

Survey shows education is much more than another resource

Some of you may remember back to this past summer when an educational survey was distributed and the question was asked, "What are your thoughts concerning educational opportunities in Warm Springs?" From an educational perspective, many tribal members wrestled with notions of opportunities that existed or did not. From an organizational perspective, managers and other community members noticed an increasing need for educational opportunities on the Reservation. From a social perspective, education within the community represented much more than just another resource; it reflected the growth, maturity and evolution of the culture—not unlike foundations of our own lives.

—Background—

Last summer OSU Extension introduced a concept that focused on the latter statement; a Needs Assessment (*Spilyay Tymoo*, V. 15). The purpose of a needs assessment is to help define what is needed, if anything, in regards to a certain subject. In this situation, the needs assessment would be used to emphasize the importance of higher education on the reservation. Current use and foreseeable demand for extended education is expected to increase due to population growth, societal pressures, and increased tribal interest in what education can offer.

To better understand the need, importance and purpose of education, efforts focused on reaching tribal members and determining exactly what they as a community would like to see the Education Services Branch implement. *The Educational Needs Assessment of Post-High School Adults on the Warm Springs Reservation* was conducted from June through August in 1997. OSU hired Pam Brown and Renee Smith to carry out the survey, conduct key interviews and focus groups (brainstorming sessions), in addition to compiling associated findings.

—Findings—

The first issue was to define the term "educational opportunities". We wanted tribal and non-tribal members who work on the reservation to choose from a number of opportunities; those that they would most likely participate in and those which they think are most important to the tribes. Here is a sampling of the responses:

"Educational opportunities are limited, though improving for post-high school adults who seek a college degree."

"Most high school students that go to a traditional college off the reservation do not complete their degree. Moving away from the reservation is a huge barrier to the students, they often do not know how to adapt to life off the reservation and come back uncertain of what to do and without educational opportunities on the reservation."

"There are not stable job skill or vocational programs to prepare post-high school adults for jobs on or off the

reservation. These tribal members have no way to increase their skills to find a job or be successful in a work environment."

"The tribes provide some educational opportunities to learn about tribal heritage and culture. Language classes and other activities focus on renewing interest in traditional ways and knowledge."

"Many post-high school adults have not learned job skills. Job opportunities are limited for unskilled labor on the reservation."

—Short-Term Educational Needs—

Formal post-high school education on the reservation leading to a college degree is the most immediate short-term need. 48% of the survey respondents, focus groups and interviews agreed. What survey respondents thought was needed:

1. Upgrading vocational training or job skill development leading to certification.
2. Learning about our tribal heritage and culture.
3. Training to increase skills on the job.

—Long-Term Educational Needs—

55% of all respondents reported that formal post-high school education leading to a degree would most benefit the tribes in the future. The other three goals were within 2% of each other

From the community, long term educational goals should follow as:

- 1) Formal post-high school education leading to a degree.
- 2) Learning about our tribal heritage and culture.
- 3) Upgrading vocational training of job skill development leading to certification.
- 4) Training to increase job skills.

—Barriers to Education on the Reservation—

The biggest barrier to post-high school adults is the mixed messages about education from the leadership. There is an immediate need to formalize adult education by establishing and communicating clear tribal expectations, policies and procedures for degree completion, job skill development on the reservation for tribal members and life long learning of tribal heritage and culture for all workers on the reservation.

—Personal Feelings and Social Issues—

There is what we can only describe as a feeling bordering on desperation among post high-school adults we surveyed, interviewed and listened to in focus groups. The following are random selections of comments from the survey. Question: "Increased educational opportunities are important on the reservation now and in the future because...."

"Our tribal organization should depend on well-educated and trained tribal members to operate as a people without depending on outside influences."

"This Tribe is too "tuned inward", thinking we are the

best. Umatilla has a casino, hotel and museum—successful! Yakama is a leader in fish issues, and the Grand Ronde is internationally known. We need to keep up with the changes."

"What good is education when tribal senior leaders are not the best educated."

"To preserve our people."

"It's important but as I see it, you can only get anywhere if you know the right people. I see some people with college education getting burned by the tribe if they say too much or know too much. These are smart people who I thought would be honest and dedicated to the tribes. Until this improves, education means nothing."

—Recommendations From Findings—

In order to satisfy the expressed and documented need on the reservation for post-high school educational opportunities, the following is recommended:

**Tribal Council endorses education as a priority for the Confederated Tribes of Warm Springs.

**Immediately establish and communicate clear tribal expectations, policies and procedures for degree completion, job skill development on the reservation and life long learning of tribal heritage and culture of all workers on the reservation.

**Development of a long-term comprehensive educational plan and budget for the tribes' educational needs from kindergarten to college. A quality educational foundation for all tribal members is necessary to successfully prepare post-high school adults for degree programs and jobs on or off the reservation.

**The long term comprehensive educational plan must include tribal heritage and culture in order to: 1) improve and continue a strong identity for the community, family and the individual, 2) to understand the value of and contribute traditional ways and knowing to other cultures.

—Conclusion—

The Educational Services Branch seeks to provide community members with knowledge that translates into action. It is hoped that community members will use educational services as a resource and reevaluate their relationship with the branch. As a result, they may begin to build upon their learning experience and further expand their knowledge in relation to this important resource. The information derived from this needs assessment is critical to ensuring success in this endeavor.

In terms of anticipated outcomes, educational products such as this should not only have an immediate impact with target audiences, but the products should also have long-term impacts. In five or more years, this project would be deemed successful if the educational system is still in use within Warm Springs and the surrounding community, the topic fosters community discussion, and Tribal managers implement a more active management system in terms of community education.

Survey results are available from OSU Extension, 1110 Wasco Street.



Samuel Lawrence Wolfe and Robyn Royale Ike are proud to announce their engagement. The Bride to be is the daughter of Marvin Ike Sr. and Veronica Hart-Thomas. She is a 1997 Madras High School graduate.

The Groom is the son of Flossie M. Wolfe and the late James Wolfe, Sr. He is a 1993 Madras High School graduate.

A definite wedding date has not been set, but will be sometime this spring.

Happy Birthday to my dad, Robert Sam, Sr. 1/1 Love you lots, Babes

Happy Happy Birthday January 3, to my grandma Lillie VanPelt Love you Little Woody

Happy Birthday January 3 to Auntie "Baby Ann" Margie Ann VanPelt I love you and miss you From your #1 neph, Little Woody

Happy Birthday January 11, to Grandma Tates VanPelt love you, Little Woody

Happy Birthday January 3, "Itta" Lillie VanPelt We love you more than our sisters, Robert Jr. & Thomas Sam

Happy Birthday Tates VanPelt We love you From Robert, Jr. & Thomas Sam

Happy 4th Birthday January 5 Patrina Itta VanPelt Love you from Dad & Mom

Happy 4th Birthday Patrina VanPelt January 5, 1993 Love you from, Prenicia, Jenny, Gloria & Eugene

Happy Birthday Lil Itta Patrina VanPelt with love, love, love, Ulla

December Birthdays Better late than not at all Love you my daughter-in-law Mother of Grandchildren-Thanks

I do know you had a Happy Birthday To Beck VanPelt Love Mom, Eliza

Baby Rella Rose-Cuta loves you very, very much. Love, Grandma

Chet Jr.: Mom is very proud of you. Keep up the good work Love, Mom

January Birthdays Love to you my Girl ITTA on you day, stay as sweet as you are. Take care of the babies. Love, Mom

Baby Ann: Ulla loves you very much, & I do miss you and our special Sundays. Love Ulla

Tates: (T VanPelt) Love to you on your day. Thanks for taking good care of Son. Mom is proud of both of you. Love Mom Eliza

Happy 24th Birthday January 15 to our son Allan D. Warner Love, Mom and Dad

Happy Birthday Allan! Love, your brothers, Bobby and Clint

Happy 24th Birthday to my big brother Allan Warner. I love you with all my heart! Love, your only sister Jolena (Mousie)

Happy 3rd Birthday to Woody Picard, Jr. on January 23 Love you lots, Auntie Jo

Happy 3rd birthday to Woody Picard, Jr. Love, Bob, Gloria and Boys

Happy Birthday to "Blue Boy" on January 15 Love, Pompa, Gramma Velma, Uncle Doni and Pet and Aunt Tootsie

Happy Birthday to my Grandson Allan Warner Love, Grandpa Warner

Happy 24th Birthday Allan Warner Love, Roger, Jeri and Family

Happy 17th Birthday on January 12 to Bonita Keep your head up and don't let anyone get you down. Love your homegirl, La. Mousie

—Robert and Gloria Warner— Congratulations! For 27 wonderful years together. We wish you many more happy years to come. We love you alot! Love, Sherman and Velma Holliday, Robert Warner, Sr., children Allan and Kristi, Jolena, Bobby and Clint, grandchildren Brook, Robin, Cassandra, Sharena, Jamie and Angel Baby, sisters Tootsie, Jeri and Cathy, brothers Doni, Ed, Lyle, Pete, Glenn and Ricky, DW and Family, Charles and Beth and Lakin

Happy Birthday Dad 1/11/56 Robert Sam Sr. We love you! Tracy & Natalia Sam

Happy Birthday Margie Ann from your Dad with lots of love

Happy Birthday to Bo from Snyder & Uncle Gale

Happy Birthday to Fannie Wee from Snyder

Happy Birthday to Annie D from Daniel and Carol & Kids

Happy Birthday to Annie from Agnes and Kendell

Happy Birthday to Frank Sr from Val and the Kids

Happy Birthday to Max Lawrence from The rest of the Lawrence's

Happy Birthday Bo From Mike and Chris

Tribal Council Agenda

Monday, January 19
 9 a.m. Business/Minutes ASC Staff
 9:30 a.m. Sec./Treas. & COO Report
 10:30 a.m. Tribal Court Monthly Report Lola Sohapp
 1:30 p.m. Conference Call Mark Phillips
 2 p.m. IHS Monthly Report Russ Alger
 3:30 p.m. BIA Monthly Report Gordon Cannon

Tuesday, January 20
 9 a.m. Business ASC Staff
 9:30 a.m. February TC Agenda Myrtle Snowden
 10:30 a.m. Realty Everett Platt
 1:30 p.m. Enrollments/Adoptions M. Quehpama
 3:30 p.m. Tribal Attorney Update Dennis Karnopp

Wednesday and Thursday, January 21 and 22 Power Retreat in Portland

Monday, January 26
 9 a.m. Business/Minutes ASC Staff
 9:30 a.m. Sec./Treas. & COO Report
 10:30 a.m. Financial Monthly Report Norma Smith
 1:30 p.m. Conference Call Mark Phillips
 2 p.m. Board Appointments Lynn Davis

Tuesday, January 27
 9 a.m. Business ASC Staff
 9:30 a.m. Chip Lasenby RE: Gaming Ray Calica

Wednesday, January 28
 9 a.m. Business ASC Staff
 9:30 a.m. Committee Quarterly Reports

Thursday, January 29
 9 a.m. Business ASC Staff
 9:30 a.m. Committee Quarterly Reports

David encourages students to attend boarding school

Edna David, 17 years old, is the daughter of Joni and Ellison David, Sr.

She is of Warm Springs/Wasco and Nisqually descent. David is a senior at Sherman Indian School located in Riverside, California. David's grandparents are the late Andrew and Edna David of Warm Springs and Rose Mary and the late Roy Kalama of Nisqually.

Miss David has one brother, Ellison Jr., and one sister, Missy David-Scott, both of Warm Springs. David is currently participating in four clubs at Sherman. They are the Dine Club, Culture Awareness, Bird Society and the Senior Club.

David favorite class is Drama. When David is not in school she enjoys traveling all over the Northwest going to powwows.

David likes playing softball during the summer months and played varsity football this year at Sherman,

compete against my sister and that is more of a challenge to me."

When asked what her outlook was of the past school years, David stated, "It was pretty fun at Sherman. The school took us to different places such Sea World, Six Flags and other fun places."

David is scared about this being her last year in high school, stating "then I will have to go out in the real world."

What she will mostly miss about school is "her friends and going to different places."

Her career choice is fire fighting and her goal there is to learn everything about her choice.

She does not yet know if she wants to go to college. David wants to encourage underclassmen in high school to attend a boarding school because it helps prepare you for when you are on your own. It also helps you to

