

1983 Comprehensive Plan Update for Public Utilities

PUBLIC UTILITIES HIGHLIGHTS SINCE 1983
Housing individual ownership has increased by 213 houses
Tribal and HUD rentals has increased by 37 units
Annual spring clean up and adopt-a-road program to help control litter
Dog control program to promote licensing, vaccinations, spays, and neuters

Recycling programs were started in 1993
A draft solid waste management plan has been developed and a location for the proposed landfill site proposed
Approximately 150 homes are now have water meters
Additional wells and/or storage has been added to the various systems to increase the capacity of the water systems

Proposal to begin charging customers for utility services
A facility plan for upgrading the Agency wastewater treatment system has been completed
National Pollution Discharge Elimination System permits have been applied for through EPA for the Agency and Kah-nee-ta
The following new facilities have been built:

Early Childhood Center
Warm Springs Health and Wellness Center
Museum
Simnasho Elementary School
Social Services Building
Alternative Education Building
The following buildings have been modified:
Alcohol Treatment and Counseling
911 Center of the Justice Center
Elmer Quinn Park built and maintained

PUBLIC UTILITIES TRENDS
Increasing Trends:
The number of individuals and families without homes (rental/ownership)
Construction costs
Homes built in rural areas
Number of housing units that need rehabilitation or replacement
Development and operating costs due to higher standards
Assistance in providing services for cultural, social, and traditional events from the Tribal Departments
Expectations and usage for tribal facilities and programs by the tribal members
Decreasing Trends:
Water usage
Solid waste generation and littering
Recycling
Deteriorating infrastructure
Available financing for homes
Funds for development and construction of projects

PUBLIC UTILITIES SERVICE AREAS AND RESPONSIBILITIES
The Public Utilities Branch includes six departments: Utilities, Vehicle Pool, Housing, Health and Wellness Center Facility Management, Sanitation, and Project Engineering.
The Branch as a whole is responsible for assuring that housing opportunities are available to meet the needs of all tribal members and ensuring that quality public facilities and infrastructure are available to meet the needs of the population. The Utilities department is responsible for the public water and wastewater systems at the Agency, Simnasho, and Sidwalter. Public water supply concerns should be addressed through this department. The department also provides solid waste collection services and maintenance of the public building and grounds. The Vehicle Pool orders and maintain all Tribal vehicles. Housing department maintains the Tribal and HUD rental units, assists individuals and families to locate suitable housing, operates the mutual help program to help families become home owners. Health and Wellness Facility Management is responsible for maintenance and house-keeping at the new Health and Wellness Center. Sanitation department is responsible for inspecting all public facilities including the jail, group home, early childhood center. The department is

also responsible for inspecting all food service establishments and conducting food handler training. At present the recycling program is handled through the sanitation department but this will be changing to the Utilities department in the future. Water sampling from private wells can be requested. Project Engineering is responsible for the design and contracting of all private water and sewer facilities and for assisting in all engineering work that the Tribe needs for the various projects that it undertakes.

COMPREHENSIVE PLAN NARRATIVE
4. The use of the land has changed. For example, needed new housing has been located on land once used for agriculture and grazing. Many homes are being located in the rural areas. This has occurred in Sidwalter, Miller Flats, Metolius, Schoolie Flat, and Seekseequa areas. In addition Greeley Heights Phase III and the Sunnyside subdivisions have been completed.
6. These changes have been possible because of the expansion and improvement of utilities and services, such as domestic water and wastewater systems, road improvements, electricity and telephone services, and Tribal Credit. The Health and Wellness Center has also expanded services such as the physical therapy and home health services.



VISION AND GOALS WORKSHEET: Public Utilities

| HISTORY/STRENGTHS | | | | |
|--|---|-------------------------------------|-----------------------------|--|
| Select two or more Areas of Responsibility | PROUDS—Things you are proud of that the Tribes have accomplished since 1983 | SORRIES—things you are not proud of | BIGGEST FEAR for our future | FUTURE- what would the desired future look like? |
| Utilities | | | | |
| Vehicle Pool | | | | |
| Housing | | | | |
| H and W Center Facility Management | | | | |
| Sanitation | | | | |
| Project Engineering | | | | |

WHAT ARE WE GOOD AT? Based on our PROUDS, what are some of the strengths of our community?

1983 Comprehensive Plan Update for Education

Service Statement:
Education Branch mission is to design and implement quality programs and support services that will provide educational growth and skill development opportunities for the people and the community.
Areas of responsibility include: Early Childhood Center, Culture and Heritage, Education Services, Work Experience, COCC Community Education and OSU Extension Education.
Accomplishments since 1983
Construction of Early Childhood Center. Expanded ECE programs to meet needs of children. Education Scholarship Fund created. Revised Tribal Education Scholarship Guidelines. Education Branch created from various departments which has allowed for greater focus and partnerships of educational programs. Established Student Success Strategies/ Summer Bridge programs for potential college students
Established computer learning center, Updated MOU between Tribes and 509-J. Developed MOU with OSU for increased services. Expanded COCC and OSU's offerings to credit as well as community education.
Developed Tribal language program—budget, staff and curriculum for community, school and family-based education. KSWO, Spilyay Tymoo, computer learning programs and class sessions all used as tools for learning. Cultural library significantly increased. Grants allowed greater impact in early childhood, language programs and work skills programs. Establish Native American Teacher's Education program. Assisted in development of farm and

ranch plans for numerous individuals.
Established youth leadership programs in Education and Extension programs. Conducted 4-H Wilderness/Cultural Camps for youth. Developed basic living skills video series. Expanded Work Experience Department's programs to full-time youth work program, senior citizen assistance, wider number and kinds of apprentice programs and affordable housing projects. Accreditation of ECE teachers.
Increasing Trends
Demand on Tribe to fill gaps where 509-J fails to meet desirable educational outcomes. Awareness and desire to learn languages and culture. Interest by 509-J for language curriculum. Parents involved in programs. Tribal member population increasing at a fast growth rate. Increasing number of youth interested in higher education. More college/technical students completing degrees on time, greater number of students being accepted into higher education masters programs. Students who complete higher education degrees having increasing difficulty in finding employment. Demand for GED courses by adults/youth. Demand for college credit courses to be delivered locally to place/job bound students. Demand for scholarships for part-time college students.
Applications to junior and high school boarding school increasing. Enhanced partnerships within and across the organization are developing team delivery of education programs. Increasing demand for work skill development by unemployed, underemployed, unskilled and underskilled individuals. Increasing demand by individuals interested in agri-

cultural businesses.
Increasing demand to seek outside grants for programs. Increased number of individuals paying for childcare in a timely manner. Demand for positive youth activities increasing. Demand to learn basic living skills increasing. Accreditation of ECE and language teachers becoming increasingly important. Increased demand for vocation skills/ GED training as a result of welfare reform.
Greater reliance on outside funding for programs. Increasing demand from youth who are short high school credits to graduate. High rate of expulsions from 509-J Middle School. Increasing trend to use cultural values in Comprehensive Plan. Influx of welfare reform clients. Increased numbers of drug and alcohol affected children.
Decreasing Trends
Decreasing number of students in junior and senior high school who are successful. Federal education dollars for Indian programs decreasing. Tribal dollars for programs decreasing. Fewer tribal members speaking languages. Summer school has been eliminated. Decreasing awareness of tribal identity and self-esteem. Continued decreased in High School graduation rate. Adult/ youth literacy rate remains low. Decrease in parental control of children.

Draft Visions
Our dream is to see families participating in their development by planning, strategizing and being involved with goals. Our dream is to see the home and community become driving forces as to where people want to end up with their lives and aspirations. Our dream is to see our community become a strong partner within all the communities of the world.



VISION AND GOALS WORKSHEET: Education

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| Early Childhood Education | | | | |
| Culture and Heritage | | | | |
| Education Services | | | | |
| Work Experience | | | | |
| COCC Community Education | | | | |
| OSU Extension Education | | | | |

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