



The Southern California Tribal Chairmen's Association (SCTCA) publishes the Tribal Temporary Assistance for Needy Families (TANF) Newsletter throughout the year at:

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The purpose of the Tribal TANF Newsletter is to provide the tribal communities with information about services provided by the TANF Programs and other important issues concerning our rural/urban communities and families.

SCTCA provides services to San Diego and Santa Barbara Counties and the following reservations:

Agua Caliente	La Posta	San Pasqual
Barona	Los Coyotes	Santa Rosa
Cahuilla	Manzanita	Santa Ysabel
Campo	Mesa Grande	Santa Ynez
Ewiiapaayp	Pala	Soboba
Inaja/Cosmit	Pauma	Sycuan
Jamul	Rincon	Torres Martinez
La Jolla	San Manuel	Viejas

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In a Time of Digital Learning, Old Homework Tips are Still Valid

Kids are more successful in school when parents take an active interest in their homework — it shows kids that what they do is important. Of course, helping with homework shouldn't mean spending hours hunched over a desk. Parents can be supportive by demonstrating study and organization skills, explaining a tricky problem, or just encouraging kids to take a break. And who knows? Parents might even learn a thing or two! Here are some tips to guide the way:

1. Know the teachers — and what they're looking for. Attend school events. (If that's not at all possible because of ongoing COVID-19 restrictions, make an effort to establish contact with your child's teachers). Ask about their homework policies and how you should be involved.

2. Set up a homework-friendly area. Make sure kids have a well-lit place to complete homework. Keep supplies — paper, pencils, glue, scissors — within reach.

3. Schedule a regular study time. Some kids work best in the afternoon, following a snack and play period; others may prefer to wait until after dinner.

4. Help them make a plan. On heavy homework nights or when there's an especially hefty assignment to tackle, encourage your child break up the work into manageable chunks. Create a work schedule for the night if necessary — and take time for a 15-minute break every hour, if possible.

5. Keep distractions to a minimum. This means no TV, loud music, or phone calls. (Occasionally, though, a phone call to a classmate about an assignment can be helpful.)

6. Make sure kids do their own work. They won't learn if they don't think for themselves and make their own mistakes. Parents can make suggestions and help with directions. But it's a kid's job to do the learning.

7. Be a motivator and monitor. Ask about assignments, quizzes, and tests. Give encouragement, check completed homework, and make yourself available for questions and concerns.

8. Set a good example. Do your kids ever see you diligently balancing your budget or reading a book? Kids are more likely to follow their parents' examples than their advice.

9. Praise their work and efforts. Post a great test score or art project on the refrigerator. Mention academic achievements to relatives.

10. If there are continuing problems with homework, get help. Talk about it with your child's teacher. Some kids could have trouble sitting in front of a computer all day long or may need glasses; others might need an evaluation for a learning problem or attention disorder



In Historic Move, Native American Woman to Lead U.S. Interior Dept.

Contributed by Aliyah Chavez, Indian Country Today

President Joe Biden, in a historic move, has chosen Rep. Deb Haaland to lead the U.S. Interior Department.

If confirmed by the Senate, the New Mexico Democrat would be the first Native American to serve as a Cabinet secretary.

"A voice like mine has never been a Cabinet secretary or at the head of the Department of Interior," Haaland tweeted after her nomination in mid-December. "Growing up in my mother's Pueblo household made me fierce. I'll be fierce for all of us, our planet, and all of our protected land. I am honored and ready to serve."

"This brilliant, tested, trailblazing team will be ready on Day One to confront the existential threat of climate change with a unified national response rooted in science and equity," Biden said in a statement.



Interior Dept. nominee Deb Haaland

Haaland, who is from the Pueblos of Laguna and Jemez, became one of the first two Native women elected to Congress in 2018.

In her first term in Congress, Haaland has held leadership positions on a number of committees, currently serving as vice chair of the Committee on Natural Resources and chair of the Subcommittee on National Parks, Forests and Public Lands. She also sits on the Subcommittee for Indigenous Peoples, the House Armed Services Committee, the Subcommittee on Readiness, and the Subcommittee on Military Personnel. Haaland previously worked as head of New Mexico's Democratic Party, as tribal administrator and as an administrator for an organization providing services for adults with developmental disabilities.

Julian Brave Noisecat, a vocal advocate who is a member of the Canim Lake Band Tsq'escen and a descendant of the Lil'Wat Nation of Mount Currie, highlighted Haaland's unique position, saying: "The next Secretary of Interior will be a Laguna Pueblo woman who went to Standing Rock in 2016 and cooked for the people."

Groups that shared their support on social media and in statements included the National Congress of American Indians, the New Mexico Indian Affairs Department, the Coalition to Protect America's National Parks and the National Native American Law Student Association.

The Interior Department is tasked with protecting the nation's natural resources and honoring the government's federal trust responsibilities. It manages America's vast public lands and coastal waters while overseeing prominent departments such as the Bureau of Indian Affairs and the Bureau of Indian Education. The agency employs 70,000 people.

Arizona



It has been nearly a year since schools in California and across the nation shut down due to COVID-19 (Coronavirus).

Millions of students from kindergarten to college have since been attending classes on computers, laptops, Chromebooks and other devices. That includes Native American students, both on and off the reservation.

After a year, the statistics on the impact of digital learning are not good.

A study from the Northwest Evaluation Association (NWEA) projects that "students who lack steady instruction during the Coronavirus school shutdown might retain only 70 percent of their annual reading gains as compared to a normal year." In that same study, NWEA noted students could also lose "between half and all of the achievement growth one would expect in a normal academic year...this grim scenario will surely yield worse outcomes for students whose families are grappling with hunger, unemployment or homelessness."

Other studies have noted an increasing number of students missing online classes, not completing assignments and declining grades. In addition, tens of thousands of high school students are simply dropping out, according to nationwide statistics.

It's no different for Native American students. In fact, in some places – like the Navajo Nation in Arizona – things are worse.

"Our challenge isn't just to figure out how to teach through distance learning. Our challenge is how to help our parents by providing them with internet access, by providing them sometimes, actually, with the power to run those, because 30 percent of our parents actually don't have reliable electricity either," said Mark Sorensen, founder of STAR (Service to All Relations) school on the Navajo reservation.

"We want self-empowerment," Sorensen told NBC News. "With all of the infrastructure challenges that we have, we have to be extremely innovative to be able to bridge that digital divide and not fall back behind everyone else even more."

As noted in the NBC report, "the pandemic has put a spotlight on the gaping disparity in access between remote, rural areas like Native American reservations and the country's cities and suburbs."

In an effort to close the digital divide – and improve Native American students' digital learning- Southern California Tribal Chairmen's Association (SCTCA) distributed 350 Chromebooks to TANF families in September at TANF offices in Escondido, Pala, La Mesa, Manzanita, Santa Ynez and Fountain Valley.

The devices were given to students from kindergarten through 12th grade free of charge, the result of an agreement between SCTCA TANF, California Emerging Technology Fund (CETF) and Frontier Communications. The San Diego Foundation also granted money to acquire 180 laptops and devices to connect students to the internet with a device worthy of doing school work and to participate in online classes from home.

The devices could help slow – and possibly reverse – what has become a year-long digital learning decline.

By Gary P. Taylor

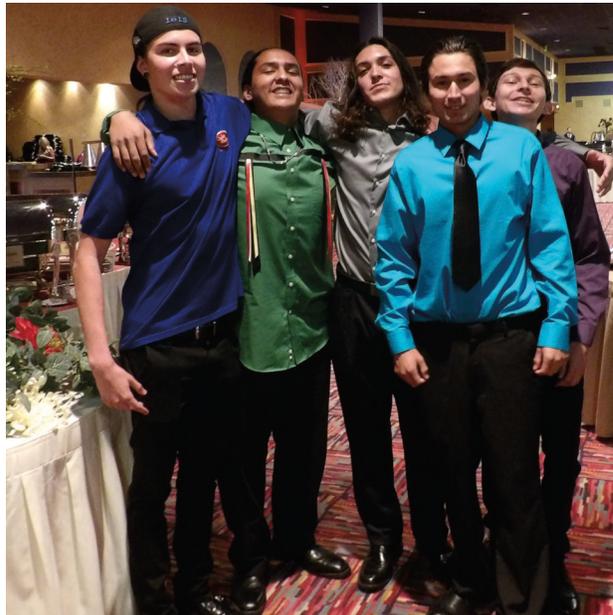
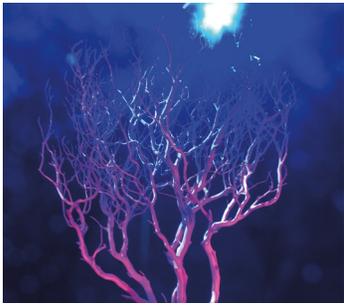




Quotes and Remarks

"Before we deployed to the Gulf (in 1990), I had made a promise to the spouses of those men and women under my command that I would bring them all home safely. That's not a promise you should make going into combat. But every soldier did make it home safely, and I am very thankful, very proud of that."

*Cynthia Tyrene Sullivan,
U.S. Army veteran and
Pala tribal member, 2013*



"Some of us have lived in situations of abuse. We've seen some of our relatives or loved ones abused. Some of us have seen horrific situations. But we can move past all of this suffering. We can move forward together."

*Terri Henry, Eastern Band Cherokee,
speaking at the Barona Indian
Reservation, 2013*



"TANF has helped me fulfill my educational goals, raise my son and eventually become self-sufficient. TANF has helped with school expenses, mileage, child care and monthly assistance...I appreciate all the help. I am grateful for TANF."

*Jennifer Barnes,
Former TANF participant in Pala, 2012*



"A tribal elder once explained it to me this way. He told me, 'We think of this country as our land, and we will always fight for our land - it has been ours from the beginning.'"

*Terry Bentley,
U.S. Veteran's Administration,
speaking on the Pala Indian Reservation,
2013*





Quotes and Remarks

“Indians should not dwell on our sorrows or miseries. Why should we? We have our own beliefs and they are strong beliefs. And we have values, Native American values, and that gives us power. Our culture is our power.”

Howard Rainer, Pueblo-Creek, speaking at Pala to TANF and Two Directions participants, 2012



“All these years, all the children – I think it meant that I was blessed. There was so much love I felt I was able to give, and I received so much love. It was all a gift.”

Patsy Rodriguez, former director of the Rincon Child Development Center, at her retirement celebration in Pala in 2012

“Saints are to be like the moon...like the moon, reflecting light coming from a greater source. This can be said of St. Kateri. The Catholic Church has verified that Kateri Tekakwitha is a saint.”

Bishop Robert Brom, in a celebratory Mass on the Barona Indian Reservation announcing the canonization of Kateri Tekawitha, “Lily of the Mohawks,” 2012



“It’s important that he dress like an Indian, dance like an Indian, even if it is an act, even if he feels like a fraud the whole time, because the only way to be Indian in this world is to look and act like an Indian.”

Tommy Orange, Cheyenne/Arapaho, in his book There There, 2018

SCTCA TANF Newsletter: A Decade in Review



Quotes and Remarks



Former Editor

“When I was young, I walked all over this country, east and west, and saw no other people than the Apaches. After many summers I walked again and found another race of people had come to take it. How is it? The Apaches were once a great nation; they are now but few, and because of this they want to die.”

Cochise, Apache warrior, in Dee Brown’s book *Bury My Heart at Wounded Knee*, published in 1970



“Too much we leave spirituality out of our lives. But that’s an important part of our lives. If you don’t have any spirituality, I don’t know what to say to you. You have to have it. Spirituality is what makes us give all that we have. It’s what makes us want to give all that we can.”

H. Paul Cuero Jr., Campo Band of Kumeyaay Nation, 2016



“The eagle feather represents the pride I have for my tribe, my people and my heritage.”

Christian Titman, Pit River tribe, challenging a policy prohibiting Native American students from wearing an eagle feather at high school graduations, 2017

“It is in the tradition of Native American culture to regard elders not only as sources of wisdom but also as spiritual guides and consolations. Elders represent strength and have a powerful presence.”

SCTCA TANF Participant calendar, 2019

SCTCA
Southern California Tribal Chairmen's Association
Tribal Temporary Assistance for Needy Families
December 2012 - Volume 15 Issue 12

TANF Newsle

Many Years, Many Children - And Now Retirement

By Gary Taylor, Reporting for SCTCA TANF



Patsy Rodriguez has been working with children for nearly four decades. Now - 39 years later - she has retired. Rodriguez and her long career in Native American education were celebrated in mid-November at a retirement gathering that drew more than 300 tribal leaders, parents, children and former students. The celebration was held under a large tent outside Southern California Tribal Chairmen's Association's (SCTCA) Pala office. Rodriguez had spent the past 32 years working for SCTCA, including the last two decades at the Rincon Child Development Center. She was originally hired as a tutor for the La Jolla Indian Education Center in 1973. The retirement celebration included children's pre-school songs, hundreds of pictures of Rodriguez and the children she taught.

development center. "She has been my mentor and my role model." And her sister Donna Uchimura had a story about Patsy from long ago. "When Patsy was 12 or 13, she decided the Pauma schools weren't good enough for her," her sister recounted, laughing. "So she and a friend decided they were going to St. Michael's in Arizona. They got on a bus with only a can of tuna. "When they got there - it was freezing. And they didn't even have a can opener for the tuna! But I just remember thinking, 'Patsy - you're very brave to do that. It showed how brave you are.'" Denis Turner, SCTCA Executive Director, gratitude forever to Patsy for bringing up our way." Rodriguez, along with several speakers, be

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Southern California Tribal Chairmen's Association
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June 2014 - Volume 17 Issue 6

TANF Newsletter

California State University San Marcos Honors Seven Native American Graduates

By Gary Taylor, Reporting for SCTCA TANF



Christina Villalobos was one of seven Native American graduates from California State University San Marcos (CSUSM) honored at a special ceremony in early May. Christina, 28, is a participant at Southern California Tribal Chairmen's Association (SCTCA) Escondido TANF. She received her Bachelor of Arts Degree in Sociology. She obtained her degree while also caring for her three children - Robert, 10, Kaylah, 8 and Mariyah, 3. Christina - along with her mother Maria - attended the American Indian Graduation Honoring Ceremony in the courtyard next to the California Indian Culture and Sovereignty Center (CICSC) on the CSUSM campus. More than 70 family members, relatives, tribal leaders and educators also attended the hour-long event. The ceremony included a blessing by Christobel Devers of the Pauma Band of Luiseno Indians, a brief address by CSUSM President Karen Hayes and several songs by the La Jolla Bird Singers. Judy Proudfoot, CICSC Director, introduced each of the graduates and expressed her admiration for their academic accomplishments. "I am proud of each one of you," she said. The seven graduates are Christina, Alyssa Acuna, Lillian Greenheck, Michelle Hopewell, Shekinah Scannell, Andrew Siva and Brittany Smith. The event was sponsored by CICSC. (More on page 8)

Students Urged to 'Never Give Up' at Dream the Impossible Conference

By Gary Taylor, Reporting for SCTCA TANF

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July 2012 - Volume 15 Issue 7

TANF Newsletter

A Firm Even Whe

Things have not been easy for Jovanny Jaime over the past six months. But that hasn't stopped her - or even slowed her down. Jovanny is a participant at Southern California Tribal Chairmen's Association (SCTCA) Escondido TANF. She obtained her General Education Diploma (GED) in June, four months after she began studying for the test. She passed the test despite the fact she and her five-year-old daughter, Julianna, have no home. Jovanny and Julianna have been moving from house to house, day after day, staying with family and friends. "It's been a struggle, not being in a stable place," Jovanny acknowledged. "I've been staying with family and friends in Vista and Escondido. Sometimes Julianna and I stay in one place for a day, other times we stay for a couple of days. We're always on the move." Jovanny, 25, said she was determined to study and ob not only for herself but also for her daughter. "I wanted her mother has worked hard for something," she said to teach my daughter it's important to work hard." W found out her mother had passed the GED," she said. Jovanny said, smiling. "She knows I've been going to school. Jovanny began studying for her GED in February

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August 2014 - Volume 17 Issue 8

TANF Newsletter

From Pala to San Diego, It's Back to School

By Gary Taylor, Reporting for SCTCA TANF

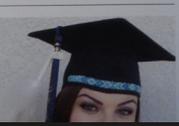


In the summer sunshine of July, it was time for Southern California Tribal Chairmen's Association (SCTCA) Back to School events for students from Pala to San Diego. More than 250 children and family members gathered on two separate days in San Marcos and Alpine at the annual SCTCA events. At both locations, students attended workshops, watched presentations and received academic awards for the previous school year. They also received new backpacks filled with school supplies for the upcoming year. The theme for this year's Back to School Orientation for Escondido and Pala at the San Marcos Community Center was education, culture, prevention and wellness, said Karin Giron, Education Monitor at SCTCA Escondido TANF. This four-part theme correlated with the four parts of a Medicine Wheel logo created by a former Native Youth Success Program student. As last year, Giron said the Back to School events "promote educational excellence by preparing both parents and youth for the upcoming school year by reinforcing TANF requirements for school-age children." (Continued on pages 4-7)

A Change in Life Leads to Academic Success

By Rachel Tossie

Editor's note: Rachel "Teki" Tossie is a participant at Southern California Tribal Chairmen's Association (SCTCA) TANF in San Diego. She graduated from Caymanica College in June. The following is Teki's story - in her own words - about her educational struggles and ultimate success.



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April 2019 - Volume 22 Issue 4

TANF Newsletter

Robert Lee Freeman: A Legacy Of Art Through The Decades

By Gary E. Taylor, SCTCA TANF



Robert Lee Freeman died in early February, he left behind a legacy of art through the decades. The Native American artist - who was born on the Rincon Indian Reservation in 1939 - created hundreds of artistic pieces including pencil drawings, sketches, cartoons, murals, paintings and sculptures. His list of artistic achievements are incomparable: Murals on the walls of the Los Angeles County Library in San Gabriel and at the Perris Indian Museum; a life-size bronze sculpture, Journey, in Santa Fe



"Warrior Spirit," a painting by Robert Lee Freeman

At Santa Ynez TANF, Students Draw Splashes Of Color At Winter Art Night

By Lucy Kern, Site Manager, SCTCA TANF Santa Ynez

On Thursday January 31st, Borealis, which is most visible the Southern California Tribal Chairmen's Association (SCTCA) then led the students through a

Best Pictures of 2012

When we published our best photographs a year ago, we noted every picture tells a story. That hasn't changed. In 2012, the SCTCA TANF Newsletter published hundreds of pictures. On these two pages we have selected some of our



Escondido

TANF Newsletter

Resolve – When Things Are Hard

By Gary Taylor, Reporting for SCTCA TANF



Jovanny Borne

official GED tests over two Thursdays and two Saturdays in May at the Vista Adult School. She admitted she had been worried about her math and science results. "Math and science were the hardest parts of the test for me," she said with a laugh. "I didn't think I passed the math part, so I was a little nervous." But she passed the test – including math and science – and received her GED certificate in early June.

But Jovanny hasn't slowed down. She not only obtained her GED but has been accepted into a transitional housing program called Solutions for Change. Jovanny is hopeful the Vista-based program can help her and Julianna find a home or apartment within the next couple of months.

In the meantime, Jovanny is continuing to attend courses at BG. The classes have been important to her, she said. "My friends in these classes – they encourage me to do the right thing, to stay on track."

she said. So she is taking a keyboarding class and is studying for her driver's license. And she applied for a position at a Subway sandwich shop in Escondido and is waiting to hear from the company. Jovanny is doing all this while she and Julianna are still staying with friends and family, house to house, day by day.

Once again, Jovanny said she does all these things because of Julianna.

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Tribal Temporary Assistance for Needy Families

September 2011 – Volume 14 Issue 7

Success In Three Different Ways
By Gary Taylor, SCTCA TANF Newsletter Associate Producer

At Southern California Tribal Chairmen's Association (SCTCA) Escondido Tribal TANF, three participants have succeeded in three different ways.



1 Maria Lopez now has a Cosmetology license.



2 Vanja Lopez obtained her high school diploma through an adult school.



3 And Cheryne Foote received her high school diploma through home-schooling.

All three succeeded – and each did so as a single mother.

For Lopez, the path to obtaining her cosmetology license wasn't exactly easy.

"Having a baby at 20 years old while attending beauty school full-time was not exactly part of my master plan for a successful career as a makeup artist," she said. "Nonetheless I graduated eight months pregnant and was licensed as a cosmetologist two weeks before delivering my son."

At that point, Lopez said she thought her "master plan for success was on hold indefinitely."

But things changed quickly.

"I found out about professional makeup academy through a friend at work," she recalled. "SCTCA TANF gave me the opportunity to attend the academy. The barriers I would have had such as gas money, child care and academy supplies were taken care of by SCTCA TANF. Exclusion from working, being a mom and the long commute on Sundays was taken care of by coffee."

...who has been a TANF participant for over a year, said working at the makeup academy was "an amazing experience."

"The six weeks I spent there were not only educational but motivational, inspirational, and enlightening," she said. "Now I have the tools to do what I love. Looking back, I thought being a young mom meant my dreams would be put on hold. But it's because of my son, Mirah I've had the opportunities I've had thus far. My son is my drive. I am so eager to grow as an artist and build my business as a makeup artist. I'm excited for the future."

And Lopez said, she is motivated in part by something she once heard said by Oprah Winfrey.

"If you do work that you love, and the work fulfills you, the rest will come."

Vanja Garcia remembers exactly how she felt when she received her high school diploma.

"I breathed a sigh of relief," she said, smiling.

Garcia was awarded her high school diploma in June from

(Continued on page 2)

Quotes and Remarks

"I proposed to him...I got down on one knee and said, 'Mathew, come here babe' – and I proposed. Being married – it makes things more real."

Rachel Gonzalez, former TANF participant, on marrying her boyfriend Mathew, 2013

"What you have in your head, nobody can take from you."

Monique La Chappa, former Tribal Chairwoman, Campo Band of Kumeyaay Nation, 2012

"Remember who you are. Respect yourself and other people. You do that, you will live a good life."

Ralph Goff, Campo Band of Kumeyaay Nation, 2018

"As I walked with my class into the ceremony, I saw my two children standing there cheering for me. I was truly happy because they were my motivation on continuing my education and making a difference in our lives."

Rachel Tsosie, former TANF participant in San Diego and SCAIR student, on graduating from Cuyamaca College, 2014

"I'll never look backwards because I am not going that way...TANF gave me the tools on how to keep on going forward. I work hard and I play hard and I'll never give up. Thank you TANF!"

Angelique Sanchez, former TANF participant in Escondido, 2017



From Pala to Escondido to San Diego, It's Back to School

By Gary Taylor, SCTCA TANF Newsletter Reporter, and Associate Producer

It was July, and it was hot. And that could mean only one thing – Back-to-School 2011.

Southern California Tribal Chairmen's Association (SCTCA) TANF held its annual Back-to-School events for TANF participants and their children in mid-summer. The events were held in Pala, Escondido and San Diego and included TANF participants and their children who live either on Indian reservations or in urban locations.

At SCTCA Escondido Tribal TANF, the back-to-school event was July 15, followed a day later by SCTCA Pala Tribal TANF. SCTCA San Diego Tribal TANF held its event two weeks later on July 30.

The events included guest speakers, including Tim Ware, a former San Diego Chargers defensive receiver who now counsels high school students in the Oceanic United School District; Matta Shea, the "Homework Nanny," who uses games and rewards as an instructional technique for parents to help their children complete homework; and Elena Hood, a Native American who graduated from Harvard with a Master's Degree in Education.

But the speakers were only part of the events. It was primarily all about the children. There were games for the kids, and there were activities such as coloring, painting, beading and crafts. There was also time for children just to run around and have fun. And, at the end of the day, the highlight of the events: passing out fully-stocked, brand new backpacks to the kids.

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June 2011 – Volume 14 Issue 5

Life Skill Classes lead to Associates of Arts Degree and Employability
By Gary Taylor, Reporter for SCTCA Newsletter Escondido Tribal TANF Office

Christina Cerna was a single parent whose Santa Ynez Tribal TANF application was accepted in 2008.

SINCE THEN, she has graduated from Santa Barbara Business College, received her Associates of Arts degree and has been hired by the Chumash Casino in Santa Ynez.

Christina accomplished all of this while she was on TANF for nearly three years from January 2008 to October 2010.

Christina, who lives on the Chumash Reservation, was in her third trimester of pregnancy when she applied to TANF. She gave birth to a baby boy in January 2008. She had already received her high school diploma and her goals were to graduate from Santa Barbara Business College, get an internship at the Santa Ynez Indian Health Clinic and become a successful medical assistant.

Even though she was caring for her baby, Christina attended Santa Barbara Business College as well as other life skills classes while she was on TANF. Christina landed a part-time position as an intern in October 2008 at the Santa Ynez Indian Health Clinic. Six months later, she graduated from vocational trade school and received her Associates of Arts Degree.

By August of 2009, Christina became employed at the Tribal Health Clinic in Santa Ynez.

She was employed at the health clinic when she became pregnant in 2010. After giving birth in March of 2010 to a second baby boy, just two months later she landed a full time position at Chumash Casino as a slot technician.

(Continued on page 2)

President Ulysses S. Grant and Native Americans: A Peace Policy That Ended in Failure

By Gary P. Taylor, SCTCA TANF

“That President Grant chose Ely Parker as his Commissioner of Indian Affairs was no surprise to anyone who knew Parker. A descendant of the renowned Seneca chiefs Red Jacket and Handsome Lake, he had been marked for greatness even before birth, when his pregnant mother had dreamt of a rainbow stretching from Tonawanda to the farm of the tribe’s Indian agent, which, according to the tribe’s dream interpreters, meant that her child would be a peacemaker between his people and the whites.”

-Mary Stockwell, author of Interrupted Odyssey: Ulysses S. Grant and the American Indians.

In his Inaugural Address in 1869, President Ulysses S. Grant said something never before uttered by any previous American president: Indians should be granted “ultimate citizenship.”

The fact that Grant – the gruff Civil War Union General who had accepted Robert E. Lee’s surrender of the Confederate Army just four years earlier – even mentioned Indians in his speech was unexpected. But to also declare Indians should be granted citizenship shocked many Americans.

The Indians, Grant declared, were the “original occupants of the land.” The newly-elected president went further, saying he would “...pursue any course of action that would lead to their ultimate citizenship.”

Grant’s words startled an America that just 30 years before, in the Trail of Tears, had forcibly removed thousands of Cherokees, Chickasaw, Creek, Choctaw and Seminole Indians from the Southern region of the country to what was then Indian territory west of the Mississippi River. More than 15,000 men, women and children died during the removal.

It wasn’t surprising, then, that most of the country – and, at first, most of Washington, D.C. politicians and power brokers - simply dismissed Grant’s “Peace Policy” and criticized his assertion Indians should become American citizens. The lack of concern turned to surprise and then complete dismay when Grant appointed his close wartime confidant Ely S. Parker as his Commissioner of Indian Affairs.

Parker, a member of the Seneca tribe, had been with Grant throughout the Civil War as the General’s military secretary. It was Parker, at Grant’s request, who had prepared the terms of surrender that ended the Civil War. Now he would once again work closely with the new president on the Peace Policy.

In her detailed 2019 piece at Smithsonianmag.com: *Ulysses S. Grant’s Failed Attempt to Grant Native Americans Citizenship*, author Mary Stockwell wrote: “Parker reported everything back to Grant and together they worked out the details of a policy with the main goal of citizenship for the Indians. The Army would protect Indians on their reservations as they transitioned from their old ways and entered the mainstream of American life, learning how to support themselves through new livelihoods like farming or ranching. It might take a generation or two, but eventually Indians would be able to vote, own businesses, and rely on the protections guaranteed to them in the Constitution.

“...Parker began working to implement the president’s plans, appointing dozens of Army officers to oversee the superintendencies, agencies, and reservations in the West. Grant and Parker were so certain of the wisdom of their policy that they failed to see how many people opposed it.

“Congressmen, who had previously rewarded their supporters with jobs in the Indian service, resented the fact that Grant had taken away these plum positions. Many Americans, especially in the West, complained that the president sided with the Indians rather than with his own countrymen. Reformers, who wanted the government to impose radical changes on the Indians, doing away with tribal identity and dividing reservations among individual property owners, criticized

Grant and Parker for allowing the Indians to make changes at their own pace. Tribes that had not yet been brought onto reservations vowed to fight any attempt by the Army to do so. Tribes in the Indian Territory, especially the Cherokee, wanted to remain independent nations.”

Facing tremendous political pressure, Grant at first resisted. “Our dealings with the Indians properly lay us open to charges of cruelty and swindling,” he said. He still had faith in his Peace Policy. But just two years later, in 1871, opposition to both Grant and Parker grew so intense that Congress held hearings accusing Parker of stealing funds while serving as Commissioner of Indian Affairs. Though he was cleared of the accusations, Parker resigned out of frustration.

That was the beginning of the end of Grant’s Peace Policy, as noted by Stockwell:

“Without an ally like Parker at his side, Grant watched his plans for the Indians come undone. A succession of Commissioners of Indian Affairs replaced Parker, but none had his vision. Before long, Grant ordered the Army, which he had once hoped would protect the Indians, to fight against the tribes in a series of bloody wars, including the Modoc War in 1873, the Red River War in 1874, and the Great Sioux War in 1876. By the time Grant left office in 1877, his “Peace Policy,” as the press had nicknamed it, was judged a failure by all.”



*General Ulysses S. Grant,
five years before he became president*

Class Calendars

Two Directions, Inc.

Feb. 1st - 28th, 2021

2021 CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Space #8 Classroom 1 Classes				
	Life Skills 8:30—10:30 Laura Rizza			Tribal Culture 8:30—10:30 Heather Turnbull
*Classes held IN-PERSON / Virtual/ and Distance Learning				
Break 10:30-10:45				
	Culture Class 10:45-12:45 Heather Turnbull		Tribal Culture 10:45—12:45 Heather Turnbull	Indep. Tribal Culture 10:45-12:45
Break 12:45-1:00 pm				
	Independent Culture 1:00-4:00		Indep. Tribal Culture 1:00-4:00	

Two Directions, Inc.

Feb. 1st — 28th, 2021

2021 CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Space #8 Classroom 2 Classes				
Study Hall	Study Hall	Study Hall	Study Hall	Diploma / HiSet/ *ABE 9:45—12:45 Josh M.
	DMV Prep. 10:45-12:45 Laura Rizza		Diploma / HiSet/ *ABE 10:30-12:30 Josh M.	No classes
Study Hall	Study Hall	Study Hall <small>*Adult Basic Education</small>	Study Hall	No classes <small>*Adult Basic Education</small>
*Classes held IN-PERSON / Virtual/ and Distance Learning				

Two Directions, Inc.

Feb. 1st— 28th, 2021

2021 CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Space #39 Computer Lab Classes				
Self Paced Class 8:30-10:30 Staff	Computers 8:30-10:30 L.Rizza	Intro to PC's 8:30-10:30	Computers 8:30-10:30 L.Rizza	10 Key Class 8:30-10:30 L.Rizza
Break 10:30—10:45				
Self Paced Class 10:45-12:45 Staff	Computers 10:45-12:45 L.Rizza	Intro to PC's 10:45-12:45	Computers 10:30-12:45 L.Rizza	Keyboarding 10:45-12:45 L.Rizza
Break 12:45-1:00				
Self Paced Class 1:00—4:00 Staff	Self Paced Class 1:00—4:00 Staff	Computers Lab 1:00—4:00 OPEN LAB	Self Paced Class 1:00—4:00 Staff	Computer Class closed @12:45 pm on Friday's
*Classes held IN-PERSON / Virtual/ and Distance Learning				

TWO DIRECTIONS COMPUTER LABS ARE OPEN AT ALL TIMES DURING BUSINESS HOURS.
MAKE SURE TO SIGN IN AND OUT TO RECEIVE WORK PARTICIPATION HOURS.

35008 Pala Temecula Road PMB 4 Pala, CA 92059
Phone (760) 749-1196 Fax(760) 749-9152
Email: staff@twodirections.com

Escondido

Escondido BG Associates – SCTCA TANF • 201 E. Grand Ave., Suite 2D, Escondido, CA 92025
 Office Hours Monday - Friday, 8:30am–4:00pm • Phone: (760) 737-0113 • Fax: (760) 737-0581

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ABE/GED 9AM–11AM Spanish (online/app) 9AM–11AM Phillip Roy/ Health Care 9AM–11AM Keyboarding 9AM–12PM Applied Skill Practice (GED) 11:30AM–1:30PM Open Lab/Job Search /Applied Skills 8:30AM–4PM (VARIES BY CLIENT)	Life Skills/ What Color Is My Parachute 9AM–11AM Phillip Roy/ Mechanics 9AM–11AM Keyboarding 11:30AM–1:30PM Life Skills/ Practical Life Skills 11:30AM–1:30PM Open Lab/ Job Search/ Applied Skills 8:30AM–4PM (VARIES BY CLIENT)	ABE/GED 9AM–11AM Spanish (online/app) 9AM–11AM Keyboarding 9AM–12PM Reading Horizons 9AM–10AM Computer Skills (GED Prep) 11:30AM–1:30PM Open Lab/Job Search /Applied Skills/ED2GO 8:30AM–4PM (VARIES BY CLIENT)	Phillip Roy/ Welding 9AM–11AM Math/English/ GED Refresher 9AM–11PM (VARIES BY CLIENT) Reading Horizons 11AM–1PM Computer Skills (General) 11AM–2PM Open Lab/Job Search /Applied Skills 8:30AM–4PM (VARIES BY CLIENT)	ABE/GED 9AM–11AM Phillip Roy Clerical/Office 9AM–11AM & 11:30AM–1:30PM Keyboarding (online) 9AM–12PM Reading Horizons 11AM–1PM Open Lab/Job Search /Applied Skills/ED2GO 8:30AM–4PM (VARIES BY CLIENT)

To sign up, contact: Kayleigh Omish-Guachena, Training Director at (760) 737-0113 ext.13, kguachena@bgassociatesinc.com

El Cajon

SCAIR Learning Center • 239 W. Main Street, El Cajon, CA 92020
 Office Hours Monday - Friday, 9am–4pm • Phone: (619) 328-0676

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00AM-4:00PM VIRTUAL OR IN-PERSON (BY APPT.) JOB READINESS CAREER DEVELOPMENT INDIVIDUAL TRAINING PLAN QUICKBOOKS CERTIFICATION TRAINING MS COMPUTER CERTICATION TRAINING ACADEMIC TUTORING (ALL SUBJECTS) APPOINTMENT VIA TELE-MEDICINE ONLY COUNSELING SERVICES 2/15 SCAIR CLOSED PRESIDENT'S DAY	9:00AM-4:00PM VIRTUAL OR IN-PERSON (BY APPT.) JOB READINESS CAREER DEVELOPMENT INDIVIDUAL TRAINING PLAN QUICKBOOKS CERTIFICATION TRAINING MS COMPUTER CERTICATION TRAINING ACADEMIC TUTORING (ALL SUBJECTS) APPOINTMENT VIA TELE-MEDICINE ONLY COUNSELING SERVICES	9:00am-4:00pm Virtual or In-Person (By Appt.) Job Readiness <ul style="list-style-type: none"> • Career Development • Individual Training Plan • QuickBooks Certification Training • MS Computer Certification Training • Academic Tutoring (All Subjects) Appointment via Tele-Medicine Only Counseling Services ** 12:30pm - 1:30pm Resume Development Training (As needed by Participant)	9:00am-4:00pm Virtual or In-Person (By Appt.) Job Readiness Career Development Individual Training Plan QuickBooks Certification Training MS Computer Certification Training Academic Tutoring (All Subjects) Appointment via Tele-Medicine Only Counseling Services Packets Delivered Bi-Weekly [V] Sacred Pipe TUPE Program (SDAIYC) Packets Delivered Bi-Weekly [V] Sacred Pipe TUPE Training	9:00AM-4:00PM VIRTUAL OR IN-PERSON (BY APPT.) JOB READINESS CAREER DEVELOPMENT INDIVIDUAL TRAINING PLAN QUICKBOOKS CERTIFICATION TRAINING MS COMPUTER CERTICATION TRAINING ACADEMIC TUTORING (ALL SUBJECTS) APPOINTMENT VIA TELE-MEDICINE ONLY COUNSELING SERVICES

Santa Ynez

Santa Ynez – SCTCA TANF • 185 W. Highway 246, Suite 102, Buellton, CA. 93427
 Office Hours Monday - Friday, 8am–4:30pm • Phone: (805) 688-1756 • Fax: (805) 688-6827

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Monday Office Hours: 8AM - 4:30PM	Career Building 9AM Open Lab/ Job Search 12:30PM-2PM Basic Computers Skills 2PM	Life Skills 9AM Open Lab/ Job Search 12:30PM-2PM Career Networking 2PM	Parenting 9AM Open Lab/ Job Search 12:30PM-2PM Basic Computers Skills 2PM	Friday Office Hours: 8AM - 4:30PM

Manzanita

Manzanita SCTCA Tribal Training Program • 39 A Crestwood, Boulevard, CA
 Phone: (619) 766-3236

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Culture/ Entrepreneurial Class 9AM-12PM Native Arts & Crafts 12:30PM-3:30PM	GED Prep 10AM-1PM Computers 10AM-1PM Parenting Class 12:30PM-3:30PM	World of Work 9AM-12PM GED Prep 12:30PM-3:30PM	GED Prep 10AM-1PM Computers 10AM-1PM	Tutorial 9AM-12PM

Commodity Distribution Schedule February 2021



Palomar Mountain, looking east, late December

<u>DATE</u>	<u>LOCATION</u>	<u>TIME</u>
FEBRUARY 4, THURSDAY	MANZANITA/LA POSTA OLD CAMPO	9:45 AM – 11 AM 11:30 AM – 12:30 PM
FEBRUARY 8, MONDAY	VIEJAS BARONA	9 AM – 10 AM 11 AM – 12 NOON
FEBRUARY 9, TUESDAY	MESA GRANDE SANTA YSABEL	9 AM – 10 AM 11 AM - 12 NOON
FEBRUARY 11, THURSDAY	SAN PASQUAL	9 AM – 12 NOON
FEBRUARY 16, TUESDAY	CAMPO	10 AM – 12 NOON
FEBRUARY 18, THURSDAY	LOS COYOTES LA JOLLA	9 AM – 10 AM 11 AM – 12 NOON
FEBRUARY 22, MONDAY	RINCON	9 AM – 12 NOON
FEBRUARY 23, TUESDAY	PECHANGA PAUMA	9 AM – 10 AM 10:30 AM – 11:30 AM
FEBRUARY 24, WEDNESDAY	PALA	9 AM – 11:30 AM



Coming in March:

- Recipes for the Spring
- The Impact of Teen Dating Violence
- COVID-19 vaccines for Native Americans