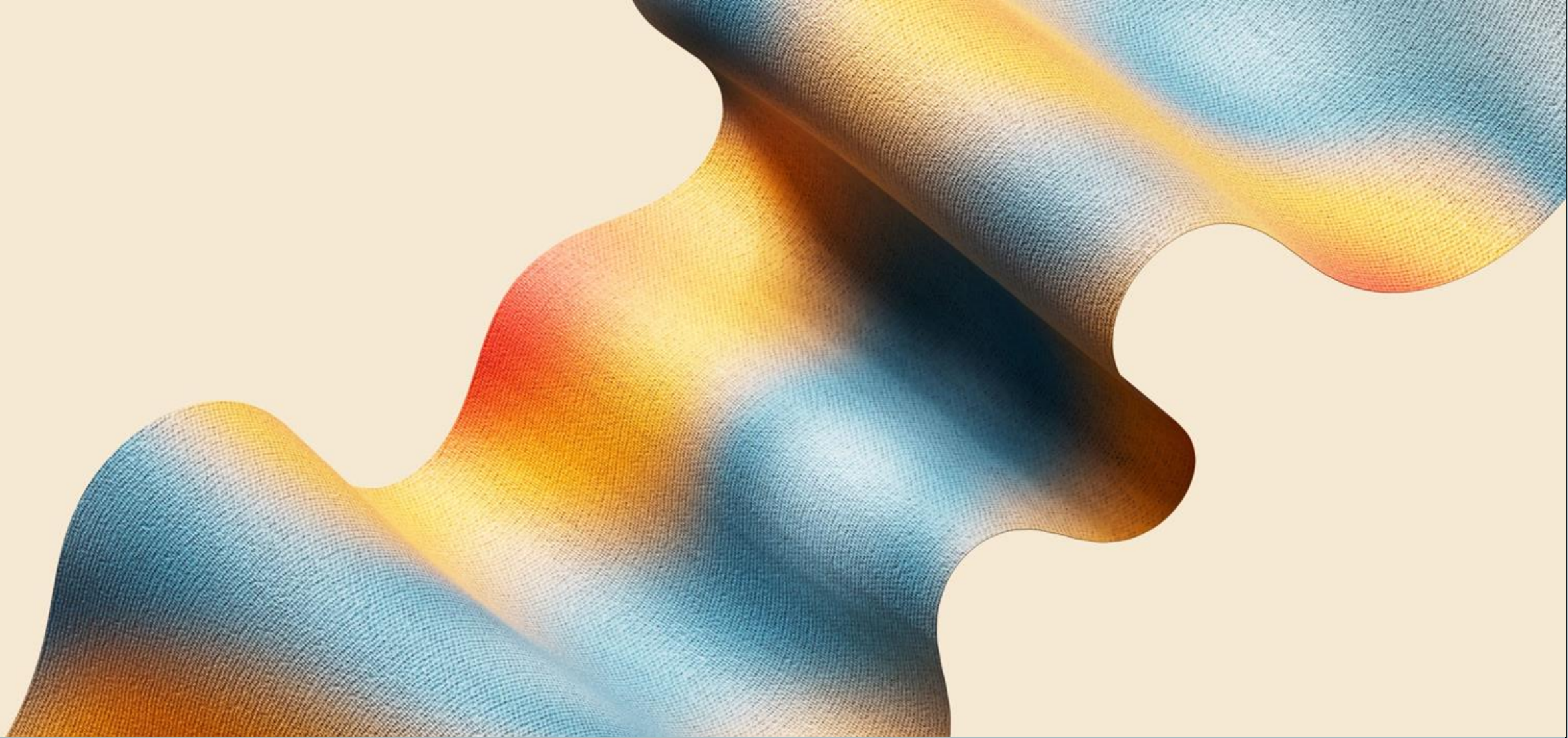
Community-driven system change with long term funding

CWC

Certified Wellness Coach

- Certification via application for individuals with an AA or BA and relevant work experience
- Intended to work in tandem with a PPS or other behavioral health provider
- Provides sub-clinical (Tier I & II) support to youth in a school or CBO setting
- Helps fill the gap between an identified need to early intervention and a referral to 1-1 services, supporting LRE
- Supported by Fee Schedule* and ECM

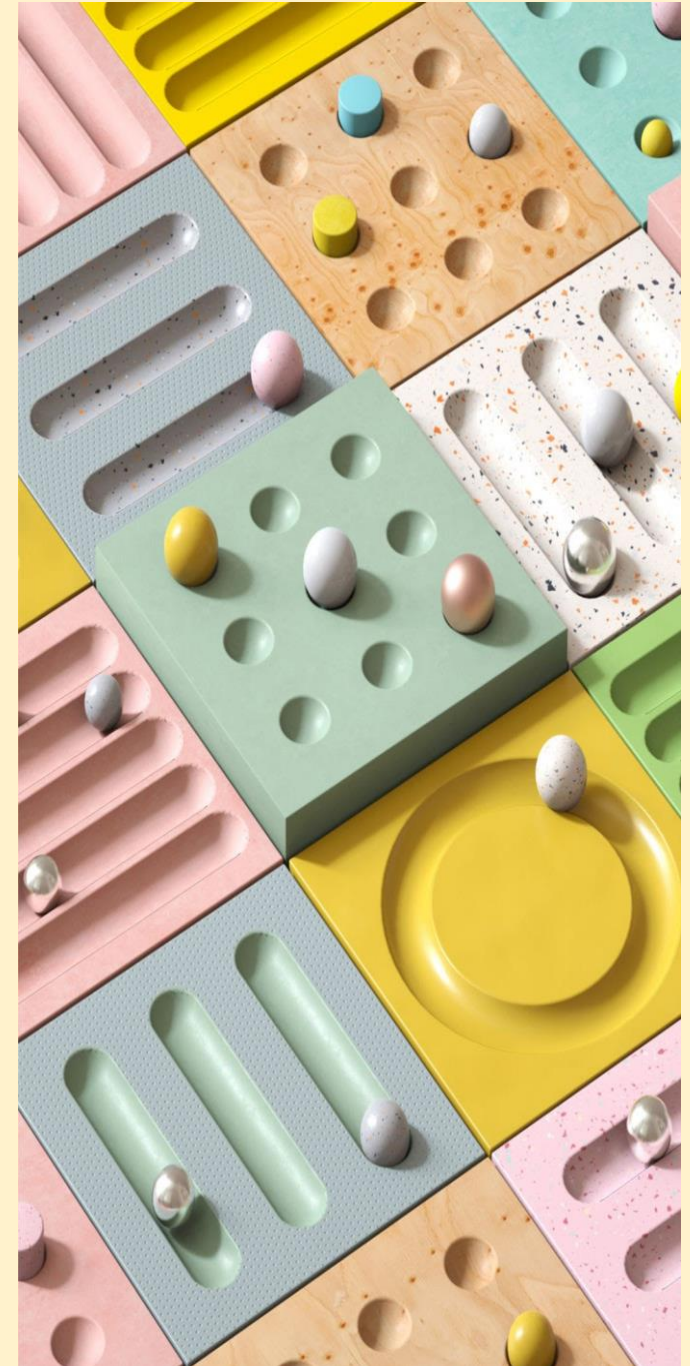
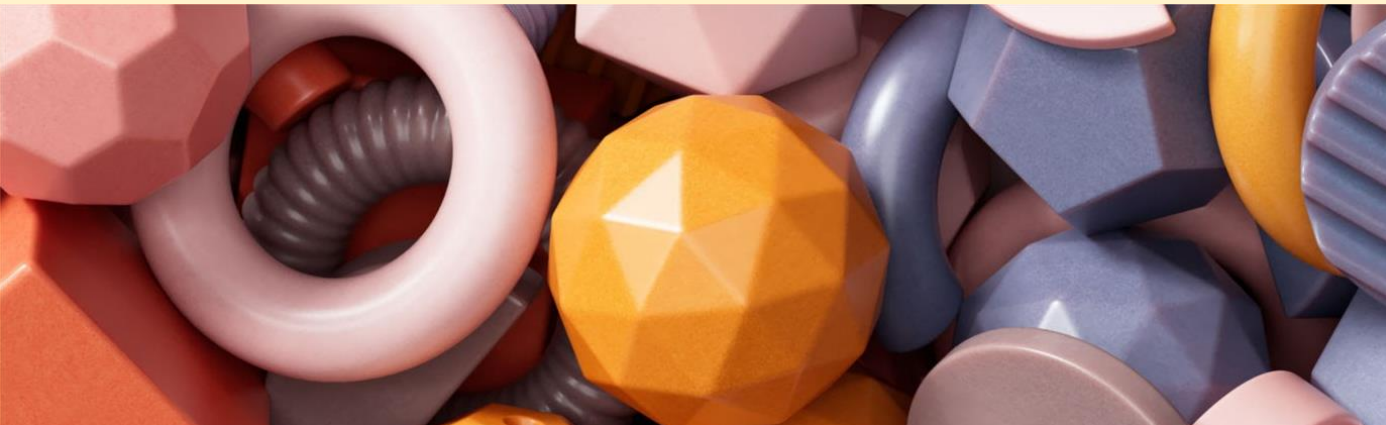
Billable, Direct Service Provider, Responsive to Site Needs



03 HOW ARE THEY COMPATIBLE?

Collective Impact of Initiatives

- Non-traditional collaborative partnerships
- Touch points ranging from individual student, LEA, District, County, Region, and State (CYBHI, CCSPP, CWC)
- Getting services directly to students/families (CYBHI, CCSPP, CWC)
- State support versus state accountability/oversight (CYBHI, CCSPP, CWC)





04 LOCAL IMPACT

STUDENT CASE STUDY

Adam is a 6 year old student in 1st grade.

The school identifies reading, self regulation, and engagement are a concern.

Teacher and CWC reach out to Adam's family to understand more about their student and to offer home to school connection resources such as SEL lesson updates with skills to model and practice and home, and encouraging reading together and eating meals together. They also talk about small group support from CWC. Links to Brightlife Kids are highlighted to parents as well as Parenting Support classes offered by CWC.

Family shares that they see these concerns at home too. Student strengths are identified as social connection, creativity, friendliness, and games. Parent checks our Brightlife Kids, but at the moment declines parenting classes.

Adam starts receiving out of class and push-in group support from CWC. They work on self regulation skills via hands on games out of class, and then CWC joins Adam during ELA (his hardest time of the day) to practice those skills while reading in class.

After 6-8 weeks of this support, teacher, CWC, student, and family are seeing an improvement in Adam's engagement, self regulation, and willingness to read.

Behind the scenes highlights: CBYHI funds Brightlife Kids (free up to a certain level for all families), CCSPP funds the parenting class and part of the CWC, CYBHI Employer grant funds another portion of the CWC, while these services are also billable for reimbursement. One form was needed that parents completed at registration. No out of pocket expenses or appointments for the parents. The student got to work with people he is already familiar with and will continue to see at his school.



SCHOOL SITE CASE STUDY

School Awesome Sauce is a K-6 school in a rural community. They have average academic scores, and recently committed to adding a school counselor full time to their campus.

After a community and family needs and assets assessment ,the school recognizes the need to leverage community resources and build in additional supports for students on campus, career exploration, as well as trauma-informed training for staff and leadership.

The school applies and is awarded a CCSPP Implementation grant, and agrees to be a part of their COE Capacity and Partnership Consortium and HCAI Employer Grant.

School Awesome Sauce uses the HCAI Employer Grant to hire a CWC to support the work of the School Counselor and registers their School Counselor and CWC with an NPI number and onboards them with the CYBHI multi-payer fee schedule. The school is able to use CCSPP implementation dollars to fund the programing, supplies, and training for staff while CYBHI and HCAI dollars are used to fund the people doing the work.

Students gained access to 2 FTE staff who focused on their behavioral health and academic progress. Staff gained access to high quality training and additional support staff to push into their classrooms. Parents gained access to partners who were trained in family engagement and had flexibility to meet their immediate needs.



Thank You



Butte County Office of Education & Golden Hills School

Mele Benz

Administrator of Special Projects, BCOE

Kristi Napoli

Principal, Golden Hills School

Caitlin Webb

Community Schools Coordinator, Golden Hills School

Rainbow Walker

School Counselor, Golden Hills School



The background is white with various colorful abstract shapes and illustrations. In the top left, there's a dark blue square, an orange circle, and a small orange triangle. In the top right, there are orange and light orange wavy shapes. On the left side, there's a brown leafy branch. In the bottom left, there are orange and dark blue circles and a wavy orange line. At the bottom center, there's a large rainbow with orange, yellow, and dark blue bands. In the bottom right, there's a brown leafy branch, a cluster of small orange diamonds, and a dark blue rectangle.

Golden Hills Journey to Success for All Stakeholders

February 24, 2025

Palermo School District: Golden Hills School

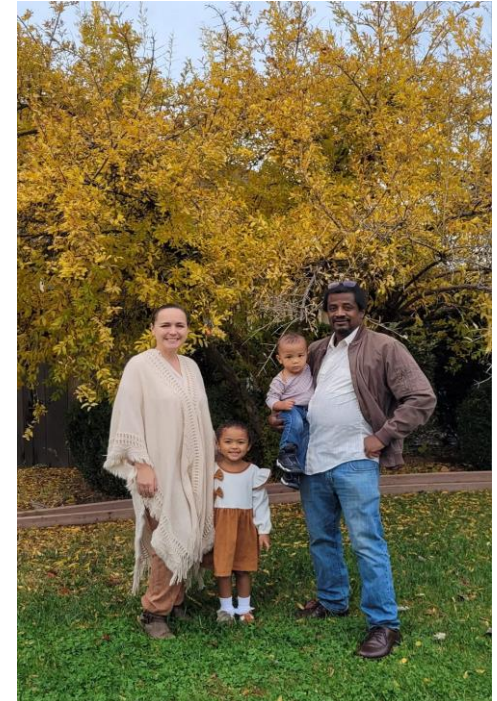
Kristi Napoli
Principal



Caitlin Webb
Community Schools
Coordinator



Rainbow Walker
School Counselor



About our School

The town of Palermo, California is located in Butte County in Northern California.

- 275 students
- Fourth & Fifth Grade Only: Our amazing staff includes 10 Homeroom teachers, 2 Education Specialist, Art teacher, PE teacher, Music teacher, classified staff, family liaison
- Socioeconomically Disadvantaged: 81.4%
- EL: 14.2%
- Foster Youth 1.2%

California



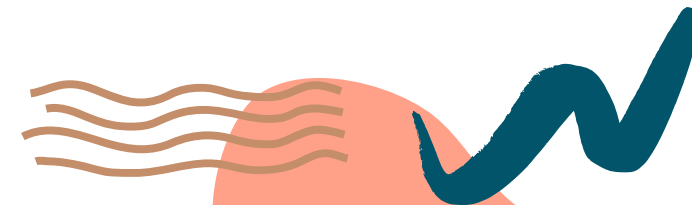


Mission & Vision



Mission: Golden Hills Eagles grow together, learn with passion, act with kindness and change the world.

Golden Hills Vision: Golden Hills is a learning focused school that ensures that every student ends the year having acquired the essential skills, knowledge and behaviors required for success.



Golden Hills Timeline

17-



ACE's Training

- TEAM class
- Help For Billy Book Study for all staff
- Beyond Consequences Trauma Conference for all staff
- Trauma Response Membership Cohort-
- MTSS Grant: Academic, Behavior & Social Emotional supports
- PBIS

20-22



MTSS/ PLC

Professional Development: responsive practices and trauma response

- PBIS
- Universal Screener
- MTSS Grant & Conference
- Capturing Kids Hearts
- PLC Summit
- PLC Global Learning Network

22-23



MTSS/PLC

- PLC Model School
- PBIS
- Coaching
- PD on building relationships: Capturing Kids Hearts
- MTSS Conference
- All staff
- Attendance

23-24



MTSS/ PLC

- Student engagement & equal participation PD
- PACES
- Community Schools Planning Grant
- More family events: Literacy Chats
- Community School Conference
- Literacy Team & Trainings

24-25



Community Schools

- MTSS-PLC
- PBIS
- WellnessCoach & Center
- Collective Impact
- District Wide Community Schools
- District Wide Literacy Teams

At Golden Hills we make school FUN!!! (or at least we try)

Monthly Physical Fitness Event: Jog- A-Thon,
Dance Day, Jump for Fitness, Olympic Preview

School Wide Olympics

Art, Music & PE teachers

Before & After School Clubs

Student Advisory Club

Sports teams

Celebrate Students

- Academic: Growth Parade yearly

Attendance:

- Daily: Plinko Board
- Monthly: Lego, Virtual reality, Board Games
- Trimester: Laser Show, STEAM Arcade, Movie Trip
- * set goals for students struggling

Behavior MTSS–Positive Behavior Intervention System

Tier III: Behavior Contracts

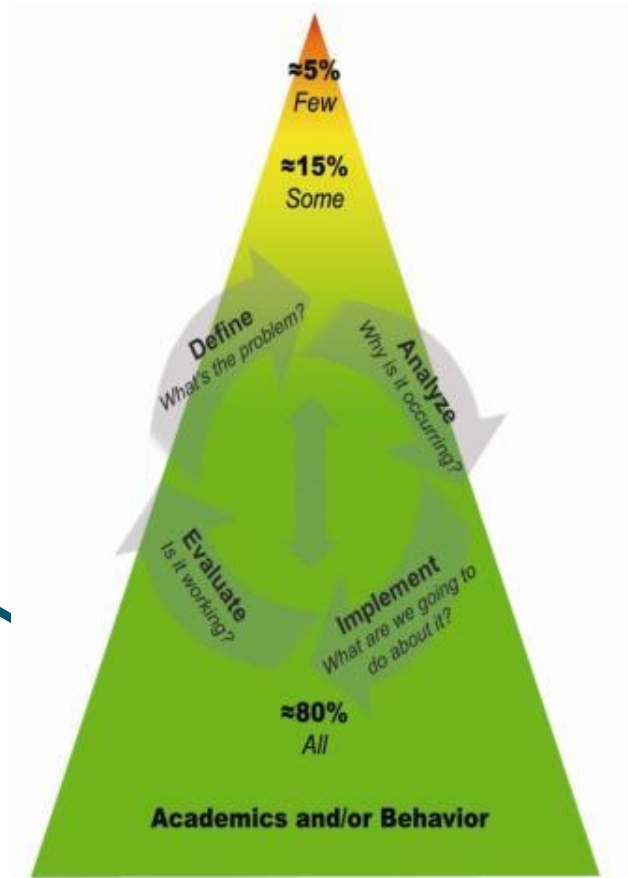
- Behavior Support Plans
- Individual Planning Teams
- Individualized Counseling
- Referral for outside resources

Tier II: Intervention Meetings (Bi-weekly)

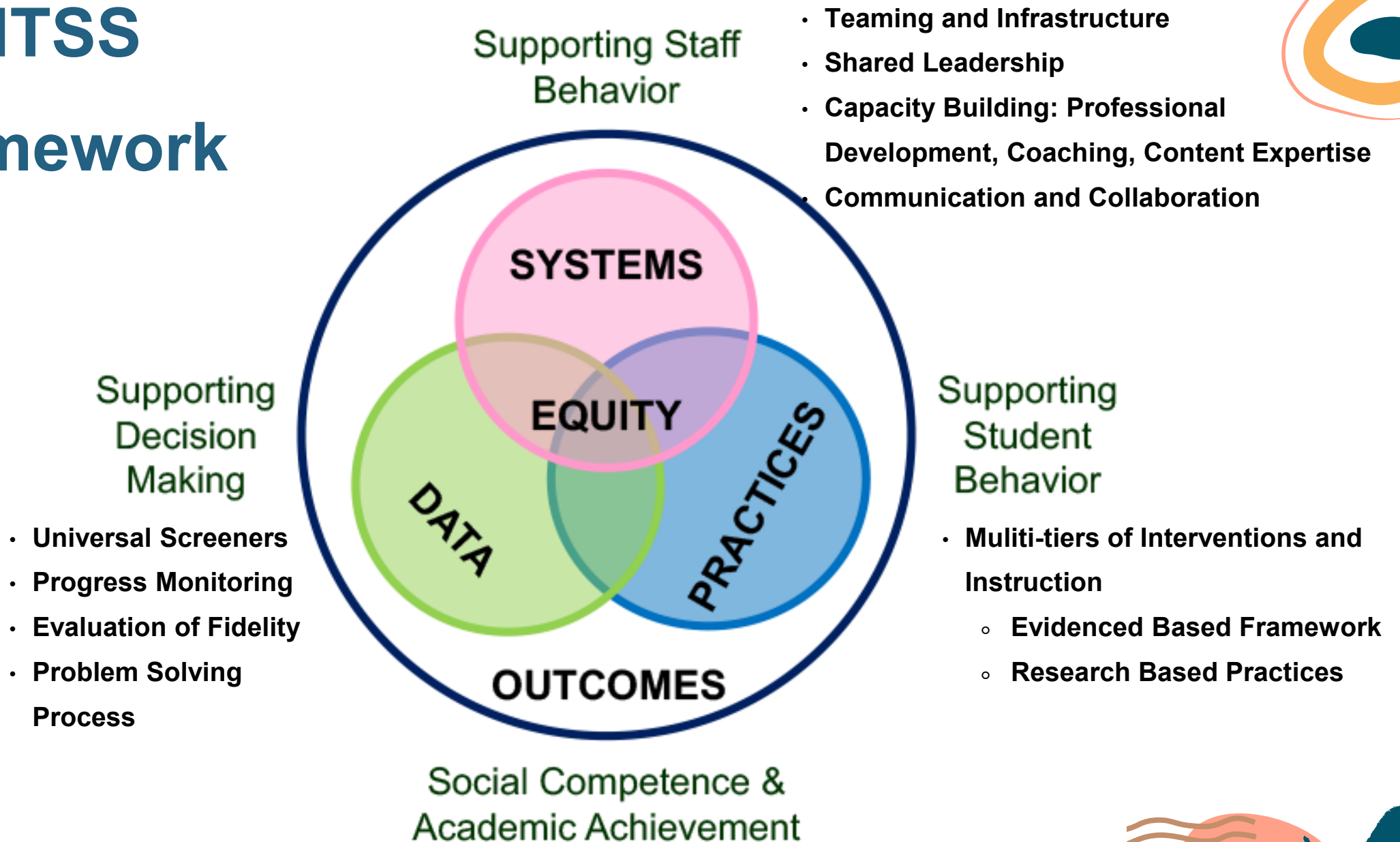
- Check In Check Out
- Small Group Counseling
- Small Group SEL
- Team SOAR Class

Tier I: Take Responsibility, Earn Respect, Act Safely & Make A Difference

- TEAM Tickets (Take responsibility, Earn respect, Act Safely, Make a Difference)
- Consequence Systems: Warnings (pre-referral)
- Calming Cubbies and Rest and Reset areas
- Monthly PBIS meetings to look at SWIS school wide data
- Safety Days
- Student Advisory Club
- RULER
- Daily Check-ins
- School Wide Behavior Goal
- Structured Recess
- Wellness Center
- Kelvin Survey
- SRSSIE (Universal Screener)



MTSS Framework



Wellness Center and Coaching

Wellness Center

- Reset space
- Small group counseling
- Lunch Bunch
- Breakfast Club
- Student Advisory
- Coffee and Conversations
- Food pantry
- Hygiene closet
- Individual counseling and check-ins

Wellness Coach

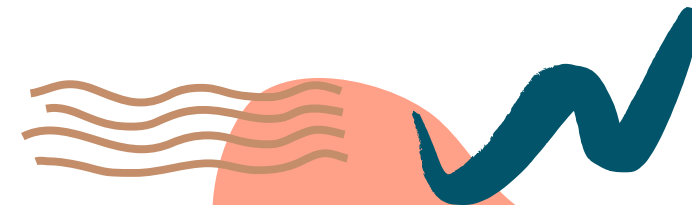
- Morning greeting
- Structured recess
- Whole school SEL
- Reset space
- Individual check-ins
- Support as needed
- CICO mentoring



Community Schools: A California Definition



A community school is any school serving pre-Kindergarten through high school students using a “whole-child” approach, with “an integrated focus on academics, health and social services, youth and community development, and community engagement.” As a school improvement strategy, community school initiatives enable the local educational agency (LEA) and school to work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community. Community schools then design their own curricula and programs to support the whole child and partner with community-based organizations (CBOs) and local government agencies to align community resources to realize a shared vision for success. They improve student outcomes by addressing students’ academic, cognitive, physical, mental, and social-emotional needs. In addition to orchestrating governmental and community resources, community schools meet the needs of children and youth by building a positive school climate and trusting relationships, along with rich learning opportunities that prepare all students to succeed in college, career, and life.



The Four Pillars of Community Schools

The CCSPP Framework leans heavily on the four established pillars of the community school's movement. Specifically, community schools are defined in statute as public schools with “strong and intentional community partnerships ensuring pupil learning and whole child and family development,” including the following features:

- Integrated student supports, which can support student success by meeting their academic, physical, social-emotional, and mental health needs.

- Family and community engagement, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students.

- Collaborative leadership and practices for educators and administrators that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members.

- Extended learning time and opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning).



Palermo Union Community School Priorities

1. Increase Academic Achievement
2. Support Positive School Climate
3. Provide optimal conditions for learning

Community Schools 2.0



1. Center Relationships



2. Address Whole Child Needs



3. Strengthen Staffing & Partnerships



4. Make Teaching & Learning Relevant & Rigorous

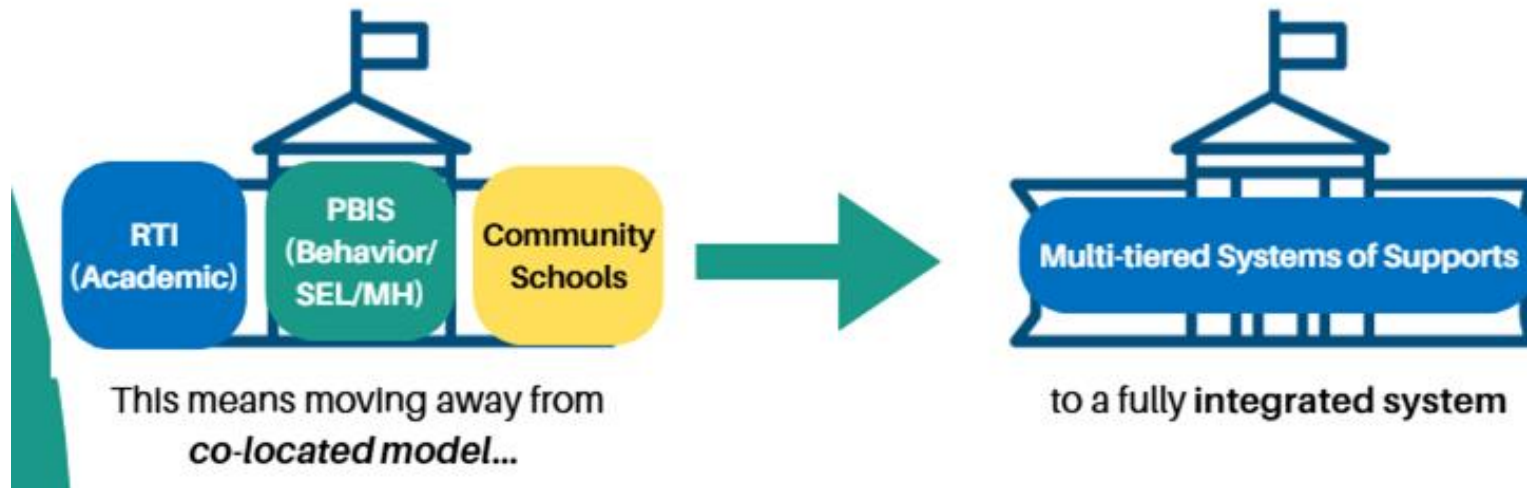


5. Empower Teams to Reimagine & Rebuild Systems

Reimagine and Rebuild: Restarting School with Equity at the Center (2021)

What if?

School Staff, Community Partners, Parents, and Youth use community and school data to assess the needs of young people in their school community and, together as an integrated team, select evidence-based practices that match specific needs.



The school is adjusted to fit the students instead of the students needing to fit the school.

MTSS and Community Schools



By aligning MTSS with community schools, students receive tailored, data-driven interventions that enhance their academic and social-emotional well-being. This integrated approach fosters a comprehensive support system, ultimately driving student success and holistic development.



Shared Goals: Both aim to support the whole child. MTSS focuses on providing a continuum of support to meet students' varying needs, while community schools provide a range of services to address the holistic needs of students and their families.

Data-Driven Decision Making: MTSS relies on data to identify students' needs and monitor progress. Community schools can use this data to tailor their services and interventions, ensuring that resources are directed where they are most needed.

Collaborative Partnerships: Community schools often partner with local organizations to provide services. These partnerships can be leveraged to support the implementation of MTSS, bringing in additional expertise and resources.

Integrated Services: By aligning MTSS with community schools, services such as mental health support, academic interventions, and family engagement can be integrated into a cohesive system. This ensures that students receive comprehensive support in a coordinated manner.

Professional Development: Ongoing professional development for educators and staff. Training can focus on understanding and implementing MTSS, as well as building partnerships and integrating services.

Community School Achievements

- Before School Club
- Literacy Chats with Families
- Data Hub (academic, SEL, attendance, district wide)
- Golden Hills Giving Tree
- Food Pantry
- Parent-Classroom Connection
- Family Liaison
- Attendance Progress Reports and Report Cards
- Coffee and Conversations
- Student Advisory Club
- Farmers Markets at Family Engagement Events
- Free Dental Screenings- Divine Dental Hygiene Practice of Amanda Anstead
- Consistent data tracking system
- New attendance letters- moved away from punitive and emphasized working as a team with the family
- Translated referrals and pink slips
- Student Kelvin surveys every 6-8 weeks
- Moving towards district wide MTSS alignment



Your systems are perfectly
designed to get the results
that you are getting.

Stephen R. Covey

quoteancy



Q&A + Discussion





Discussion Question

- What initiatives are you involved with? Do you have any practices you'd like to share?
- What do you want to learn more about?
- Where are you stuck? What do you need to be successful?
- Who is missing in my work? What partners do I need?





Reflection & Action Planning

- What is on your heart right now?
- What's one key thing that you're going to do as a result of your time here today?





Wrap Up: Thank you for joining us today!

- Presentation slides will be posted on the NAC website and sent out via email
- We hope you will stay in touch:
 - Sign-up for the NAC Newsletter
 - Follow us on Instagram
 - Become a NAC Champion and invite your friends and colleagues
 - Join future NAC Champion Meetings
- Please take a few minutes to complete our event evaluation.





You're Invited



PHIL Collective



2025 PHIL Up Your Cup Series

March 5, 2025



**POPULATION HEALTH
INNOVATION LAB**
A Program of the PUBLIC HEALTH INSTITUTE

Join the Fun: Link to [register](#)





Share your feedback!

Please take a few minutes to complete our event evaluation survey.

[Evaluation Survey](#)

NAC February 2025 Champion
Convening



Thank You!





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A Program of the PUBLIC HEALTH INSTITUTE

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