

Dear Project Leaders,

Thank you for your contributions to the Oregon Writing Project Collaborative at George Fox University. This site has grown and evolved over the last two decades because of your many contributions, your energy and initiative, and your enthusiasm and commitment to the National Writing Project model.

This handbook was designed to facilitate and guide your work in the OWPC at George Fox University project, outlining your roles and providing you with necessary information to complete the tasks associated with your activities. As you work through the year, please let us know what additional information should be included, and alert us to any changes as they occur. Your assistance will help us keep this guide up-to-date and smooth the way for your OWPC at George Fox University colleagues.

Thank you to all of the many hands who have worked to co-author and revise this handbook.

Thanks,

Karen Hamlin

Director

OWPC at George Fox University

OREGON WRITING PROJECT COLLABORATIVE AT GEORGE FOX UNIVERSITY GOVERNANCE STRUCTURE

The governance structure of the OWPC at George Fox University site consists of a director, site co-director(s), a leadership team, and the advisory board.

Responsibilities of the directors and leadership team are to manage the site and the National Writing Project (NWP) grants. Their work includes the following responsibilities: submitting annual reports; evaluating the site; ensuring that the site follows the mission and goals of the NWP, the grant requirements, and the vision of the advisory board; and responding to recommendations of the NWP and the board.

The leadership team is comprised of the director, site co-director(s), and two advisory board members, one of which should be the chair of the board. Responsibilities of the leadership team will include the following: evaluating the reports of the project leaders, selecting new project leaders as needed, and recruiting new membership to the advisory board. This team will review the NWP annual report and project reports on a rotating basis. Based on that information, the team will select project leaders. As openings occur, the leadership team will advertise openings in the *Broadside*, interview potential candidates, and select new project leaders. Project reports are due by September 1 each year, and a committee decision is due by the end of October. This process may include individual interviews with project leaders. Based on recommendations from the advisory board, the leadership team will recruit and appoint new members of the advisory board as needed to fill vacancies.

The membership of the advisory board is outlined in its bylaws. The responsibilities of the advisory board are to advise and recommend action by the site director regarding the work of the site. These responsibilities include the following: establishing and maintaining a vision for the site, approving new site projects and activities to support that vision, advising the leadership team, and coordinating and supporting the work of the project leaders. The advisory board elects from amongst its membership three offices of chair, secretary, and communications. These three officers serve one-year terms, renewable indefinitely. Their duties are as follows:

- **Chair:** convenes and conducts meetings, sets agendas with input from the leadership team, oversees elections.
- **Secretary:** takes minutes, distributes governance council meeting and activity notices.
- **Communications:** oversees public relations and assists project leaders with institute recruitment, includes coordination of brochures.

A budget officer will be appointed by the director to oversee financial records and prepare and submit annual budget reports as required by NWP. The site budget officer must be a George Fox University faculty member. The site will hire an administrative assistant, who will manage the budget, deposit monies, and pay expenses as directed.

Project leaders volunteer to direct projects of the site and are appointed to three-year terms by the leadership team. Terms may be renewed at the end of three years. See roles and responsibilities for each project leader.

PROPOSED ADVISORY BOARD BYLAWS

Purpose of Project:

The Oregon Writing Project Collaborative at George Fox University supports excellence in the teaching of writing at all educational levels and subjects through collaboration, education, and community involvement. As an affiliate of the National Writing Project, we are dedicated to improving the teaching of writing in our community's schools. Through a professional development model, OWPC at George Fox University aims to build the leadership, programs, and research needed for teachers to help their students become successful writers and learners.

The responsibilities of the advisory board are to advise and recommend action by the site director regarding the work of the site. These responsibilities include the following: establishing and maintaining a vision for the site, approving new site projects and activities to support that vision, advising the leadership team, and coordinating and supporting the work of the project leaders.

Scope of Project:

To sponsor and administer a Summer Institute for teachers, modeled on the National Writing Project Summer Institutes, and to provide ongoing support for continuation programs, including teacher workshops, inservice activities, and professional development; other activities to be approved by the advisory board as needed.

Membership:

Membership shall consist of no more than 15 members, including officers, which will be distributed in a balanced fashion across grade levels. As openings arise, invitations will be extended to fill vacancies.

Members will include:

- Program Site Director
- Site Co-Director(s)
- Summer Institute Co-Director(s)
- Advanced Institute Director(s)
- Young Writers Project Director
- Newsletter Editor
- Educational Technology Liaison
- Inservice Coordinator(s)
- Teacher Research Coordinator
- Project Alumni to rotate through three-year terms

Officers:

1. Chair: convene and conduct meetings, set agendas, oversee elections.
2. Secretary: take minutes, distribute governance board meeting and activity notices.
3. Communications: oversee public relations and institute recruitment, includes coordination of brochures.

(The three officers listed above will be elected from the advisory board membership by the advisory board, to serve one-year terms, renewable indefinitely.)

4. Treasurer: maintain financial records, oversee the depositing of monies and payment of expenses as directed.

Must be George Fox University faculty member.

Will be appointed by the OWPC at George Fox University site director.

ADVISORY BOARD CALENDAR

Tentative Project Calendar: The Governance Board will meet a minimum of three times per year.

<u>FALL</u> <i>(September, October, November)</i>	<u>WINTER</u> <i>(December, January, February)</i>	<u>SPRING</u> <i>(March, April, May)</i>	<u>SUMMER</u> <i>(June, July, August)</i>
<ul style="list-style-type: none"> • Summer Institute Follow-Up Day • New program proposals considered • Newsletter published • Advisory Board Mtg. <i>Focus: propose projects for the new budget year; propose project funding, National Conference attendance, debrief and assess previous year's projects.</i> 	<ul style="list-style-type: none"> • Program dates and formats defined • Printing of new brochure inserts • Newsletter published • Advisory Board Mtg. <i>Focus: recruitment for the Summer Institute and other institutes, follow up on approved project plans, Washington, D.C., trip attendance.</i> 	<ul style="list-style-type: none"> • Program dates and formats confirmed • Summer Institute applications due, followed by interviews • Summer Institute Orientation Day • Newsletter published • Advisory Board Mtg. <i>Focus: elections, new board membership.</i> 	<ul style="list-style-type: none"> • Summer Institute • Advanced Institute • Young Writers Project • Tech. Institute • OWPC at George Fox University Birthday Writing Marathon • Newsletter published • Payment of stipends

**OWPC @ George Fox University
Advisory Board & Leadership Team
Contact List
2014 – 2015**

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EDWR (Certificate in the Teaching of Writing)

EDWR 505 Institute in the Teaching of Writing I

2-6 hours. This course provides a forum for collaborative inquiry where teachers write in a variety of genres, study current theory and research in the teaching of writing and use of writing to learn, and share their study of a selected area of classroom practice. The theory and practice of writing are examined through individual demonstration/inquiry, reading and discussion of current research, and writing and sharing in writing response groups. Participants develop their leadership potential for a variety of roles, including reform efforts that support the education of Oregon's diverse student population. Issues of teaching diverse student populations, writing to learn, and using technology to strengthen teaching and learning provide a lens for teacher inquiry. Participants must apply and successfully complete EDWR 505 and EDWR 515 for admission into the Certificate program. The Institute consists of two courses for a combined 4 semester credits.

EDWR 515 Institute in the Teaching of Writing II

1-3 hours. This course provides a forum for collaborative inquiry where teachers write in a variety of genres, study current theory and research in the teaching of writing and use of writing to learn, and share their study of a selected area of classroom practice. The theory and practice of writing are examined through individual demonstration/inquiry, reading and discussion of current research, and writing and sharing in writing response groups. Participants develop their leadership potential for a variety of roles, including reform efforts that support the education of Oregon's diverse student population. Issues of teaching diverse student populations, writing to learn, and using technology to strengthen teaching and learning provide a lens for teacher inquiry. Participants must apply and successfully complete EDWR 505 and EDWR 515 for admission into the Certificate program. The Institute consists of two courses for a combined 4 semester credits. *Prerequisite: EDWR 505, Institute in the Teaching of Writing I.*

EDWR 520 Inquiry into the Teaching of Writing

3 hours. In this course, teachers will study the nature of inquiry and develop a question that has arisen out of their classroom practice: a problem, an issue, or a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to prepare for conducting research in their own classrooms by developing their questions, planning their methodology, understanding ways to gather and analyze data from student writing, and planning strategies for using new insights in their teaching practice. *Prerequisite: EDWR 505 and EDWR 515, Institute in the Teaching of Writing I and II.*

EDWR 530 Advanced Strategies in the Teaching of Writing

2 hours. This course focuses on using inquiry to advance practice in the teaching of writing with a focus on three major themes: supporting the writing development of diverse learners, using writing to learn across content areas, and using technology to support literacy development. Participants will implement and present an Inquiry project that

includes a close analysis of student learning data. *Prerequisites: OWPC Institute in the Teaching of Writing, and EDWR 505 and EDWR 515, Inquiry into the Teaching of Writing I and II.*

EDWR 540 Professional Leadership in the Teaching of Writing

3 hours. Participants will study and discuss what it means to be a teacher leader, develop effective coaching practices, strengthen their presentation skills, and design workshops and/or conference presentations based on their advanced inquiry project and/or an area of expertise. The course includes a practicum experience for students to apply and analyze emerging leadership skills. *Prerequisite: EDWR 530, Advanced Strategies in the Teaching of Writing.*

EDWR 550 Teacher Leadership: Writing for Publication

3 hours. This course supports teachers in writing for publication. Participants will analyze requirements and style of multiple professional publications to inform their own writing/publication efforts. Participants will create a draft for publication intended to disseminate learning from their advanced inquiry project or other area of expertise. This course includes a three-day writing retreat followed by a series of Saturday sessions. *Prerequisites: EDWR 540, Professional Leadership in the Teaching of Writing.*

Course Proposal Process

Creation of an additional OWPC course at George Fox University is managed under the course proposal process listed below:

500-level courses traditionally transfer to graduate programs. The Certificate in the Teaching of Writing Course series constitutes the package of OWPC at GFU graduate level courses as approved by the university. At some point in the future, a need might arise to add additional graduate level courses. If so, course proposals will first be approved by the OWPC Leadership Team and will include a course overview, the course objectives, the evaluation/grading criteria that will be used, and current vitae from the applying course instructor. When approved by the OWPC Leadership, the courses will then be forwarded through the GFU course approval process. The instructor of record must have a minimum of a Master's Degree.

Continuing Education courses will not transfer into graduate programs and serve more traditionally as professional development workshops. Course proposals at the continuing education level will be reviewed and approved by the OWPC at GFU Site Director and College of Education Dean.

KEY COMPONENTS OF AN OWPC AT GFU PROGRAM

Key Components of All OWPC at GFU Presentations:

- An introduction of the presenter and his/her background and qualifications
- A clearly presented central idea, not a hodgepodge of gimmicks or loosely related lessons
- A carefully planned and well-organized session that follows a logical sequence
- Resources and demonstrated lesson ideas that are based on the “best practice” model (practices the presenter actually uses in his/her own work) and content that directly relates to the job responsibilities of the inservice participants
- A clear description of the research that supports the ideas and concepts presented
- Examples of writing (student samples, your writing or published sources)
- A significant opportunity for participants to write and share
- Use/demonstration of a writing-to-learn strategy
- An opportunity for participants to share related strategies/ideas from their own work
- An OWPC at GFU Exit Card (unless evaluation forms are available for reflection of multiple sessions)

Key Components of All OWPC at GFU Series:

- A cohesive set of sessions. The coordinator’s central task is to make the threads clear; the presenter’s task is to tie into those threads
- A written syllabus that includes the course description, objectives, course requirements, and the corresponding grading criteria
- A formal opportunity for participants to evaluate/provide feedback regarding the series
- A formal opportunity for program administrators to evaluate/provide feedback regarding the series

Key Qualities of Every OWPC at GFU Presenter:

- Pays attention to the old tried-and-true formulas about public speaking: eye contact, volume, pitch, articulation, expression, avoiding any annoying idiosyncrasies (halting, hand-waving)
- Conveys confidence, commitment, energy, and sensitive connectedness to less knowledgeable colleagues
- Emphasizes professional sharing rather than the knower talking. Participant involvement is critical. The more the participants are involved, the less talking the presenter has to do.
- Does not rely solely on handout materials. Participants will not read multiple pages, and if the presentation is successful, a complete printed version of it is not necessary. Appropriate materials would include student samples, forms referred to,

bibliographies, and/or materials mentioned, but not presented in detail (all photocopies should be of the highest quality).

- Prepares presentations that can he/she can grow or trim. The standard inservice presentation is usually 90 minutes, but can range from 60 to 120+ minutes.
- Uses the feedback given by session participants to shape and refine the presentation for future programs

WRITING MARATHON GUIDELINES

The OWPC at George Fox University marathons generally follow these guidelines, borrowed from the New Orleans Writing Marathon, sponsored by Richard Louth, and the Southeast Louisiana Writing Project. Richard is the creator and pioneer of NWP marathons.

1. Natalie Goldberg conceptualized the writing marathon in *Writing Down the Bones*:

Everyone in the group agrees to commit himself or herself for the full time. Then we make up a schedule: for example, a 10-minute writing session, another 10-minute session, a 15-minute session, two 20-minute sessions, and then we finish with a half-hour round of writing. So for the first session, we all write for 10 minutes and then go around the room and read what we've written with no comments by anyone. . . . A pause naturally happens after each reader, but we do not say, "That was great" or even "I know what you mean." There is no good or bad, no praise or criticism. We read what we have written and go on to the next person. People are allowed to pass and not read twice during the marathon. Naturally, there should be some flexibility. If someone feels the need to pass more often or less often, that is fine. What usually happens is you stop thinking: you write; you become less and less self-conscious. Everyone is in the same boat, and because no comments are made, you feel freer and freer to write anything you want. (150)

2. Hemingway contributed a sense of place to our marathon concept in *A Moveable Feast*:

The story was writing itself and I was having a hard time keeping up with it. I ordered another rum St. James and I watched the girl whenever I looked up, or when I sharpened the pencil with a pencil sharpener with the shavings curling into the saucer under my drink.

I've seen you, beauty, and you belong to me now, whoever you are waiting for and if I never see you again, I thought. You belong to me and all Paris belongs to me and I belong to this notebook and pen. (6)

3. The "New Orleans Writing Marathon":

A New Orleans-style writing marathon combines Natalie Goldberg and Ernest Hemingway with a format developed at the Southeastern Louisiana Writing Project. Every year since 1996, Writing Project teacher-writers have met in New Orleans to hold writing marathons lasting up to three days long. The basic format is always the same. Writers begin a marathon by turning to each other and saying, "I'm a writer." We split into small groups to go to restaurants, coffeehouses, bars, parks, etc., where we eat, drink, write, and share our way across the landscape. We spend about an hour in each place, then move on. If the place is particularly good, we may stay longer. We follow Goldberg's basic rules: Allow about 10 minutes of uninterrupted writing time, share, and limit responses to a simple "Thank you" after each reading. While there is always time for socializing, the emphasis remains on the writing, and doing it for yourself. Groups find their own path. Groups can

cross paths, join, reform. Some writers break off to do an hour of writing just by themselves. At the end of the day, writers often gather to share and celebrate their work.

4. Writing Marathon Reminders:

We'll work in small groups of your own choice, mixing in food, drink, and local color. Our intention is to give everyone a chance to write on anything they want and to share their writing while experiencing the city. Try to keep the groups small (3-5 persons) in order to get quick service at restaurants, etc., and go to places with good acoustics. Don't fret if your first piece of writing seems forced. That's not unusual. Just relax and keep at it. If stuck, just look around and record what you hear and see. As Kim Stafford advises in his new book, become "a professional eavesdropper," who listens "to the muses among us." And whatever you write, enjoy yourself! You may want to write for longer than 10 minutes once you get started, and that's fine. Remember these four steps: 1) Write. 2) Share writing without response. 3) Socialize (eat/drink/talk). 4) Move on.

5. Suggested Schedule:

Merely suggestions. Designate a timekeeper if you wish. First Hour: Split into small groups. Find a spot. Write and share without response. Then socialize. Then, find new place each hour for group to write/share/talk. Four p.m., optional reading.

For further information:

To read Louth's original article on "The New Orleans Writing Marathon" in the Quarterly, visit: < <http://www.nwp.org/cs/public/print/resource/315> >.

CHECKLIST FOR PROJECT LEADERS

- Develop a project proposal for approval that includes description, commitment of leaders, details of logistics, plan for recruiting participants, timeline, partnerships, and budget.
- Confirm budget for project.
- Work with OWPC administrative Assistant to use existing or create registration form.
- Recruit participants (*Broadside*, email, flyers, arrange to put information on the website or request website information be updated). We have found that personal invitations are the most effective strategy for recruiting participants. This can be done via personal email, phone calls, or written invitations.
- Develop syllabus (if the project is a course) and evaluation forms.
- Schedule room and order any catering (through the OWPC administrative assistant). Arrange for parking spaces if needed.
- Confirm with the OWPC Administrative Assistant the process for registering participants prior to the beginning of the activity and process for collecting tuition or fees (if applicable). If this will be done by the project leader, compile and submit registration forms and payments to the OWPC administrative assistant within two weeks of receipt.
- If K-12 students are involved, have signed contracts with the participating school regarding liability issues: transportation, supervision and parent permission forms. For Young Writers Camps, have liability forms signed by all parents or guardians. Children are not to be transported by OWPC instructors or staff.
- Complete activity, workshop or institute.
- Within three weeks of the end of the activity, workshop or institute, submit the following (as applicable) to the OWPC administrative assistant:
 - grades
 - vitae or résumé
 - syllabus
 - payment request for all stipends
 - payment request for reimbursement of expenses and travel
- Submit activity report, participants list, final budget report and evaluation materials to OWPC Administrative Assistant.
- Request that the website be updated to reflect activities (if necessary).

PROJECT LEADERS' ROLES AND RESPONSIBILITIES

This section includes job descriptions for the following positions:

- **Summer Institute Director**
- **Summer Institute Co-Director(s)**
- **Advanced Institute Co-Director(s)**
- **Inservice Coordinator**
- **Young Writers Project Leader**

Summer Institute Director

Recruiting:

1. Attend conferences and events throughout the year to disseminate information about OWPC at GFU/NWP (related expenses covered as possible by OWPC at GFU).
2. Update brochures, nomination letters and other recruiting information.
3. Respond to questions and inquiries.
4. Interview prospective and selected participants, issue acceptance letters and answer ongoing questions.
5. Update website information to stipulate SI dates and allow online registration.
6. Prepare newsletter recruiting announcements and coordinate GSE nomination letter mailing to regional school principals.

Preparation of Institute:

1. Respond to/incorporate suggestions from NWP site evaluation.
2. Plan calendar in NWP format, including orientation and follow-up meetings.
3. Recruit and hire co-directors, speakers and other staff.
4. Reserve room and order catering.
5. Coordinate with university about parking.
6. Revise and prepare SI instructional materials to include a variety of writing activities.
7. Revise and review registration and other institute forms, including course syllabi.
8. Order reading material and submit needed printing for handout at orientation.

Orientation:

1. Disseminate information, including SI schedule dates and reading material.
2. Plan and conduct orientation session with model presentations.
3. Prepare an email address roster to allow colleague contact.
4. Prepare sign-up rosters for presentation dates, scribe and snacks.
5. Answer participant questions and concerns.

Institute Leadership:

1. Mentor new co-directors.
2. Divide teachers into reading/writing groups.
3. Facilitate institute sessions, including an attendance policy.
4. Register participants.
5. Work with the Administrative Assistant to use the GFU process for collecting teacher tuition and providing receipts.
6. Coordinate planning and presentation of the Guest Day Writing Workshop.
7. Complete a school liability contract and parent permission forms to cover K-12 student participation in the Guest Day Writing Workshop if students are involved.
8. Conduct weekly teacher feedback surveys.
9. Administer final NWP teacher response and evaluation document.
10. Compile and print SI anthology of TC writing.

Follow-up:

1. Evaluate (grade) participant portfolio with extensive feedback.
2. Respond to participant inquiries and questions.
3. Schedule room/catering and conduct follow-up workshop in October.
4. Administer OWPC at GFU fall TC school presentation feedback form with colleague nomination.
5. Circle the room, sharing the school year beginning writing successes/concerns.
6. Set up informal future writing get-togethers.

Reporting:

1. Submit an end-of-year written report that includes syllabi, participant list and demographics, staff roles and responsibilities, budget, project description, calendar, recommendations, evaluation, etc.
2. Report on institute to OWPC at GFU board.
3. Complete an annual narrative review for NWP.

Review and Evaluation:

1. Meet with the site leadership team for review on a rotating basis.

Summer Institute Co-Director(s)/Intern

Recruiting:

1. Attend conferences and events with the SI director as possible throughout the year to disseminate information about OWPC at GFU/NWP (related expenses covered by OWPC at GFU).
2. Work with the SI director to update brochures, nomination letters and other recruiting information.
3. Respond to questions and inquiries among colleagues and potential applicants.

Preparation of Institute:

1. Work with the SI director to plan calendar in NWP format, including orientation and follow-up meetings.
2. Work with the SI director to revise and prepare SI instructional materials to include a variety of writing activities.

Orientation:

1. Work with SI director to plan and conduct orientation session with model presentations.
2. Prepare and present two model teacher presentations designed to SI criteria to include online theory research and a significant participant writing opportunity.
3. Work with new TCs to answer questions and coordinate their use of sign-up rosters for presentation dates, scribe and snacks.
4. Answer participant questions and concerns.

Institute Leadership:

1. Follow the lead of the SI director.
2. Arrive early each morning to start coffee and shuffle name tents to encourage participant familiarity.
3. Work with the SI director when dividing teachers into three reading/writing groups by colors or natural terrain (blue/green/salmon or rivers/lakes/mountains), then coordinate a weekly visit with groups to answer questions and concerns.
4. Facilitate institute sessions, including an attendance policy.
5. Help register participants, including collecting teacher tuition and providing receipts.
6. Coordinate planning and presentation of the Guest Day Writing Workshop.
7. Help the SI director complete a school liability contract and parent permission forms to cover K-12 student participation in the Guest Day Writing Workshop.
8. Conduct weekly teacher feedback surveys.

9. Complete all reading and writing SI assignments, including workshopping new writing in an SI leadership writing circle and completing two pages of new writing in three genres for the annual SI anthology.
10. Maintain a separate archival notebook with all SI handouts. Empty three-ring binder to be provided by the SI director. This book is to be completed during the SI, checked in with the SI director periodically during the SI and submitted to the OWPC at GFU office manager for archival storage.
11. Administer final NWP teacher response and evaluation document.
12. Compile and print SI anthology of TC writing, assisting with the anthology assembly.

Follow-up:

1. Evaluate (grade) participant portfolio with extensive feedback — to be divided equally among SI leadership.
2. Respond to participant inquiries and questions.
3. Circle the room, sharing the school year beginning writing successes/concerns.
4. Help set up informal future writing get-togethers.
5. SI co-director and intern are welcome to attend advisory board meetings as possible.

Tech Liaison Director

1. Provide technical support for the various institutes sponsored by the Oregon Writing Project Collaborative at George Fox University.
2. Attend conferences and events throughout the year to disseminate and gather information about NWP.
3. Collaborate with the site director, co-directors and project leaders about project technology needs.
4. Update the website as needed by the various institutes and projects.
5. Provide project leaders with information about how to work with the technology liaison to up-date their parts of the website.
6. Attend tri-annual advisory board meetings to report on work and talk with the board about site support needs and other initiatives.
7. Promote website through the *Broadside*.
8. Coordinate e-anthology connection with Summer Institute director and teachers.
9. Provide technical advice to project leaders.

Review and Evaluation:

1. Submit a yearly written report by September 1. (See Annual Report questions.)
2. Attend tri-annual OWPC at GFU Advisory Board meetings.

Advanced Institute Co-Director(s)

Recruiting:

1. Respond to questions and inquiries regarding the Advanced Institute.
2. Recruit institute participants through the use of the OWPC at GFU *Broadside*, OWPC at GFU website, flyers, personal letters, phone calls, etc.
3. Collect participant fees and registration forms. Submit payments and paperwork to OWPC at GFU administrative assistant for processing.

Preparation of Institute:

4. Confirm budget for project. Secure needed materials.
5. Schedule institute locations (i.e., parking, rooms, catering, guest speakers).
6. Secure guest speakers, course text, and other needed materials and audio/visual equipment.

Institute Leadership:

1. Lead daily discussion, activities, and program.
2. Evaluate participant work and assign a course grade.

Follow-up:

1. Within three weeks of the institute, submit the following to the OWPC at GFU administrative assistant:
 - vitae or résumé
 - syllabus and course calendar
 - course grades
 - payment request for your stipends (including I-9 and W-4 if not submitted within the last two years.)
 - expense forms and receipts for reimbursements and travel
2. Maintain and update corresponding website pages with the tech liaison.

Reporting:

1. Report on the Institute through articles published in the OWPC at GFU *Broadside*.
2. Attend OWPC at GFU Advisory Board meetings.

Review and Evaluation:

1. Give institute participants an opportunity and format to offer feedback and evaluation of the program.
2. Submit an OWPC at GFU activity report, participant list, final project budget report and evaluations to the site director.
3. Respond to/incorporate suggestions from OWPC at GFU Leadership Team.

Inservice Coordinator

Recruiting Presenters:

1. Recruit inservice presenters from the base of known OWPC at GFU Teacher Consultants. Use the TC database to match appropriate presenters to a school's inservice needs. Participate in inservice presenter trainings as needed to maintain consistent message and expectations.
2. Hire inservice presenters as needed for each inservice program.

Recruiting School Inservice Sites:

1. Maintain and update brochures.
2. Maintain and update corresponding website pages with help from the tech liaison.
3. Promote OWPC at GFU inservice programs through the OWPC at GFU *Broadside*.
4. Respond to questions and inquiries regarding OWPC at GFU inservice programs.
5. Coordinate dissemination of information/promotional materials. This may include: one-on-one meetings with administrators, phone calls, facilitating administrator programs, conference presentations, and/or mailings.
6. Attend conferences and events throughout the year to disseminate information about OWPC at GFU inservice programs.
7. Secure inservice program contracts.

Preparation of Programs:

1. Generate inservice invoice for each scheduled inservice program. Follow up as necessary to insure payment.
2. Facilitate access for inservice presenters to all needed paperwork (i.e., time sheets, expenses forms, activity reports, course registration forms, tuition collection, corresponding receipts and grade submission).
3. Guide inservice presenters in the area of needed room reservations, catering, parking, printing, course calendar and syllabus construction as well as course evaluations.
4. Order standard inservice materials (i.e., composition books with OWPC at GFU label, copies of the standard evaluation forms, envelopes).

Program Leadership:

1. Oversee OWPC at GFU inservice program budget. Communicate with OWPC at GFU administrative assistant to keep budget records up to date and organized. Maintain a balanced budget.

2. Collaborate with OWPC at GFU directors and administrative assistant to maintain an organized archive of presenter résumés, an updated course catalog, copies of syllabi.
3. Collaborate with OWPC at GFU directors, administrative assistant and tech liaison to maintain an updated TC database and contact list.

Reporting:

1. Attend all advisory board meetings and report on inservice programs.
2. Submit OWPC at GFU (Inservice) activity reports, participants list, final project budget report and evaluations to the site director.
3. Submit an end-of-year report with an overview of the programs offered, TCs hired, and time spent in consultation with others.

Review and Evaluation:

1. Meet with the site leadership team for review on a rotating basis.
2. Respond to/incorporate suggestions from OWPC at GFU Leadership Team.

State Inservice Day Director

Recruiting of Teacher Consultants:

1. Recruit teacher consultants (*Broadside*, email flyers, arrange with tech liaison to put information on the website or request information be updated, and personal invitations based upon recommendation).
2. Attend conferences and events throughout the year to disseminate information about NWP (related expenses covered by OWPC at GFU).
3. Update brochures, recruiting letters, and other recruiting information.
4. Respond to questions and inquiries.
5. Incorporate the key components of an OWPC at GFU inservice presentation into each session.

Recruiting teachers:

1. Update brochures, recruiting letters, posters, and personal invitations to teachers.
2. Advertise in the statewide flyer that goes to all schools in state (April).
3. Electronically advertise to selected private and public schools.
4. Arrange to update the website to reflect pertinent information for presenters.

Preparation of Institute:

1. Locate and reserve facilities.
2. Plan calendar with planning sessions.
3. Reserve rooms.
4. Arrange to update the website to register online for the statewide inservice.
5. Schedule planning sessions.
6. Order catering, coffee and pastries.
7. Coordinate with facility about parking.
8. Ask presenters to submit a two-to-three-sentence description of their workshop and a current resume and an application for presenters.
9. Revise and prepare daily schedule.
10. Communicate with presenters regarding time frame, number of workshops, location, topics needed and pay schedule.
11. Revise pay schedule for teacher consultants.
12. Register participants and respond to inquiries.
13. Purchase materials (journals, paper, etc.).

14. Revise inservice participation/receipt form.
15. Revise evaluation forms for teacher consultants and participants.
16. Submit materials needed for copies.
17. Make needed signage to help participants locate needed areas.

Institute Leadership:

1. Pay teacher consultants.
2. Gather feedback from teacher consultants.
3. Register participants onsite.
4. Distribute materials.
5. Gather evaluation materials from participants.

Follow-up:

1. Respond to participant inquiries and questions.
2. Share feedback with teacher consultants.
3. Turn in money, receipts within three weeks.
4. Write thank-you notes to participating schools and teacher consultants.

Review and Evaluation:

1. Submit an end-of-project written report within three weeks, which includes activity report, participant list, demographics, staff roles and responsibilities, budget, project description, calendar, recommendations for the future, summaries of evaluations, etc.
2. Report on Institute to OWPC at GFU Board; attend tri-annual advisory meetings.
3. Attach evaluation form, agenda, and receipts to activity report.
4. Write article for the *Broadside*.
5. Respond/incorporate suggestions from OWPC at GFU leadership team.

Young Writers Director

The primary focus of the Young Writers Camp is to further develop the presentation skills of teacher consultants. The teacher consultants will accomplish this by planning new writing lessons with each other, and by team teaching during the camp.

YWC Leadership Team:

1. Develop a strategic plan that includes goals, logistics, timeline for work, recruiting strategies, registration and payment processes (coordinated with the Administrative Assistant, and budget. Set a “go” or “no go” deadline for minimum enrollment and/or establish contingency plan for lower or higher than expected enrollment.
2. Obtain a school liability contract and a parent permission form to cover student participation.
3. Incorporate the key components of an OWPC at GFU inservice presentation into each session.
4. As needed, recruit, hire and obtain résumés from teacher consultants and school site directors (newsletter, email flyers, add information on the website or request information be updated, and personal invitations based upon recommendation).
5. Attend conferences and events throughout the year to disseminate information about NWP (related expenses covered by OWPC at GFU as possible).
6. Update brochures, recruiting letters, and other recruiting information.
7. Respond to questions and inquiries.
8. Work with school site directors to establish calendar, location and plan to recruit students.

Recruiting of Young Writers:

1. Update brochures, recruiting letters, posters, and personal invitations from teachers.
2. Work with the school site directors to disseminate this information.
3. Post information in newspapers.
4. Recruit talented young writers through teacher recommendation through the *newsletter*.

Preparation:

1. Respond to/incorporate suggestions from previous Camp evaluations.
2. Plan calendar.
3. Reserve rooms as necessary.
4. Schedule planning sessions with teacher consultants.
5. Order catering.

6. Coordinate with university about parking.
7. Revise and prepare instructional materials.
8. Recruit speakers and other staff.
9. Use budget to develop or revise pay schedule for teacher consultants and school site coordinators.
10. Submit needed materials for printing.

Young Writers Leadership:

1. Mentor new instructors and teacher leaders.
2. Facilitate planning sessions.
3. Order needed supplies.
4. Work with Administrative Assistant to implement a smooth process for registering participants.
5. Gather feedback from teacher consultants, school site directors and participants.

Follow-up:

1. Respond to participant inquiries and questions.
2. Share feedback.
3. Submit receipts for reimbursement.
4. Submit payment requests for teacher consultants and school site directors.

Review and Evaluation:

1. Submit an activity report, with evaluation form, final project budget report, agenda and receipts within three weeks to OWPC Administrative Assistant.
2. Work with OEPC Administrative Assistant to maintain/update related website page.
3. Submit a report to site newsletter noting successes (kid writing).
4. Give teacher consultants an opportunity to offer feedback and evaluation of the Young Writers Program.
5. Respond/incorporate suggestions from the leadership team.

Marathon Coordinator

Recruiting:

1. Recruit marathon participants through the use of the OWPC at GFU *Broadside*, OWPC at GFU website, flyers, personal letters, phone calls, etc.
2. Register marathon participants. Collect info: name, current contact information (address, email, phone), school site, grade/subject taught, year of SI participation, etc.).
3. Respond to questions and inquiries regarding the OWPC at GFU Marathon.

Preparation for Marathon:

1. Confirm budget for project. Secure needed materials. Solicit donations if needed.
2. Schedule marathon locations (i.e., parking, starting point, meal location, closing event, corresponding lodging).

Marathon Leadership:

1. Collect participant fees and submit payments to the OWPC at GFU administrative assistant for processing (if applicable).
2. Attend and facilitate the marathon program.

Follow-up:

1. Construct a marathon anthology for publication or electronic distribution.
2. Within three weeks of the marathon, submit the following to the OWPC administrative assistant:
 - vitae or résumé
 - payment request for your stipend
 - payment request for reimbursement and travel (if applicable)

Reporting:

1. Maintain and update corresponding website pages with the tech liaison.
2. Report on the marathon through articles published in the OWPC at GFU *Broadside*.
3. Submit an OWPC at GFU activity report, participant list and final project budget report to the site director.

Review and Evaluation:

1. Give marathon participants an opportunity and format to offer feedback and evaluation of the marathon program.
2. Meet with the site leadership team for review on a rotating basis.
3. Respond to/incorporate suggestions from OWPC at GFU Leadership Team.

ROOM SCHEDULING, CATERING AND PARKING

All room scheduling needs to be done through the OWPC administrative assistant, at 503-554-2881 or by email at abyerley@georgefox.edu.

To schedule a room, please provide the following information:

- Whether this is a new request or a change/correction to an existing request
- Name of the class or event
- Instructor or coordinator of the event
- Day(s) of the week of the event
- Date(s) of the event
- Starting and ending times
- Number of people expected
- Requested materials or equipment
- Requested room
- Any catering needs. Catering **must** be pre-approved in your budget or with the OWPC Director. Obtain the account number from the OWPC Director or administrative assistant. George Fox University requires the use of Bon Appetit or other pre-approved catering for all campus events.

Please place your request with the administrative assistant well in advance of your event. There is increased competition for rooms on campus; and the earlier you make your request, the better your chances for getting the room you want.

If you need information about catering, such as menus or prices, please contact the OWPC administrative assistant.

Parking

Please be aware that parking on campus requires a visitor permit and that spaces are limited. If you are a project leader, you are responsible for reserving on-campus parking (if needed) and informing your participants how to obtain permits, and where they can legally park. Contact Campus Safety at 503-554-2090 (x2090 on campus) or online at <http://www.georgefox.edu/offices/security/parking/> for details.

COURSE MANAGEMENT

Registration

Program leaders who are responsible for programs that grant credit are also responsible for working with the OWPC Administrative Assistant to know and implement the GFU process for student Registration and tuition payment. Additionally, please submit to the OWPC Administrative Assistant a Participant List that includes the participant's name, email, phone number, and school. This list is needed for our site end-of-year reports to NWP.

SYLLABI

Past course syllabi are on file in a binder in the OWPC office. Contact the OWPC administrative assistant to view them.

SYLLABUS TEMPLATE

Title of Course & Course Number
Instructor
Email
School Phone
Home Phone (Optional)

Course Description

Objectives

Course Text

Course Requirements

Grading Criteria

PROGRAM EVALUATION

Project leaders are responsible for designing, distributing and compiling assessments of their projects. On the following pages are several models of evaluation forms. The model templates can be accessed online or as electronic attachments from the OWPC administrative assistant.



EVALUATION FORM SAMPLE

THE OREGON WRITING PROJECT COLLABORATIVE
AT GEORGE FOX UNIVERSITY

Inservice Evaluation

Thank you for participating in an Oregon Writing Project Collaborative inservice program. Please take the time to complete this brief.

	Below Expectations		Met Expectations		Exceeded Expectations
Content was appropriate.	1	2	3	4	5
Presentations were relevant to teacher/school needs.	1	2	3	4	5
Presenters were knowledgeable on subjects presented.	1	2	3	4	5

Which aspects of this inservice were most helpful?

Is there anything that would add to the effectiveness of the overall program?

Would you recommend this program to other teachers? Why or why not?

Other comments:

EVALUATION FORM SAMPLE 2

The Oregon Writing Project Collaborative
at George Fox University

COURSE EVALUATION

[Insert Course Name, Term and Year Here]

Thank you for participating in an Oregon Writing Project Collaborative course. Please take the time to complete this brief evaluation.

<i>Expectations</i>	<i>Needs Improvement</i>		<i>Meets Expectations</i>		<i>Exceeds Expectations</i>	
Content was appropriate	1	2	3	4	5	6
Information shared was relevant for my needs	1	2	3	4	5	6
Presenters were knowledgeable on subjects presented	1	2	3	4	5	6

Mark the words you would use to describe this presentation:

- | | | |
|---------------------------------------|--|------------------------------------|
| <input type="checkbox"/> Professional | <input type="checkbox"/> Humorous | <input type="checkbox"/> Unclear |
| <input type="checkbox"/> Unorganized | <input type="checkbox"/> Engaging | <input type="checkbox"/> Inspiring |
| <input type="checkbox"/> Lackluster | <input type="checkbox"/> Dynamic | <input type="checkbox"/> Mediocre |
| <input type="checkbox"/> Interactive | <input type="checkbox"/> Difficult to follow | <input type="checkbox"/> Other |

Which aspects of this course were most helpful to you?

Is there any change or addition that would add to the effectiveness of this course?

EVALUATION EXIT CARDS MODEL

Thank you for attending the Oregon Writing Project Collaborative's *[name of course]*. Please take the time to give us some feedback about your experience.

- Note one idea that was sparked by the presentation(s). This would be an “ah ha” moment or a link that can be made with your own teaching responsibilities.
- Tell us what other courses you would like presented regarding teaching and writing.

SUBMITTING GRADES

For credit-granting courses, project leaders are responsible for submitting grades within one week of the conclusion of their projects. Grades should be submitted as A, B, C, D or F. Grades should be submitted through GFU's database system, MyGFU, by the instructor. The OWPC administrative assistant will create grade reports and send them to students along with the course payment receipts.

PHOTOCOPYING

For information about photocopying please contact the OWP administrative assistant.

STIPENDS AND SUBMITTING PAYMENT REQUESTS

Requests for Payment

Initiating payment requests is the responsibility of the project leader. OWPC at GFU stipend payments should be outlined in project budgets and then communicated **in writing** to participants when they are hired to work for the site. The project leader must submit requests for payment to the OWPC administrative assistant **within 3 weeks** after work has been completed. The request for payment (see form on next page) must include person's name and address, telephone number, email address, the amount of payment, and the dates worked.

Additional required paperwork varies depending on the stipend amount and scope of work. For more information about how to submit requests for payment, contact the OWPC administrative assistant.

It is George Fox University's policy to pay on the last day of the month.

Collecting Funds or Payments

All checks should be made out to George Fox University. Submit checks to the OWPC administrative assistant, who will obtain duplicate cashiers receipts for each individual registrant. One copy will be given to the student, and one retained in case the student needs a copy at a later date.

The OWPC administrative assistant will prepare a receipt for payments for tuition. These receipts will be sent to the students, with their grade reports, at the end of the course.

On a rare occasion, you will be asked for the George Fox University tax number. Obtain this number from the OWPC administrative assistant.



THE OREGON WRITING PROJECT COLLABORATIVE
GEORGE FOX UNIVERSITY

Stipend Request

Name _____

Phone _____ Email _____

Full Mailing Address _____

Time incurred planning, in collaboration with peers, and setting-up/cleaning-up is not covered under this pay agreement. Payment will occur only after all TC responsibilities have been met.

Presentation Name and Location _____

Date(s) of OWPC@GFU Work _____

Total Number of Contact Hours _____

Total stipend \$ _____

Signature _____

Project Leader Signature _____

Please return to:

Andrea Byerley
George Fox University, College of Education
414. N. Meridian St. V124
Newberg, OR 97132
abyerley@georgefox.edu

<i>This portion for OWP office use:</i>	
Account # _____	Amount Paid _____
Budget Officer Signature _____	Date _____

MATERIALS, TRAVEL AND MILEAGE REIMBURSEMENT

Obtaining Reimbursements

We appreciate your willingness to temporarily cover OWPC at GFU-related expenses, and it is important to us that you are reimbursed for your claimable expenses in a timely fashion. Please submit reimbursement requests for food, parking, mileage, hotel, etc. within three weeks of any event you attend.

We are best able to process your reimbursement request quickly and accurately if you first familiarize yourself with what is claimable and what is not, and then carefully and completely fill out all forms. Please make sure that all submitted receipts are itemized and are accompanied by explanations of all charges. For example, if you are requesting reimbursement for a meal, please submit an itemized receipt so we can deduct alcohol, if necessary, and please indicate whether the meal is lunch or dinner and how many people are included on the tab. We want to ensure that you get the maximum allowable reimbursement and yet stay within the guidelines set down by the university and by NWP. We appreciate your attention to these important details. If you have any questions about reimbursement procedures, please feel free to contact the OWPC site director or the administrative assistant.

Reimbursements for NWP Annual Meetings

NWP typically covers the cost of 1/2 of the site director's room and airfare. For TC's attending the meeting, the site will cover 50% of the cost of a conference rate double room, airfare, and meals related to conference travel during the dates of the conference only. If you room with someone from the site, the total cost of your room will be covered. If you room alone, half the rate will be reimbursed. As a courtesy, you will only be charged for one night's stay in order to confirm your reservation. If you are planning to extend your stay, please note that you will only be reimbursed for the actual dates of the conference.

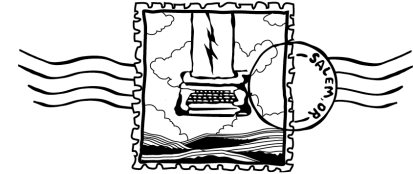
Reimbursements will be issued after submitting an OWPC travel voucher with supporting receipts after the Annual Meeting. If flights are booked through the GFU travel center, OWPC can cover that cost up-front. If booked elsewhere, the university policy is that the site can reimburse after the travel is completed with a boarding pass and receipts. Please be sure that you will be doing the travel before booking your flight, as most airline tickets cannot be canceled for a refund. Additionally, GFU site will cover the costs of:

- Mileage to and from the airport (try to carpool if possible) and parking at the airport
- Ground transportation to and from the conference hotel
- A substitute if needed for Wednesday – Friday

We ask attendees to develop a plan of what you will attend to find/learn/develop for the site. When the conference sessions are posted, please select and email to the team which ones you will attend. This way we can go to and learn from different sessions.

Write a short (one page) “report” for our archives about what you attended and ideas you collected that might benefit the site. We will ask that you give a short report at the Advisory Board meeting following the Annual Meeting.

OREGON WRITING PROJECT COLLABORATIVE
 GEORGE FOX UNIVERSITY



Expense/Travel Claim Form

Name _____ Phone _____ Email _____

Full Mailing Address _____

Name of Presentation _____

Date of Presentation _____ Presentation Location: _____

Date	Item	Location	Rate	Total	<i>For office use only:</i>	
					Account #	Amount Paid
TOTAL =						

***Itemized receipts for each line are required. (Note: Alcohol will not be reimbursed.)
 Photocopies must be processed through GFU or will be at your own expense.***

Signature _____ Date _____

*Please return by mail (with corresponding receipts) to: Andrea Byerley
 George Fox University
 414 N. Meridian #V124
 Newberg, OR 97132*

END-OF-YEAR REPORTING

Project leaders are responsible for reporting on their projects within three weeks of the completion of their projects, using the activity report form.

In October, **all** NWP sites are asked to file a detailed report on **all** site activities from the previous year.

We want the OWPC at GFU site (and you and your participants) to be acknowledged for all of your hours of participation: work, learning, sharing, and fun. We know there is much more going on “out there” than what we report — just because we don’t have the details.

So . . . **please** develop a habit of taking a minute or two to fill out an activity report on activities you organize or work you do for the site. Forms can be accessed from the OWPC at GFU website, sent electronically by the site director or the administrative assistant, or feel welcome to copy and mail the form on the following page.

Oregon Writing Project Collaborative at George Fox University

Continuity, Inservice, or Youth, Family, & Community Activity Report

Activity Information

Name of Activity _____ **Name of Program** _____

Activity Category (Please select one: Continuity, Inservice, or Youth, Family, & Community.) _____

Type of Activity (Please select one):

Continuity

- _ Advanced/special-topic institute, workshop series, or course for TCs
- _ Conference, conference session, or Saturday session/workshop for TCs
- _ National (NWP) event participation
- _ National (NWP) leadership team participation
- _ Site governance or program planning meeting/retreat
- _ Special/renewal event or retreat
- _ Study group, teacher-research, or work group for TCs

Inservice

- _ Conference, conference session, or Saturday session/workshop
- _ Open/special-topic institute, workshop series, or course
- _ School-based consultation, curriculum development, or assessment
- _ Study group, teacher-research, or professional learning session

YFC

- _ Youth activity
- _ Parents/family activity
- _ Community activity

Start Date _____ (mm/dd/yyyy)

End Date _____ (mm/dd/yyyy)

Number of Days _____ **Average Hours per day** _____

Was this activity designed to have all participants attend the entire activity? YES NO

If NO: **Average Number of Days per Participant** _ **Average Hours per Day per Participant** _

Number of TCs facilitating (not required for Continuity activities) __

Was this activity related to an NWP initiative, network, or other program? YES NO

If YES, please give name of initiative, network, or other program _____

Did this activity include content focusing on the use of technology for the teaching of writing?

YES NO

Was all or part of this activity conducted online? YES NO

Comments (optional) _____

Did this activity include content related to college- and career-ready standards? YES NO

Comments (optional) _____

Participants

Please submit the participant information on the next page.

The list participant list here is used to submit our Site Profile Report to NWP each October. This list (and our report) must name the schools or institutions (participant organization) represented by the participants who attended this activity. List each participant organization only once, along with participant organization type*, and report the number of participants. Count each participant only once.

Participant Organization (e.g., Rosa Parks HS)	Participant Organization Type*	K-12 Teachers	Higher Educ Teachers	Admin-istrators	Other Educators	Preservice	Non-educators
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
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31.							
32.							
33.							

34.							
35.							
36.							
37.							
38.							
39.							
40.							

* Participant Organization Type (Select one) = School, District/LEA, College/University, Other Agency/Institution, or Unknown

**Youth Family Community activities only: Number of Family _____ Number of Youth
Number of Other Non-educators _____**

Activity Description

What was the primary goal of the event?

Please list this program’s successes:

Please list suggestions for program improvement:

Please submit a detailed agenda or syllabus. If not applicable – please provide a description of the activity:

Budget

Along with this Activity Report – please also submit a final ‘Program Budget Report’ if applicable.

Report Prepared by:

Name:

Date:

Email:

Phone Number:

Please save this document to your computer and then send as an attachment to:

OWPC Director Karen Hamlin and OWPC administrative Assistant at
Khamlin@georgefox.edu and owpcollaborative@georgefox.edu



THE OREGON WRITING PROJECT
GEORGE FOX UNIVERSITY

**OWP Event
Participant List**

OWP Event

Event Location _____ Event Dates _____
Name of Program Leaders/TCs _____

Participant Name	Email	Position/School/District	Check to Receive 'Friends of OWP' Emails
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			
11)			
12)			

Participant Name	Email	Position/School/District	Check to Receive 'Friends of OWP' Emails
13)			
14)			
15)			
16)			
17)			
18)			
19)			
20)			
21)			
22)			
23)			
24)			
25)			
26)			
27)			
28)			

Oregon Writing Project Collaborative at George Fox University Program Budget Report

Name of Activity: _____

Event Dates (mm/dd/yy): _____

EXPENSES...

<input type="checkbox"/>	TC Stipend (Please indicate program leader's name)		
<input type="checkbox"/>	Additional TC Stipends (Please indicate TC's name)		
<input type="checkbox"/>	List additional TC stipends as needed		
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>	Release Time		
<input type="checkbox"/>	Mileage		
<input type="checkbox"/>	Parking		
<input type="checkbox"/>	Lodging		
<input type="checkbox"/>	Meals		
<input type="checkbox"/>	Supplies		
<input type="checkbox"/>	Copies		
<input type="checkbox"/>	Other (Please explain)		
<input type="checkbox"/>	Other (Please explain)		
<input type="checkbox"/>	Other (Please explain)		
0	TOTAL EXPENSES		

INCOME...

<input type="checkbox"/>	School Site Fees		
<input type="checkbox"/>	Participant Fees		
<input type="checkbox"/>	Grants (Please identify)		
<input type="checkbox"/>	Other (Please explain)		
<input type="checkbox"/>	Other (Please explain)		
<input type="checkbox"/>	Other (Please explain)		
0	TOTAL INCOME		

FINAL BALANCE...

0

REPORTING REQUIREMENTS...

Did any of this income originate as a federal or state grant? _____

Please explain in detail.

How many participants had their fees reimbursed by their school/district? _____

Please explain in detail.

REPORT REPAIRED BY...

Name: _____

Date: _____

Email: _____

Phone Number: _____

REPORT SUBMISSION...

Please save this document to your computer and then send as an attachment to:

OWPC Site Director, Karen Hamlin

khamlin@georgefox.edu

OWPC Administrative Assistant

owpcollaborative@georgefox.edu

—AND the corresponding coordinator—

UPDATING THE WEBSITE

Please contact The OWPC Administrative Assistant for information on how to submit text and photos. We would love to add pictures and information about the exciting work you're doing!