



Region VII After School Programs Technical Assistance Newsletter

Regional System of Field Support Team

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Greetings,

It is my pleasure to introduce myself. I am Maria Magallanes, the new Regional Lead for After School Programs out of the Tulare County Office of Education. My primary responsibility will be to provide technical assistance and support to all your state and federally funded after school programs. I will work diligently to facilitate communications between the region in order to continue to mobilize quickly and effectively on policy matters that will bring about new resources and opportunities for your local after school programs, most notably, working with rural communities. It is my goal to continue with and build on the GREAT job that Damian has been doing for Region 7. I want Region 7 to continue being the BEST and to set the standard for all other regions throughout the state.

I am looking forward to meeting all of you and will be scheduling site visits to meet with Program Directors and discuss program needs, questions, and concerns. If you have any questions please call me as I am here to assist you and help make your programs successful.

Best Regards,

Maria G. Magallanes, M.P.H. Region VII Lead

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americalearns

December's Strategy of the Month

This month's strategy is from Douglas Christie, a member of the University of Michigan America Reads Tutoring Corps. Douglas created a clever way to assess and expand his students' alphabet knowledge through a basketball game. We've had a great time playing this game, and we hope your students will as well!

Please share your experiences of using the strategy with us and with Douglas by [e-mailing](#) or calling us at 310-709-4947.

To your success,
[The America Learns Team](#)

EdBoost Learning Center, a nonprofit Los Angeles area homework help, tutoring and test prep provider, has begun to use the Network! EdBoost provides top-of-the-line educational services along with need-based scholarships that make these services accessible to all families. Learn more about [EdBoost](#).

America Reads - Mississippi (ARM) is saving more than \$8,000 and 660 staff hours annually by streamlining its reporting efforts with the National Network.

The Network is also leading to "greatly reduced stress for staff -- something that is hard to put a price tag on" writes Rande Williams, ARM's State Director, "but believe me, it's priceless!"

Read additional details about the cost, time and stress savings the Network is bringing to ARM [here](#).

Douglas created a clever way to assess and expand his student's alphabet knowledge through a basketball game.

Alphabet Basketball

Source:	Douglas Christie, University of Michigan America Reads Tutoring Corps (website)
Topics:	Alphabet Assessment Phonics
Grade Levels:	PreK - 1st
Arrangement:	One-on-One Small Group
Web site:	http://americalearns.net/strategy.htm

Materials:

- Construction paper (preferably orange)
- One black and one colored marker
- One plastic cup (preferably a clear one so you can make it look like a basketball net)
- A note card or a small piece of cardboard or tagboard
- Tape

Situation:

All three of my tutees said that they liked basketball, so I thought of a way that I could incorporate basketball into testing their alphabet knowledge while helping them learn the alphabet.

I found this to be a good ongoing warm up activity for students learning their letters because it allows you to quickly see if the student still remembers the letters that you worked on during the last few sessions.

Step 1:**Set up the game.**

Cut 26 circles out of the orange construction paper (make sure that these circles can fit inside the plastic cup that you're using). On one side of each circle draw a basketball pattern, and on the other side write one letter so that you end up with one letter on each ball (this can be done with either capital or lowercase letters). To speed up the process, you can download basketball cut outs [here](#).

On the plastic cup, draw a basketball net pattern (usually crisscrossed lines). (It also helps to use a clear cup so it actually looks like a net.) Use the note card or piece of cardboard to make a backboard by drawing a colored square in the middle of the card and taping the card to the back of the cup.

Step 2:**Start the game.**

To start the game, lay all of the basketballs with the letter side face down.

Tell the tutee that he will be flipping over the basketballs one at a time, and if he can properly tell you the letter, he can shoot a ball into the "net." If he does not get the letter correct, just place the ball aside.

For assessments, this works great because you know the balls in the cup are the ones that the tutee knows. The tutee can then practice with the letters he doesn't know.

Step 3:

I found that this can also be used with testing the sounds that the letters make.

Ask the tutee what sound a basketball makes when it goes into the basket. He will probably say something like "swoosh" (or something to that effect). Then tell him that, "Instead of saying 'swoosh' when we make a basket, we are going to pretend that the sound the ball makes is the sound of the letter that is on the back of the basketball."

So when the student puts the basketball in the hoop, he should say the sound for /b/, /d/, /k/, etc. instead of saying "swoosh." You may need to give your student a few examples.

Materials:

- Construction paper (preferably orange)
- One black and one colored marker
- One plastic cup (preferably a clear one so you can make it look like a basketball net)
- A note card or a small piece of cardboard or tagboard
- Tape

Other Alphabet Strategies (for Network users):

- [Alphabet Dice](#)
- [Alphabet Hide & Seek](#)
- [Alphabet Show & Tell](#)
- [Create Your Own Menu](#)

Please cite this strategy if you copy it.

December 2005's America Learns National Strategy of the Month: Alphabet Basketball.

<http://americalearns.net/strategy.htm>

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**Other Alphabet Strategies
(for Network users):**

- [Alphabet Dice](#)
- [Alphabet Hide & Seek](#)
- [Alphabet Show & Tell](#)
- [Create Your Own Menu](#)



Funding Opportunities

The NEA Foundation

Grants are provided for the purpose of engaging in high-quality professional development or implementing project-based learning and break-the-mold innovations that raise student achievement. Maximum

Award: \$5,000

Eligibility: public school teachers, public school education support professionals, and faculty and staff in public higher education institutions.

Deadline: February 1, 2006.

<http://www.neafoundation.org/grants.htm>

Service Learning

Approximately \$40 million in grant funds will be available, subject to congressional appropriation, to support service-learning projects in a variety of settings. The grant funds will be divided between school-based, community-based, higher education, and tribal and U.S. territory programs. The funding is for the 2006-2007 school year, with possible continued funding for two more years.

This competition is particularly focused on ensuring that more youth in disadvantaged circumstances are able to engage in service-learning and on expanding the use of service-learning to more schools, colleges, and community organizations. Funds are available to intermediary organizations and may be used to create curriculum materials; support training and technical assistance activities; and make subgrants to local partnerships to carry out service-learning.

Information and application instructions are at

http://nslp.convio.net/site/R?i=9q8BawY0N-nRW6Qh_NgcVA

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Youth Investment Program

Studies show that young people benefit significantly from compelling and consistent outdoor experiences, whether in urban or wilderness settings. The outdoors uniquely transforms individuals through personal, social, and academic growth. Unfortunately, many underserved youth do not have access to these life-changing experiences. To respond to this unmet need, the Stewardship Council will invest in organizations that seek to improve the lives of underserved youth through greater access to outdoor experiences.

In 2006, our inaugural funding year, we are targeting a total investment of \$2.6 million to support parks and programs aimed at connecting California youth to the outdoors. Our grant awards are expected to total approximately \$2.25 million. The Stewardship Council expects to invest another \$350,000 in Youth Investment Program development work – such as convening, education and research, and evaluation and reporting – for a total of \$2.6 million.

http://www.stewardshipcouncil.org/youth_investment/index.htm

Education for Homeless Children and Youth

Eligible Applicants: local educational agencies

Required Eligibility Criteria: Local educational agencies include school districts, county offices of education, and direct-funded charter schools.

Funding Description: The purpose of the program is to (1) facilitate the enrollment, attendance, and success in school of homeless children and youth; and (2) ensure homeless children and youth have equal access to the same free, appropriate, public education as provided to all other students. Services provided can not replace the regular academic program and must be designed to expand upon or improve services that are part of the school's regular academic program.

"Youth Service America and Disney are offering the Disney Minnie Grants"

This grant program is designed for youth across the globe to engage them to implement service projects on National & Global Youth Service Day, April 21-23, 2006.

Maximum Award: \$500.

Eligibility: youth (ages 5-14), or teachers, schools and organizations that oversee them. **Deadline:** January 13, 2006.

http://www.ysa.org/awards/award_grant.cfm#nowavailable

"National School and Business Partnerships Award" The National School and Business Partnerships Award supports and recognizes the efforts of schools and businesses that partner to improve the academic, social or physical well-being of students.

Maximum Award: \$10,000.

Eligibility: Partnerships involving kindergarten through 12th grade public schools and/or school districts and businesses.

Deadline: January 30, 2006.

<http://www.corpschoolpartners.org>

Children's television network Nickelodeon will distribute more than \$1million from September 2005 to June 2006.

"Youth Nutrition & Fitness Grant Program"

General Mills Foundation Champions Youth Nutrition and Fitness grant program to encourage communities in the United States to improve the eating and physical activity patterns of young people, ages 2-20.

Grants will be awarded to nonprofit organizations and agencies working with communities that demonstrate the greatest need and likelihood of sustainable impact on young people's nutrition and activity levels through innovative programs. **Maximum Award:** \$10,000.

Eligibility: community-based groups.

Deadline: February 1, 2006.

<http://www.generalmills.com/corporate/commitment/champions.aspx>

"Stimulating Interest in Careers in Fisheries Science and Management"

The Hutton Junior Fisheries Biology Program is designed to stimulate interest in careers in fisheries science and management among groups underrepresented in the fisheries professions, including minorities and women. Students (Grades 10-12) spend 8 weeks in the summer working alongside their mentor who is a fisheries professional in their local community. **Maximum Award:** Participants receive a \$3,000 scholarship paid out in 6 installments over the summer months.

Eligibility: all sophomore, junior, and senior high school students regardless of race, creed, or

gender. Because the principal goal of the program is to increase diversity within the fisheries professions, preference will be given to qualified women and minority applicants.

Deadline: February 15, 2006.

<http://www.fisheries.org/html/hutton.shtml>

"Nickelodeon Announces Giveaway Program to Encourage Healthy Play"

Children's television network Nickelodeon will distribute more than \$1million from September 2005 to June 2006. The "Let's Just Play" Giveaway offers kids around the United States the opportunity to take action and enter for a chance to improve their school or community program's fitness resources.

Maximum Award: \$5000. **Eligibility:** Kids (6-15 years of age), partnering with teachers and other community-based leaders.

Deadline: rolling, until May 31, 2006.

http://www.nick.com/all_nick/everything_nick/

Coming Up Taller Award - FY 2006

Grant #: US3137

Type of Grant: Federal

Due Date: 01/30/2006

Coming Up Taller Awards are given to organizations for excellence in a specific ongoing project or projects. In some cases, the organization and project may be the same.

Nominated projects should provide places and programs for children to learn about cultural traditions and the histories of families, neighborhoods, and nations. Projects may also explore musical, visual, physical, and/or literary ways of understanding, expressing, and communicating ideas and perceptions. This program seeks to award projects that reflect its broad range of goals and serve youth and communities in ways that include job training, improved school performance, community development, and cultural preservation and rejuvenation.

All projects must be nominated, although self-nominations are accepted. Nominations require a(n):

- A nomination cover form;
- A nomination narrative;
- Resumes for key program staff;
- Three high-quality color photographs of program activities; and
- A letter of recommendation.

In addition, all eligible programs must:

Operate as a program for children and youth outside the school day, including single-site or multi-site initiatives, and pre-school, after-school, weekend, and/or summer programs that have a school-based component or use school space;

Have been in operation since January 2002 for a minimum of five years, including 2005;

Use one or more humanities or arts disciplines as the core content;

Target underserved children and youth;

Involve children and youth as active participants in arts or humanities activities;

Provide participants with regularly scheduled sessions on an ongoing basis; and

Focus on child and youth development as an expressed goal, including enhanced leadership skills, self confidence, and peer relations.

Application Notes:

Nomination forms must be postmarked by January 30, 2006.

Five full sets of the application must be mailed to the address indicated in the Contact section.

All projects must be nominated, although self-nominations are accepted. Nominations require a:

- A nomination cover form;
- A nomination narrative;
- Resumes for key program staff;
- Three high-quality color photographs of program activities; and a letter of recommendation.

Applicants may also include lessons plans, news clips and up to 3 additional letters of support. Pre-printed documents may be sent, but are not encouraged.

The narrative should address each of the following criteria in order:

The experience provided is of sufficient intensity, consistency, and duration as to reasonably expect a provided impact on the skills, development, and/or resiliency of children and youth;

The humanities or arts program's evidence of children's learning;

The project's focus on fostering child and youth development;

The integration of support services and/or prevention strategies with arts and humanities programming;

The professional background of the artists, curators, educators, historians, librarians, museum professionals, and other scholars working with young people and/or managing the program; and

Organizational stability and commitment.

The nomination narrative should be limited to 6 pages and should be single-spaced in a 10-point font on 8.5" x 11" paper. Materials should not be submitted in a hardcover binder.

For complete application instructions and forms:

http://www.ecivis.com/uploads/pdf/US3137_NOFA_FY2006.pdf

http://www.ecivis.com/uploads/app/US3137_Application_FY2006.pdf

For more information, call (202) 682-5409

Resources

RESILIENCY: WHAT WE HAVE LEARNED

Ten years ago, resiliency theory was relatively new to the fields of prevention and education. Today, it is at the heart of hundreds of school and community programs that recognize in all young people the capacity to lead healthy, successful lives. The key, as Bonnie Benard reports in this synthesis of a decade and more of resiliency research, is the role that families, schools, and communities play in supporting, and not undermining, this biological drive for normal human development. Of special interest is the evidence that resiliency prevails in many extreme cases. In most studies, the figure seems to average 70 to 75 percent and includes children who were placed in foster care, were members of gangs, were born to teen mothers, were sexually abused, had substance-abusing or mentally ill families, and grew up in poverty. In absolute worst case scenarios, when children experience multiple and persistent risks, still half of them overcome adversity and achieve good developmental outcomes. An understanding of this developmental wisdom and the supporting research, Benard argues, must be integrated into adults' vision for the youth they work with and communicated to young people themselves. To read sample chapters of this resource, visit:

<http://www.wested.org/cs/we/view/rs/712?x-t=we.chap.view>

Arts

"Artistic Exchange: Europe & the Islamic World"

Presents 31 paintings, bowls, & other objects that illustrate the Islamic world's influence on European art. Elements of Islamic art are identified in each of the European pieces, which date back to the Middle Ages. (NGA)

http://www.nga.gov/exhibitions/2004/artexchange/artexchange_ss.htm

"Alexander Calder"

Looks at the works, working methods, & the life of a man who revolutionized sculpture by introducing movement as a key component. Take a virtual tour of the "mobiles" (a form of sculpture he invented) & "stabiles" that use untraditional materials & that, at the time, challenged the prevailing notion of sculpture as a composition of masses & volumes.

Learn how this mechanical engineering student ended up creating a new type of public sculpture. (NGA)

<http://www.nga.gov/collection/calderinfo.htm>

"Jazz in America: National Jazz Curriculum"

offers lessons for teaching about jazz in American history or music class for Grades 5, 8, & 11. Learn about the evolution of jazz, different jazz styles, improvisation, basic musical elements, & how jazz influenced (and was influenced by) American culture. (MA)

<http://64.78.6.235/home.asp>

Ten years ago, resiliency theory was relatively new to the fields of prevention and education. Today, it is at the heart of hundreds of school

"Newspaper Pictorials: World War I Photogravures" provides teaching materials for learning from newspaper images about the Great War.

History

"Civil War Treasures from the New York Historical Society" Offers materials for teaching about the Civil War. It includes recruitment posters, sketches, photos, a prison camp newspaper, & letters Walt Whitman wrote to wounded servicemen. Special sections examine the 1860 election, secession, war, African Americans in the Civil War, & recruitment & conscription. (LOC)

<http://memory.loc.gov/learn/collections/treasures/>

"Constitution Toolkit" includes images of newspaper articles (1787), Notes Washington & Jefferson wrote on drafts of the Constitution (1787-88), Jefferson's chart of state votes (1788), Washington's diaries (1786-89), Hamilton's speech notes for proposing a plan of government, a Philadelphia map (1752), the "broadside" Bill of Rights (1791), & other artifacts. (LOC)

http://memory.loc.gov/learn/community/cc_wethepeople_kit.php

"Newspaper Pictorials: World War I Photogravures" Provides teaching materials for learning from newspaper images about the Great War. Features include a timeline, events & statistics, pictorial highlights, the Lusitania disaster, pictures as propaganda, chronological thinking, analyzing photos & captions, themes in literature, posters, & ads. (LOC)

<http://memory.loc.gov/learn/collections/rotog/index.html>

Science

"Activity-Based Physics" presents "thinking problems" For physics topics: vectors, kinematics, momentum, circular motion, universal gravitation, sound, energy, temperature, & circuits. Problems include designing a roller coaster, riding a bicycle efficiently, tailgating, tuning a radio, electrical safety, & how bats & dolphins "see" with sound (echolocation). (NSF)

<http://www.physics.umd.edu/rgroups/ripe/perg/abp/>

"Center for Innovation in Engineering & Science Education" Provides inquiry-based activities & collaborative projects in science & math. Topics include real-time weather & climate data, air pollution, remote sensing data, the Gulf Stream, water use & testing around the world, boiling water, plants & animals in your schoolyard, measuring the circumference of earth, population growth, & tracking a real airplane in flight to see how vectors & trigonometry are used for navigation. (ED)

<http://www.ciese.org/currichome.html>

"Current Science & Technology Center" Looks at science & technology in the news, including leading edge research & exploration. Learn about the fats of life, ritalin, garlic, carbon nanotubes, stem cells, diabetes, experiments in near zero gravity, visualizing influenza, growing heart cells, regenerative medicine, amorphous metals (metallic glasses), & nanotechnology. (NIH)

<http://www.mos.org/cst/index.html>

"Exploring the Nanoworld Teaching Modules" Helps teachers incorporate nanotechnology into high school chemistry & middle school technology classes. High school modules explore x-ray diffraction & scanning probe microscopy, shape-memory alloys, light emitting diodes, & ferrofluid. Middle school modules examine magnetism, memory metals, & "how we can 'see' what we cannot see." Modules include overviews, curriculum suggestions, lesson plans, guided notes, experiments, & assessments. (NSF)

<http://www.mrsec.wisc.edu/Edetc/modules/index.html>

"Global Warming Facts & Our Future" Explores the latest scientific information from the National Academy of Sciences. Is our climate warming? Are humans causing it? What might be the effects? What can be done? Learn about the greenhouse effect, the carbon cycle, & past changes in our climate. See predicted changes & how they could affect sea levels, agriculture, & ecosystems. Find out about options for reducing CO2 emissions. (NAS)

<http://www.koshlandscience.org/exhibitgcc/index.jsp>

"Center for Innovation in Engineering & Science Education" provides inquiry-based activities & collaborative projects in science & math.

Policy Corner

SB 707 UPDATES:

Effective: January 1, 2006.

8483. (a) (1) Every after school component of a program established pursuant to this article shall commence immediately upon the conclusion of the regular school day, and operate a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day.

While SB 707 amends the sections of Education Code that pertain to the ASES program, SB 854 makes it clear that these hours of operation will also apply to 21st CCLC programs.

Section 8484.75 The requirements of the After School Education and Safety Program described in Article 22.5 (commencing with Section 8482), apply to the program established by this article, with the following exceptions as applicable:

(a) Sections 8482.5, 8482.55, 8483.5, 8483.55, 8483.6, 8483.7, 8483.75, and 8484.5, do not apply to this article.

Explanation:

The language clearly requires all programs funded pursuant to this legislation to remain open until at least 6 p.m. on every regular school day. Regularly scheduled school days include minimum days.

Examples:

Example #1: Mondays are early release days for regular school day, so the program starts at 2 p.m. and runs until 6 p.m., (4 Hrs). The rest of the week they run from 3-6 p.m. and on Fridays, they want to run it from 3-5 p.m., still having run 15 hours that week. May they do that?

Answer #1: No. The program **must** be open until at least 6 p.m. every regular school day.

Example #2: School releases at 3:30 p.m. on Monday through Thursday.

The program hours are from 3:30 until 6 p.m. those four days (2.5 hours/day * 4 days = 10 hours). Friday is a minimum day and school is released at noon. The program runs for 6 hours, from noon until 6 p.m.

Is this permissible?

Answer #2: Yes. The program must begin immediately at the end of the school day, operate until 6 p.m. on every regular school day (including minimum days), and operate for at least 15 hours per week

While SB 707 amends the sections of Education Code that pertain to the ASES program, SB 854 makes it clear that these hours of operation will also apply to 21st CCLC programs.



**CALIFORNIA
SCHOOL-AGE
CONSORTIUM**

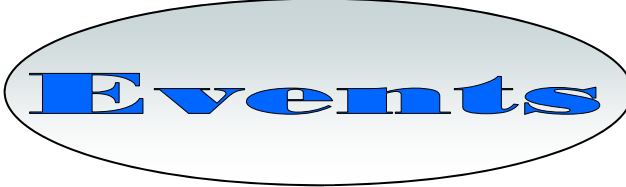
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SB 707 and 854 Fact Sheet

SB 707	SB 854
<p>SB 707 makes several improvements to the state's After School Education and Safety (ASES) program in order to ensure successful implementation of Proposition 49, including adding attendance flexibility for programs, allowing programs to operate more efficiently, and reducing the amount of state afterschool funding that goes unspent each year and reverts to the general fund. All provisions effective January 1, 2006</p>	<p>SB 854 affects the 21st Century Community Learning Center Program (CCLC), increasing the reimbursement rate from \$5 per student per day to \$7.50 for afterschool programs, and from \$2.50 to \$5 for before-school programs. It also establishes an After School Advisory Board. Bill is in urgency status. All provisions took effect July 1, 2005.</p>
<p>Guarantees administrative costs: Both bills guarantee 15 percent administrative costs, regardless of attendance.</p>	
<p>Program hours: The bill replaces the current requirement of being open three hours per day <i>and</i> until 6 p.m. with 15 hours per week and until 6 p.m., meaning programs must be open until 6 p.m. and for 15 hours a week but not three hours a day every school day.</p>	<p>Increases daily rate: For all 21st CCLC programs, the daily rate is increased from \$5 to \$7.50 per child, based on attendance.</p>
	<p>Increases daily rate for before-school: Daily rate for before-school programs is increased to \$5.</p>
<p>Allows for flexible attendance: If a program reaches 85 percent of its attendance goal, it will get 100 percent of its grant.</p>	
	<p>Increases maximum grant levels: The bill includes a fifty percent increase to accommodate the increase in daily attendance rate so programs can serve the same amount of children.</p>
<p>Allows for shifting funds among sites: If several sites are covered under the same grant, an oversubscribed program can get reimbursed up to 125 percent by borrowing from undersubscribed programs using the same grant, as long as they have met at least 70 percent attendance.</p>	

SB 707	SB 854
	<p>Establishes new before and after school advisory committee: There are 13 appointed members; 6 from Governor's office, 2 from Superintendent's office, 2 from Senate Rules Committee, 2 from Speaker of the Assembly, the Secretary for Education or designee from that office. Nine members of the committee must operate before and afterschool programs.</p> <p>This committee will provide advice and information to the Superintendent of Public Instruction, the Secretary for Education, and the State Board of Education, focusing on state and federal policy and funding issues affecting both ASES and 21st CCLC before and afterschool programs.</p>
<p>Natural disaster relief: Provides reimbursement for loss due to natural disasters or other extraordinary events that closes programs in stricken area.</p>	
<p>Before-school attendance: Before-school programs can now be reimbursed on a daily basis for any student who attends at least half of the 90 minute program. Before school programs must be open 90 minutes per day.</p>	



Events

After School:

- 01/26/2006-01/28/2006 - 9am - 5pm - [Region 1 Annual Healthy Start and After School Wellness Conference \(Hilton Sonoma Wine Country\)Conference attendance is FREE for R1 ASP and HS folks!](#), Wellness Conference! The focus of our conference this year is health and WELLNESS. We have lined up some excellent speakers covering topics related to violence reduction, health & fitness, obesity prevention, resiliency, and much more. This event will provide time for sharing best practices, learning new skills and nurturing ourselves so we can serve our communities. Don't miss this event! Web registration is up and running. Go to www.mcoe.k12.ca.us and click on professional development to register... follow the prompts and you will be there!
- 04/01/2006 - **Curriculum Fair After School Programs Location: Eureka, SAVE THE DATE!** This event will provide opportunity for you to shop for your program! Come learn about the current, standards based curriculum available to enhance your program. Details coming soon!

Healthy Start:

- 01/26/2006-01/28/2006 - 9am - 5pm - [Region 1 Annual Healthy Start and After School Wellness Conference \(Hilton Sonoma Wine Country\)Conference attendance is FREE for R1 ASP and HS folks!](#), Wellness Conference! The focus of our conference this year is health and WELLNESS. We have lined up some excellent speakers covering topics related to violence reduction, health & fitness, obesity prevention, resiliency, and much more. This event will provide time for sharing best practices, learning new skills and nurturing ourselves so we can serve our communities. Don't miss this event! Web registration is up and running. Go to www.mcoe.k12.ca.us and click on professional development to register... follow the prompts and you will be there!

Community Resource Networking Fair for After School Programs

This event will provide opportunity for you to meet community, business and faith based organizations to partner with