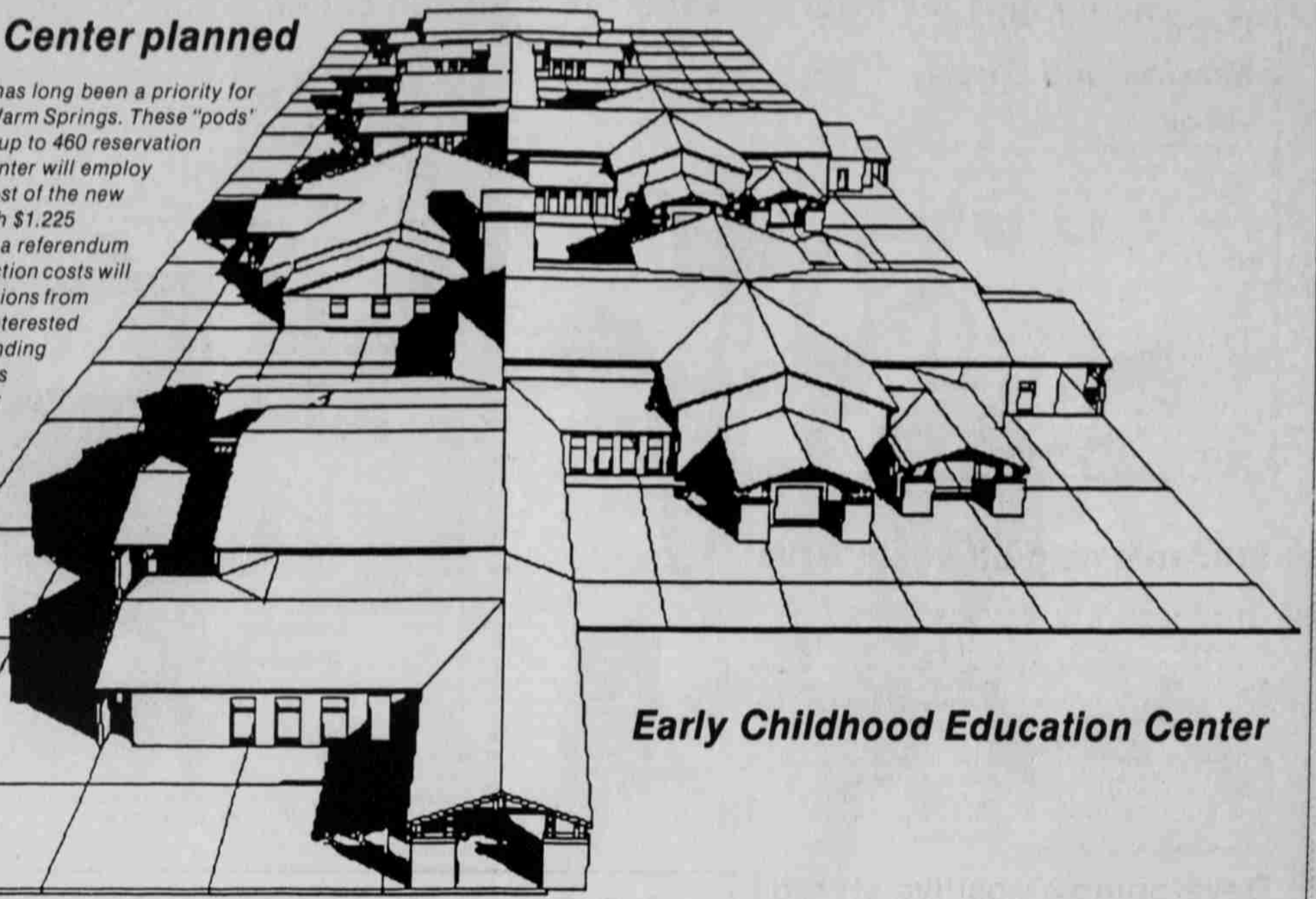


## New Learning Center planned

Early Childhood Education has long been a priority for the Confederated Tribes of Warm Springs. These "pods" of learning will accommodate up to 460 reservation youth. The new Learning Center will employ approximately 70 people. Cost of the new facility will be \$5 million, with \$1.225 coming from tribal funds via a referendum last year. Balance of construction costs will be attained through contributions from corporations, foundations, interested individuals and loans from lending institutions. Actual building is anticipated to begin this year with construction expected to take a year. The Learning Center will be located just south of the Agency Longhouse.



Early Childhood Education Center

## Education funding requires careful management for effective programs

The Confederated Tribes of Warm Springs budgeted \$425,000 for higher education and vocational education students in 1990. That

money came, for the first time ever, from the interest gained on a \$6 million trust fund established in 1986. Steps must be taken to en-

sure proper management of those funds, says education director Julie Mitchell.

"Solid policies and guidelines must be set for managing the trust fund," she says. Those guidelines and policies will hopefully be solidified by September 1. Proposed recommended changes to be considered may include using the funds for full-time students only and that the trust fund not be used for reimbursements. Such policies would be "advantageous to the Tribe and students, as well," says Mitchell. The changes would help make the money last as long as possible. "The trust fund must be spent with the original intent—to assist students with their higher education needs."

Tribal education services, during the 1989-1990 school year, provided funding for 68 tribal members to attend four-year colleges, community colleges or vocational education programs. By year's end, 20.5 percent, or 14, had dropped

out. The combined average dropout rate was 30 percent.

Statistics show that university students have higher grade point averages and complete at a higher rate than their counterparts attending community colleges. The average GPA among university students during the 1989-1990 year was 3.0; the average GPA among community college students was 2.0.

Of the 17 university students, five completed, all were in good standing; none were on probation and three had dropped out. Of the 38 community college students, one completed, 30 were in good standing, eight were on probation and six had dropped out.

Of the nine vocational/technical students attending courses during the 1989-1990 year, five completed, eight were in good standing, one was on probation and five dropped out.

The average cost per term to send a student to a university was

\$2,145; average community college cost per term was \$1,985. The average vocational/technical course cost was \$4,250. Vocational training is the most expensive because of its short-term, high intensity nature.

One student gained non-tribal funding totaling \$2,000 during the 1989-1990 school year. To take some of the burden off the Tribe, "students should take advantage of other funding," says Mitchell.

The Tribe contributes heavily to a student's education. The Tribe pays all tuition and book costs at the state level. The Tribe also pays 80 percent of the living costs, based on the state level. Students are required to pay 20 percent of their living expenses.

During the 1989-1990 school year, student ages ranged between 19 and 42. Twenty-one of the 40 female students, or 53 percent, were single

and/or single with children. Students received a monthly \$200 stipend per dependent child while attending classes. Dependent costs averaged \$42,000 per year. Approximately 38 percent of all students were married.

A large percentage of education funds are expended on vocational/technical training which shows low completion and high dropout rates. It has been recommended that students be screened and assessed prior to funding to ensure success and reduce the dropout rate.

Students tend not to receive a college preparatory high school education, thus they spend much of their time doing developmental coursework when they enter college. Students are encouraged to improve in these areas before heading off to campus by taking courses offered by the Warm Springs office of Central Oregon Community College.

## Education offers happiness



Willis Bagley expresses his feelings regarding education in composition submitted in contest.

Warm Springs Elementary fifth grade student Willis Bagley has some definite feelings about education. In a composition he submitted to the Trailblazers/Avia Scholastic Improvements Concepts contest, he relates some of those ideas, receiving an honorable mention certificate and a dictionary set for his essay. Bagley's essay reads:

Education is important to me because I want a long happy life and a good job. Education will give me a lot of choices, like where I want to live and what I want to do. Right now I just want to be as smart as I can be. In school I can make lots of friends and I can get better at all kinds of sports. School will keep me out of doing drugs. When I get a good education I will get a good job. When I go clear through college I am going to have a nice house and a new car. I could help my family, tribe, and country. Education will give me good health, happiness, and a smart quick thinking brain, and that's just what I need when I grow up and start my own family. I hope my family will have just as good an education as I have right now. I have a good future waiting for me. I want to help other people. I'm going to be a scientist. I want to help people with AIDS or cancer.

## Childcare needed for students

"It's difficult to find good child care," says Teen Parent Program coordinator Lisbet Hornung. "It's frustrating, not only for young parents who need child care, but for educators who want to see students in school."

The Teen Parent Program, in operation since 1987, continuously has to overcome hurdles, says Hornung. The major obstacle now is finding reliable child care for students who want to attend school.

Hornung points out that one Warm Springs student who, last year, wants to go to classes can greatly benefit from child care services. Several students who are

pregnant will need babysitters after their babies are born while attending school. "We have a program," says Hornung, "but we can't provide the services, resources are lacking."

Caretakers who watch the children of Teen Parent Program participants are on contract with School District 509-J. They must be screened, passing a health and safety checklist. Caretakers receive \$1.25 per hour for each child.

Hornung would like to hear from anyone interested in providing child care to the Teen Parent Program. Call her at 475-7265.

## SMILE encourages math, science careers

Upon first hearing about all the exciting things happening in the Science and Math Investigative Learning Experience program, people frequently comment on the desirability of having such enrichment programs enhance the education of an even larger percentage of students. But the program's targeted population, traditionally under-represented in college and industry, are minority students. For participation students must express an interest and hold a 3.00 grade point average. The enrichment exercises through SMILE are focused on encouraging the students to enter math and science fields.

The science and math program is sponsored by the Office of Academic Affairs and the College of Science at Oregon State University and is funded by a number of large firms. The SMILE program "provides teachers with the opportunity, means, and incentive to develop and implement alternative teaching strategies," says Madras Jr. High science teacher and SMILE advisor David Vick. The structure of the weekly after school meetings is ideal for both teachers and students to investigate new ideas together. Students are limited by time and they are there because they want to be. Vick states, "What a joy it is to be able to teach in an environment closer to the humanistic ideal where the focus is on the process of an activity, not on the end product of a grade." One of the features of the program allows teachers to experiment with many ideas before sharing them with students in the conventional classroom setting.

The SMILE program provides computers for students' use. Vick feels that with the computer students will be more literate and as a teacher he can better provide custom education, lab activities and assessment tools for students.

field trips are an integral part of the SMILE program. MJH students have taken several trips and are planning others.

Students visited the headwaters of the Metolius River in the fall and discovered why it received this Indian name. "Metolius" means stinking fish. Before the dams were built on the Deschutes River, this tributary had a large salmon run and the dying spawners would litter the banks of the river. The students also visited Wizard Falls Trout Hatchery.

Another field trip involved a visit to Pine Mountain observatory which houses three telescopes.

After conducting investigations involving electricity, students toured Portland General Electric's Pelton-Round Butte Projects. The hydroelectric dam has three generators with 50 foot diameters that are capable of producing over 300 megawatts of electricity, enough to supply a city the size of Portland.

At the e High Desert Museum in Bend students saw otters, a presentation on birds of prey and explored 200 years of regional history which includes the lives of local tribes and today's cattle ranches.

On April 7 the field trip was to Oregon Museum of Science and Industry where SMILE students saw the planetarium show on NASA's Voyager flight to outer planets of this solar system.

Planned field trips include a visit to Mud Springs where Madras High School Forestry students are doing stream rehabilitation work. The Soil Conservation Service is also planning a field trip for the students.

Students' excitement about SMILE are shown through comments: Marcella Brunoe states, "SMILE has encouraged me to think ahead about college. SMILE is important to me because I can learn more about science and math." Sunniet Minnick comments,

"SMILE has helped me a lot in science. It has also made me think about college. Even though law school is my first choice, I'm going to think about OSU."

The MJH SMILE students include: Jesse Anstett, Marcella

Brunoe, Nathan Dexter, Danica Green, Sharon Jones, Sunniet Minnick, Andrea Moroyoqui, Terri Philpot, Rhea Pierre, Louie Smith, Jason Suarez, Jennifer Tufti, Chet VanPelt, Mindy Walker and Aaron Wilson.



Jo De Goudy, eighth grade, works on electricity project during after-school SMILE class at Madras Junior High.