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Kitty Thiel

Service Learning Forum

Marta Brooks

President's Perspective from Ed Armstrong

The conference committee has been busy putting together the 2005 Conference in Salishan. This year's theme is "Ripples of Hope." The conference presentations will clearly stimulate your thinking and hopefully give you opportunity to connect with other programs and directors. I encourage you not only to attend the conference, but to seek out chances to sit with other attendees to talk about successes and challenges that your local program is experiencing.



The OCEA Board and I want to continue to offer members quality professional development opportunities around the state and I encourage you to contact Alice Brooks to give us feedback on programs and training that would be useful to you and your staff. During the conference, board members will be seeking input from conference attendees on how the OCEA director and board members can provide greater professional development benefits to members.

During the month of January, the Ford Family Foundation will be gathering a few people together to facilitate a meeting around the Governor's agenda concerning Community Education. Alice and I have been invited to represent OCEA. This meeting will allow us to provide important information on the purpose and mission of OCEA and Community Education to key leaders with the Oregon Department of Education and the Governor's Task Force working on Community Schools and Community Education. Look for an update in the February Issue of your OCEAN. I hope you had a wonderful Holiday Season.

Sincerely,
Ed Armstrong
President, OCEA

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Save The Date!! OCEA Annual Conference

April 28 & 29, 2005
Pre-Conference April 27 (RCSP only)
Salishan Lodge

See pages 3 & 11 for more information.

NCEA recognizes OCEA as Outstanding Organization



OCEA was recognized at the National Community Education Association annual conference in San Diego in November as the recipient of NCEA's Outstanding Organization Award. The award was accepted by OCEA Executive Director Alice Brooks. Other OCEA members in attendance were Kitty Thiel, Stefanie Thiel, Linda Gray Mitchell, Mary Richardson, Peg Zander and Starla Jewell Kelly.

NCEA recognized the high-quality, community education network that OCEA has developed with The Ford Family Foundation thereby creating a partnership that benefits community

education as well as the community building and education efforts that exemplify the concepts of community education in its highest form.

Congratulations to the entire OCEA membership for being part of an "Outstanding Organization"!

SPOTLIGHT on Ed Armstrong

By Ann Carlsmith

Ed Armstrong has been a member of OCEA for three years, but he has been associated with OCEA since 1991. His work history began in education in 1990. Ed has worked for Tigard High School as a Biology Teacher; he was in private business as a CEO for Culligan/Aquatech; operated his own company; was the Director of Alternative Education, STW Programs and a Grant Writer for the Forest Grove School District; was the Regional Coordinator for Tillamook County K-12 Schools and Tillamook Bay Community College; was the Director of Research and Development for the Canby School District; and is currently the Foundation Director/Grant Writer for the Tillamook School District.



Ed's favorite part of his work is supporting teachers and students through the building of community connections and community partnerships. This work gives him the chance to connect students to community members that have so many gifts and talents to give to children. His hobbies include gardening on his property in Hebo, hiking, and watching fish in the river that flows through his property. Also, Ed likes to collect antique tractors.

Ed is married to Helen Armstrong, who was Dean of Instruction at Tillamook Bay Community College for a number of years and who currently is the Director of the Clatsop County ESD Service Center. He has two daughters: one is an artist and the other is an accountant.

Ed's favorite quote is by Master Yoda: "There is no try, only do."

We all want to know more about our colleagues, and beginning with this edition of the OCEAN, I will be asking the questions! If you would like to be in the "Spotlight", or know someone who should, let me know, acarlsmi@pcc.edu.

OCEA Conference at Salishan in 2005

Mark your calendars now to attend the OCEA Annual Conference at Salishan Lodge near Lincoln City, April 28-29. It promises to be another great conference with many opportunities for professional development. See registration form on page 11.

"Ripples of Hope"

April 28 & 29, 2005
 Pre-Conference April 27 (RCSP only)
 Salishan Lodge
 Gleneden Beach, OR

Keynote Speaker:
 Jan Elliot, "Stone Soup" cartoonist

◆ Newsletter Articles ◆

Please send newsletter articles to Sue Surratt at surratts@gladstone.k12.or.us. You can also mail information to Sue at Gladstone Community School, 17789 Webster Road, Gladstone, OR 97027.

Get Connected With OCEA!

President - Ed Armstrong
armstronge@tillamook.k12.or.us

President Elect - Sandi Smick
sandi.smick@umpqua.edu

Past President - Carla Ueki
carlau@easystreet.com

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 Carol Moorehead - cmoorehead@cooc.edu
 Tammy Tracy - tracyt@gladstone.k12.or.us
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 John Young - youngj1@canby.k12.or.us
 Peg Zander - pzander@ci.portland.or.us

Executive Director
 Alice Brooks - brooks_a@4j.lane.edu

OCEA Website: www.ocea-or.org

Secretary - Dan Hayes
dan_hayes@philomath.k12.or.us

Treasurer - Joel White
joel.white@linnbenton.edu

Forum Chair - Community Partners/Volunteers
 Open

Forum Co-Chairs - Community College
 Jeff Davis - davisj@lanecc.edu
 Ann Carlsmith - acarlsmi@pcc.edu

Forum Chair - Community School
 Kitty Thiel - thielk@canby.k12.or.us

Forum Chair - Service Learning
 Marta Brooks - martab@nwresd.k12.or.us

NCEA Liaison - Peg Zander
pzander@ci.portland.or.us

RCSP Program Coordinator- Steve Lamb
steve.lamb@wesd.org

Citizenship Education: An Essential Component of American Education

by Terry Pickeral

National Center for Learning and Citizenship

August 26, 2004

The Service-Learning Forum asked Terry Pickeral, the director of the National Center for Learning and Citizenship, to write this article for the OCEAN. Service-learning is closely associated with the “civic mission of schools”, a mission that sometimes gets lost in the drive for better data, bigger scores.

According to Jeremy Rifkin, broadening the mission of America’s education to include a renewed commitment to the civic life of the country now needs to be given equal priority (to educating for professional skills) if we are to meet the growing challenges of the coming century.

Ernst Boyer states that “In the end, the goal is not only to prepare for careers, but to enable undergraduates to live lives of dignity and purpose ... not only to give knowledge to the student, but to channel knowledge to humane ends.”

The purpose of school, after all, is not merely to provide the next generation with the tools they need to make a living but also to help them discover the personal and collective means—that is, the perspectives, strength of character, and values—they will need to sustain our civilization.

We need to help young people move toward a higher regard for democratic institutions and a greater willingness to be involved in them.

Proponents of free public education from Thomas Jefferson to Horace Mann have similarly argued that it is not enough simply to be born into a democracy; individuals must learn to engage in democratic action if they are to continue to govern themselves.

Thus, Americans believe that, as the primary state institution to reach each successive generation, public schools have a particular responsibility to provide opportunities for young people to become civically engaged. For more than 150 years, public schools have been viewed as a primary means to prepare young Americans for that task.

Education reforms of the 1980s and 1990s have focused primarily on establishing and meeting educational standards and on making sure young people are well prepared for higher education or the workplace. But comparatively little attention has been paid to what it means to prepare young people to participate fully in our democracy—especially in those dimensions of participation that go beyond mere knowledge of government to include the development of skills, attitudes, and dispositions needed to sustain and continually renew our traditions of self-governance.

Teaching young people the specifics of civic engagement is, arguably, the crucial component of creating a democratic self and society. In creating a democratic self, young people need to learn how to bring their fellow citizens together around common concerns; how to give a (loud but articulate) voice to their ideas, support, and objections; how to persevere when faced with disagreement or opposition; and how to not lose heart when they have lost a battle.

Service-learning also provides students with the opportunity to practice basic citizenship skills such as expressing opinion, speaking in public, organizing groups and thinking critically about political issues.

Participating in high-quality service-learning activities can help develop many of the skills and competencies associated with good citizenship. Through service-learning, students learn about their community and the people, processes and institutions that are most effective in improving community conditions; develop the social, political and analytical skills necessary to participate in the policymaking process at any level of political and community

continued on page 5

Citizenship Education, continued

life; and foster within themselves and among their peers attitudes regarding the value of lifelong service for the common good.

In this age of education accountability, the Education Commission of the States (ECS) National Center for Learning and Citizenship (NCLC) believes that the civic mission of schools should be given equal weight as the academic mission. The Center's programs and projects emphasize the critical role of supportive policy, high-quality practice and sufficient capacity to carry out the civic mission of schools.

The following critical questions arise from an increased focus on citizenship education:

1. How can we effectively frame the issues of civic education, citizenship and civic engagement?
2. How does service-learning provide high-quality opportunities for students to acquire citizenship competencies?
3. What is already in place at the state level to assist education leaders, teachers and other stakeholders to move citizenship education to the core of K-12 schools?
4. What are the most effective strategies to develop and sustain citizenship education in K-12 schools and communities?

Answers to these questions can direct education leaders to support, teachers to integrate and communities to contribute to high-quality opportunities for all students to be active principled citizens.

How can we frame the issues of civic education, citizenship and civic engagement?

The NCLC (2000) report *Every Student A Citizen* articulates the critical need for schools to focus on their civic mission and suggests it can be accomplished by identifying student competencies, through effective teaching and learning strategies, corresponding school and community climates and cultures and supportive policies and systems.

NCLC believes that citizenship education should be school-wide and community-based, to provide the highest quality opportunity for every student to acquire and enhance citizenship competencies. The report further suggests that these competencies include knowledge, values, skills, efficacy and commitment to lifelong active principled citizenship.

How does service-learning provide high-quality opportunities for students to acquire citizenship competencies?

Given these complementary citizenship competencies, Billig (2001) makes the case, through her review of research, that service-learning helps to develop students' sense of civic and social responsibility and their citizenship skills.

The studies listed earlier show that elementary and middle school students who participated in service-learning developed a greater sense of civic responsibility and ethic of service and high school students who participated in high quality service-learning programs developed more sophisticated understandings of socio-historical contexts, were likely to think about politics and morality in society and were likely to consider how to effect social change.

Further, service-learning provides opportunities for students to become active, positive contributors to society.

"Acquiring citizenship skills is not a matter of teaching techniques or routines or creating an education 'program' that will deliver civic knowledge and skills as one would teach a chemistry student the procedures for conducting an experiment safely. Participating responsibly and effectively in the life of the community is more like a 'craft,' an art form that uses people's needs, rights and responsibilities as basic materials to create a common world. In this situation, the citizen becomes a co-creator of his or her own environment. The institutions and processes among which he or she lives can be re-envisioned as realities to be fashioned, rather than as givens to be accommodated. Education for citizenship leads to ownership – a stake. It is learned through practice, not out of a book." (Education Commission of the States, 2000)

"THE EFFIE LU" Award

In the true spirit of Dr. Effie Lu Fairchild, a special award to an outstanding person who works in a Recreation, Community Education, or Event Management will be given at the workshop.

The recipient will be someone who:

- ☒ Is an energetic and enthusiastic supporter of recreation, education or human services.
- ☒ Is a networker; knows and works with a variety of agencies.
- ☒ Instills confidence in other staff, students, and participants.
- ☒ Is always in the pursuit of excellence and inspires this in others.
- ☒ "Walks their talk". Their ethics and philosophies are evident in their behavior.
- ☒ Has a playful attitude that permeates their life and the way they live it.
- ☒ Exemplifies the "ripple effect", touching the lives of people who go on to touch more lives and so on.

Anyone can nominate an individual for THE EFFIE LU AWARD and this is how: Send a letter that includes your nominee's name, job title and organization, and a brief explanation of why you are nominating the individual. All nominations must be postmarked by April 1, 2005. Nominators of AWARDEES are contacted in time to make certain they will be present at the workshop in order to receive their recognition. See <http://aad.uoregon.edu/effie/> for more information about the award.

☒Mail your nomination by April 1 to:

The EFFIE LU AWARD
Attn. Dr. Gaylene Carpenter
Arts and Administration Program
5230 University of Oregon
Eugene, OR 97403-5230
or by e-mail at gcarpent@uoregon.edu

Each year since 1995, THE EFFIE LU AWARD is presented to a professional who exemplifies the leadership qualities Effie was known to possess. The first recipient was Linda Phelps (with an Honorable Mention going to Mark Hanken). Other awardees have been Cheri Snell, 1996; Lynda Myers, 1997; Bonnie Beck, 1998; Jeannine Mainville, 1999; Stephanie Row, 2000; Doug Crispin, 2001; Katie Nooshazar, 2002; Jane Lancaster, 2003; and 2004, Sue Thomas.

Silent Auction Donations

Now is the time to start seeking donated items for the Silent Auction that will be held before the banquet at the OCEA Conference. This is a major fundraiser for OCEA, and we need as many items as we can get. Gift Certificates for food and/or services, gift baskets, wine, jewelry, t-shirts, mugs, you name it, we'll take it. Bring your donated items to the conference and turn them in at the registration desk. If you are unable to attend the conference, but would like to donate an item, please contact Alice Brooks at (541) 687-3278 or brooks_a@4j.lane.edu. Remember, there is no item too big or too small!

The EFFIE 2005
Managing and Surviving Organizational Changes
Featuring: Dennis Morrow

Friday, May 6, 2005 - 9:15 a.m. to 3:30 p.m.
at Hilyard Community Center in Eugene

An expert in human resources, diversity management and interactive training exercises, Dennis will bring his extensive experience working in organizational settings that serve children and youth to this year's workshop.

Come to:

- *focus on understanding how real change happens for people and for organizations,*
- *gain clarity regarding organizational change versus re-organizational non-change,*
- *explore how to face conflict resulting from internal organizational change,*
- *learn concrete strategies to survive in rapidly changing organizations, and*
- *discover your own personal/organizational style of response to change.*

Dennis Morrow, M.A. Ed., MBA: Executive Director of Janus Youth Programs, Inc. since 1980. The agency has an \$8 million budget, employs a staff of 150 at 20 locations in Oregon and Washington, and provides a wide array of services to high-risk adolescents. Dennis is also a founding partner of the Federation for Children and Youth, a unique interagency collaboration and the largest single provider of services to children in Oregon. In addition, he is a management consultant working with both nonprofit and for-profit businesses, and he serves as an instructor at Portland State University (Institute for Nonprofit Management).

This workshop is another in a series called THE EFFIE, an annual leadership development workshop for professionals that honors the spirit and work of Dr. Effie Fairchild. It is sponsored by the Arts & Administration Program at the University of Oregon and is facilitated by a statewide Advisory Committee of professionals working in parks and recreation, community schools, and event management.

Come Dressed to Participate

<http://aad.uoregon.edu/effie/>

Registration For "THE EFFIE" 2005 - includes lunch & .5 CEU (scholarships available)

<p><u>Before April 29*</u> Professionals \$35 each Groups 3+ =\$30ea./5+ =\$25ea Students \$15 each</p>	<p><u>After April 29*</u> Professionals \$40 each Groups 3+ =\$35ea./5+ =\$30ea. Students \$20 each</p>
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NAME _____

ORGANIZATION _____

ADDRESS _____ **CITY** _____

ZIP _____ **PHONE** (____) _____ **FAX** (____) _____

EMAIL _____

Please make your check payable to the University of Oregon Foundation and mail with this form to: THE EFFIE-2005
 c/o Dr. Gaylene Carpenter, Arts & Administration Program, 5230 University of Oregon, Eugene, OR 97403-5230.

What Can OCEA Do For You?

Submitted by Steve Lamb

Once upon a time, the Oregon Community Education Association played a pivotal role in the performance of our jobs. If we wanted to learn about the latest events, techniques, or programs in our field, we attended the annual conference or the forum meetings or read the association's newsletter. After all, our colleagues were not across the hall, nor even down the street. Our community of practice was (and still is) spread out across the State and beyond. We depended upon the association to stay current in our profession.

Is this still true today? Do we still see the association as the best opportunity to stay abreast of the relentless changes going on in the way we work? Or, has the internet taken over this role? Do we still depend upon OCEA?

These were some of the questions in my mind when I sent out a recent survey to our members. Respondents were asked to rank and rate the association's services. So, what is OCEA's most important role? It remains professional development.



The survey's first question asked members to allocate \$100 among the 14 or more services provided by OCEA. Professional development received the most money (\$20.30), followed by community education promotion (\$10.75), networking opportunities (\$10.45), development of resources (\$7.50), and advocacy (\$7.15).

The survey also revealed that our conference, forum meetings, and newsletter are coming pretty close to meeting our expectations. However, respondents indicated that we should do more to provide other development opportunities, promote community education expansion, and create public awareness.

While the board of directors is likely to examine these results to determine how best to serve the membership, it is important to note that we are all both consumers and producers of the services offered through our association. We rely upon each other to learn what works and what doesn't. At least that part of the association's value seems unlikely to change anytime soon.

Complete survey results are available on the Blackboard website.

Grant Writing Workshop for Non-Profits

Amy Smith, a Community Education Coordinator with Umpqua Community College, was approached by a group of non-profit organizations to develop a Grant Writing Workshop geared for non-profits. Amy worked very closely with Martha Young, the Foundation Director for the Cow Creek Foundation and non-profit organizations to develop this workshop.

The Workshop being held on February 5, 2005 will cover the topics of: how to research foundations and funding sources, elements to consider in determining a funding match for a project, important elements to know about foundations and what they do and do not fund; what foundations look for in a successful grant proposal and how to plan and prepare for a grant proposal.

The Workshop, led by Martha Young, will be hands-on with participants researching foundations and funding sources. In addition, a panel representing local

foundations will share information on their awarding of grant funds.

UCC's Community Education Department is truly excited about delivering this Workshop in Douglas County. The Workshop has been fun to develop because Amy could bring constituents needing training together with the actual deliverer of grant funds to develop the comprehensive hands-on workshop.

Amy is also working on putting together a more comprehensive series for non-profit organizations, called Building Strategic Leadership (for Executive Directors of non-profits). This series is scheduled for 3/29, 4/12, 4/26 and 5/10. The instructors will be Roi Crouch and Mary Ward, who have worked with non-profit and service organizations for the past 25 years, assisting groups to increase capacity to carry out their missions and to build vital and sustainable organizations.

For questions or registration information, please e-mail Amy Smith at Amy.Smith@umpqua.edu.

Service Learning in Nestucca Valley

To fill the community's need for unity, the past Nestucca Valley Superintendent, Roger Rada, proposed the idea of forming a council dedicated to service learning. Thus the Nestucca Valley Development Council (NVDC) was formed. Now in their second year of operation, the Nestucca Valley Development Council is a high school student led service-learning organization based in South Tillamook County through the Nestucca Valley School District. Eleven high school juniors and seniors meet during one class period daily to write grants, brainstorm future projects, carry on current projects, and conduct meetings with partners.

Although the students don't receive a letter grade for their class work, the students earn a credit toward their transcripts. The council members live by the NVDC mission: "Students improving communities of South Tillamook County by increasing communication between local organizations, addressing community needs, and funding service-learning projects." The member's primary goal is to bring the communities of South Tillamook County together; also to conduct many service-learning projects and fund them through grant writing. Last year, NVDC raised over \$8,000 in grant money to improve the communities of South Tillamook County.

Last year, the council became partners with the Economic Development Council of Tillamook County (EDC). In partnering with the EDC, NVDC received a grant to go toward three towns/communities to further their community plans. The three towns each received \$455. In one community, the money went toward installing street lights. Another community's grant, Cloverdale, went toward seed money for the Junior Wellness class of 2003-2004 in which they partnered with the NVDC in a community clean-up for the town, painted paw prints leading to the high school, and installed an outdoor basketball court in Woods.

Another partner NVDC works with is CARE, a community action organization. One of CARE's goals last year was to start community gardens in South Tillamook County that would provide nutritious food for citizens and become a hands-on learning experience for students. CARE's goal has successfully transpired in Beaver and Pacific City. While CARE provided a lot of the back bone information for developmental success, the NVDC made fliers, hosted meetings, found available property, and did the majority of the work within the community.

There are several steps that must take place when deciding what new community improvement projects NVDC will delve into next. First, NVDC council members meet with community partners the council has developed throughout the year, while the partners suggest new plans of proposal. Then, if the proposal meets the criteria of the Nestucca Valley Development Council and is something they want to further pursue, the NVDC proposes the idea to the community. This approach has been effective for the community over the past year.

So what does the NVDC have on their agenda this year to help economic development? The council plans on producing a community calendar, conducting a survey, undertaking feasibility studies for a variety of property owners, distributing a newsletter on NVDC updates, and continuing the strong connections they have with their community partners. So if you're ever in South Tillamook County, be on the lookout for signs of the Nestucca Valley Development Council - an improved community. "The results have been phenomenal," said through the words of senior and second-year council member, Eric Hays, "and we hope that every year (from here on out), there will be even more improvements."

This year's NVDC is made up of two juniors, Jessie Kosinski and Steven McDougal, and nine seniors, Eric Hays, Brittany Howard, Bill Oram, Stephanie Costa, Jackie Kosinski, Patrick Stafford, Jenny Lightfoot, Dane Wenrick, and Josh Kruszewski.

National Center for Community Education

The National Center assists groups and individuals in developing approaches for working more effectively within their communities. The Center provides state-of-the-art leadership development, training, and technical assistance focusing on community and educational change, emphasizing community school. For more information, please contact them directly.

National Center for Community Education
1017 Avon Street
Flint, MI 48503
810-238-0463; Fax 810-238-9211
Contact: Dan Cady
Email: dancady@earthlink.net
Web site: www.nccenet.org

Consider Running for an OCEA Board Position

Interested in running for an OCEA Board position? The term is from July 1, 2005-June 30, 2007. There will be three Board positions available. Contact Carla Ueki at (503) 292-2959, (carlau@easystreet.com) or Alice Brooks at (541) 687-3278, brooks_a@4j.lane.edu if you are interested in running for office. The offices of President Elect and Treasurer will also be on the ballot.

The Board is made up of the Officers, Forum Chairs and six Board members. They work together to formulate policy and carry on the business of the Association. It is a great way to get leadership training as well as become involved in Community Education at the state and national level.

The time commitment for a Board position includes: 5 Board meetings per year (Usually September, November, February, April and May). These are usually held on Fridays from 9:30 am-3 pm in Salem. The dates are set a year in advance so you can put them on your calendar early. The April Board meeting is held prior to the conference at the conference site. The last Board meeting of the year is held at the Leadership Retreat—a two day planning workshop for the next year. Board members are also asked to participate on a Committee(s) either as its chair or a member of the committee.

According to the Association Bylaws and Policy and Procedures Manual, the following are responsibilities of a Board member:

- 1) Formulate and implement policies (and include in Policy & Procedures Manual)
- 2) Initiate replacement procedures for officers. Approve Presidential replacement recommendation within 30 days, appoint
- 3) Dismiss, and determine duties of Executive Director
- 4) Preparation and administration of annual budget
- 5) Preparation of annual progress and financial report, publish annual reports of Past President, Treasurer, and the committees, set time/place for annual meeting
- 6) Set date for annual election
- 7) Direct the publication of proposed budget to membership, adopt proposed budget (with any amendments) at first meeting of new fiscal year
- 8) Inform membership of amendment proposals to the Association
- 9) Dissolve Forums (when appropriate)
- 10) Set fiscal policies & procedures not provided for in bylaws.

Other responsibilities include:

- 1) Adopt year's Organization and Communication Plan no later than the August or September Board meeting
- 2) Approval of all budget changes; approval of budget transfers between Administrative, Committee and Contingency; prior approval of all expenditures from Contingency
- 3) Development or modification of Association policies and procedures
- 4) Approve all standing committees requests for funds
- 5) Establish OCEAN publication schedule
- 6) Appoint liaison to NCSCEA or a replacement liaison if positions vacated
- 7) Approve (or disapprove) recommended action of Governmental Relations Committee.

Afterschool Alliance

The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. It is supported by a group of public, private, and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to afterschool programs by 2010. For more information, please contact:

Afterschool Alliance
 1616 H Street, N.W., Suite 820
 Washington, DC 20006
 202-347-2030; Fax: 202-347-2092
 Contact: Jen Rinehart
 Email: jrinehart@afterschoolalliance.org
 Web site: www.afterschoolalliance.org

OREGON COMMUNITY EDUCATION ASSOCIATION
33rd ANNUAL CONFERENCE
RIPPLES OF HOPE

April 28 & 29, 2005 Pre-Conference April 27 (RCSP only)
 Salishan Lodge
 7760 N Highway 101, Gleneden Beach, OR
 www.ocea-or.org

Registration: Full registration fee for OCEA members is \$150. Send a copy of the completed registration form to Alice Brooks at the same time you submit it to your business office for payment. You will receive registration confirmation via e-mail as soon as we receive your form. If you do not receive a confirmation, your registration has not yet been received by OCEA. OCEA Affiliated Members (ORPA and OSAC members) can register for the conference at the OCEA member price.

Conference registration due by April 13, 2005

(After April 13, 2005: Full reg. fee=\$170/Thurs=\$130/Fri=\$80
 Non-Member full reg. fee=\$205/Thurs=\$170/Fri=\$100)

Make checks payable to OCEA
 (Federal ID 93-0646992).

E-mail or mail to: OCEA Conference Registration
 c/o Alice Brooks (e-mail: brooks_a@4j.lane.edu)
 1036 E Street, Springfield, OR 97477.

Accommodations: Reservations must be made directly with the Salishan Lodge, Gleneden Beach, Oregon. The OCEA conference room rates are \$79 per night (traditional room) plus tax and resort fee. Deluxe and Premier rooms are also available for \$109 and \$139 per night, plus tax and resort fee (double occupancy). For each person beyond double occupancy, there is an additional \$20 charge. For reservations, call 1-800-452-2300. Room rates are guaranteed through March 27, 2005 only. Reservations after the cut-off date will be accepted at the group rate if rooms are available. Payment accepted in cash, check, credit card, or purchase order.

Cancellations & Refunds: A full refund will be given if you cancel at least 30 days out. A partial refund will be given (excluding meal costs listed below) if you cancel less than four weeks out. No refunds will be given if you cancel less than a week out.

OCEA Membership Fees: The annual membership fee is \$45. A Non-Member full registration fee (\$195) includes a one-year (through June 30, 2006) membership to OCEA.

Name _____

Organization _____

Job Title _____

Mailing Address _____

_____ **ZIP** _____

E-mail Address _____

(Important for registration confirmation)

Daytime Phone _____

Member of (circle) **OCEA** **ORPA** **OSAC**
OCEA Forum Affiliation (circle) Community College
 Community School Service Learning Friend
 Volunteer/Community Partnership

	MEMBER	NON-MEMBER	TOTAL
Wednesday Pre-Conference lunch — \$18 (RSCP grant recipients only)			\$
Full Registration (Includes welcome reception Wed evening, breakfast, lunch, and sessions Thurs/Fri and Banquet Thurs evening)	\$150	\$195	\$
Thursday, April 28 ONLY (Includes sessions, breakfast, lunch, banquet)	\$120	\$160	\$
Friday April 29 ONLY (Includes sessions, breakfast, lunch)	\$ 75	\$ 95	\$
Additional Meals: Please indicate the number needed for each meal Breakfast: \$12 each # _____ Thursday # _____ Friday Lunch: \$18 each # _____ Thursday # _____ Friday Banquet: \$35 each # _____ Thursday evening Special Dietary needs: (Please write in needs) _____			\$
One Year OCEA Membership Renewal \$45 (July 1, 2005-June 30, 2006)			\$
Total Amount Enclosed			\$

Oregon
Community
Education
Association

PO Box 1054
Salem, OR 97308-1054

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Building Better
Communities in Oregon

Calendar of Upcoming Events

February 5, 2005	Grant Writing Workshop, Umpqua Community College
February 18, 2005	OCEA Board Meeting in Salem, 10 am-2:30 pm
April 27, 2005	OCEA Board Meeting at Salishan, 1-5 pm
April 28-29, 2005	OCEA Annual Conference at Salishan Lodge in Lincoln City
May 6, 2005	Effie Workshop in Eugene, 9:15 am-3:30 pm
May 19 & 20, 2005	Leadership Retreat, Location TBA

*NCSCEA	National Council of State Community Education Associations
*NCCET	National Council for Continuing Education and Training
*NCEA	National Community Education Association

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