

NATIVE AMERICAN ADOPTIVE HOMES NEEDED

Each year in Oregon many Native American children are placed in adoptive homes. In order to comply with the requirements and spirit of the Indian Child Welfare Act, and the needs of Native American Children, Children's Services Division is seeking Native American adoptive homes.

If you feel you could open your heart and home to a child, please call Ron Riley, Regional Adoption Worker (378-6224 collect, Salem).

The study process is relatively simple and truly respects the cultural values of the family being studied.

This is an opportunity for you to meet a real need and to share with the future generation the values and rich heritage of your tribe.

TRIBAL PLANNERS REPORT

I attended the Johnson O'Mally (JOM) Region X 1st annual conference at Kah-Nee-Ta Resort in Warm Springs, Oregon on October 22, 23, 24. The conference was attended by JOM staff and parent committee members from Regional Indian Tribes from Oregon, Idaho, Washington and Montana. Also, in attendance were professionals in the Education field from the state of Oregon and Jefferson county school district.

JOM programs are funded through the Bureau of Indian Affairs for supplemental education services. Indian children from age three through grade 12, who are at least one-quarter Indian from a federally recognized tribe, are eligible. JOM programs sponsor pre-school, tutoring, arts and crafts, recreational and sports activities. Financial assistance for education related expenses, leadership development activities and Indian cultural activities are also provided. Title IV and JOM programs differ principally in the eligibility requirements: JOM programs serve educational activities. Title IV programs serve students primarily in the urban areas. Blood degree or federal status of the tribe are not considered in determining eligibility.

Joe Coburn, President, and Dean Azule, Secretary/Treasurer of the Oregon Indian Education Association (OIEA) both made presentations of the OIEA activities and OIEA History in the State of Oregon. The OIEA was formed in 1975 which introduced the Title IV-A Indian Education Program to the Oregon education system, with the formation of a board of directors and an educational task force to implement a state Indian education plan. With the help of the Commission on Indian Services, in 1978 with the coordinated efforts of Salem JOM/Title IV Parent Committees and staff the combined programs had positive input on the state textbook review and had a say in the selection of reading materials within the Salem school district. This was a first in the state of Oregon. Also, in 1982 the OIEA had their first annual career awareness/higher education conference held at Chemawa Indian School. Also, implemented was the annual teacher in-service day in the Salem school district. Two major concerns were that the drop-out rate was the same and the alcoholism rate has risen within the state.

Marie Calica, Jeannie Thomas and Orthelia Miller, of the Warm Springs Tribe, administered the "Student Leadership/Indian Culture Clubs" workshop. Students don't look at themselves as leaders unless they are elected or appointed. This has a tendency to overlook other students. Look in area of skill they may possess etc... Horsemanship, basket weaving, beading, and artistic skills, for example, advantages to the club would be

1. to assert ourselves
2. take pride in self & accomplishments
3. plan & organize
4. lead and be able to take direction
5. production
6. become more aware
7. exchange ideas/suggestions
8. productive citizens
9. create society and opportunities.

One important step is to search and find our own resources that may exist (Title IV & JOM local) within our community. What does the community provide? What does the Indian community provide? Does the community and school get involved?