

## Title VI: Federal Education Program Designed to Assist Academic Needs of Native Americans

By Karin Giron, Education Coordinator, SCTCA TANF Escondido



Soaring Eagles, at Title VI Alpine Indian Education Gathering

For Native Americans, institutionalized education began as a form of assimilation during the Boarding School Era.

During that tumultuous time, Native American children were taken from their families and communities and placed in boarding schools where the goal was to “kill the Indian and save the man.” This policy contradicted the agreement under Federal Trust Responsibility that stated: “It is the policy of the United States to fulfill the Federal Government’s unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children.”

As a result of the U.S. Government’s numerous policies designed to assimilate Native Americans, Native students struggled in school when compared to their peers. According to Robin Butterfield, Winnebago Tribe of Nebraska/Chippewa, although 93% of Native students attend public schools, little exists in the curriculum to attend to their cultural needs.

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## Native American Chef’s Acorn Mush Is a Return to Traditional Food

By Gary P. Taylor, SCTCA TANF

“THAT AN ACORN, GIVEN WATER and time, will grow into an oak tree is a well-known fact. Fewer know, though, that acorns can also be made into a delicious meal.

Arrow Sample, founder of Arrow’s Native Foods, is working to change that.”

- Elena Valeriote, writing on the website *Gastro Obscura*

In June of 2022, an article by Elena Valeriote appeared on the dining website *Gastro Obscura*.

The site – which often features various dishes and recipes from throughout the country – published Valeriote’s account about Arrow Sample, who is Mono/Yokut and is an enrolled tribal member of the Big Sandy Rancheria Band of Western Mono Indians.

More specifically, the story detailed how Sample – along with his fiancée Rochelle Bonillas- prepares acorn mush as a traditional Native American food.

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SCTCA / TANF  
P.O. Box 1470  
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E-mail: gtaylor@sctca.net  
(760) 746-0901 Ext. 118

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Agua Caliente	Los Coyotes	Santa Rosa
Barona	Manzanita	Santa Ysabel
Cahuilla	Mesa Grande	Santa Ynez
Campo	Morongo	Soboba
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Sample and Bonillas founded Arrow's Native Foods four years ago. Since then, the two have been preparing acorn mush as a dish for Native Americans – and non-Natives. It is a dish that has its roots in his tribe's culture and history.

As Valeriote noted in her article:

*"Growing up in the Central California foothills between Fresno and the Sierra Nevada Mountains, it was not until adulthood that Sample first learned that the region's towering oak trees had once provided a staple food for his tribe.*

*As Spanish missionaries and settlers claimed Californian land and the U.S. government instituted boarding schools for Indigenous youth, acorns slowly ceased to be a part of the local diet. "My ancestors were made to forget many of their ways and then rely on the government for assistance when we could no longer sustain ourselves," Sample explains.*

For a few years, Sample- who has a degree in business- began cooking with his father at tribal events. The main dish was Indian tacos. Then, in 2019, Sample and Bonillas founded Arrow's Native Foods and saw an opportunity to use the business to restore their tribe's oldest traditions. The goal was to make ancestral ingredients more readily available, according to Valeriote.

"Their focus would be one dish of particular historical and cultural importance: acorn mush," she wrote.



Prepared bowls of acorn mush

In her piece on the *Gastro Obscura* site, Valeriote goes into specific detail about Sample's method of preparing the acorns and the dish itself. And while the recipe for acorn mush consists of just acorn flour and water, its preparation varies between tribes.

She writes about his methods:

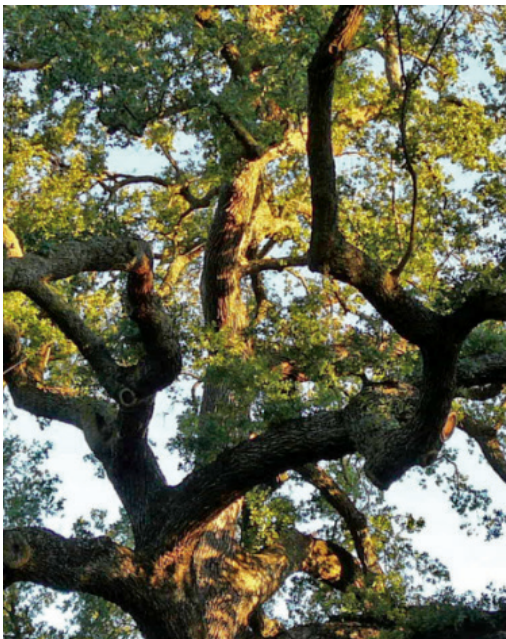
*"Sample describes his version as having a pudding-like consistency, while in Northern California, the texture may be closer to soup. The flavor also differs from place to place based on the variety of local acorns. "For my tribe, the premium product is from the black oak tree," says Sample. He shells the acorns as needed throughout the year. Their soft interiors, once ground into a powder, must be leached—a process that involves soaking the powder in water for several hours, removing the bitter flavors.*

*In the past, the acorn flour would be spread on a hot rock in the sun to dehydrate naturally. Last winter, Sample was the first person in generations to perform this practice in his community, but he generally uses a dehydrator for efficiency. After drying, the acorn flour is ready to be mixed with water to form a dough that is cooked and chilled to form nutty acorn mush."*

It's not an easy dish to prepare, Sample acknowledges. It can a long process, requiring not only physical stamina but patience and knowledge of what exactly must be done—and how. That's probably one of the main reasons acorn mush – though a traditional Native American food – isn't really served that much, he said.

"Unfortunately, like for so many of our traditional foods, it's one that's been dwindling little by little," Sample told *Gastro Obscura*. He believes "the loss of traditional foods—including acorns, which are packed with vitamins and minerals—with the rise of health issues in Native American communities today," Valeriote noted.

Sample also told *Gastro Obscura* he would like to see the acorns used in new ways and enjoyed by Indians and non-Natives alike. He said he hopes to increase access to such foods in other Native communities, too. Sample now is taking his preparation of acorn mush to others through educational courses. And, he noted, his children are learning how to make acorn mush, passing on this historic tradition.



# UCSD Will Host 15th Annual Dream the Impossible Conference

By Gary P. Taylor, SCTCA TANF

On April 29, the University of California San Diego (UCSD) will host the 15th annual Dream the Impossible (DTI) Conference.

As in previous years, the conference is expected to draw hundreds of Native American students ages 13-17 from throughout the Southern California region, including San Diego, Riverside, Orange and San Bernardino counties.

UCSD has hosted the DTI conference before. Students will be able to gather with each other throughout the day and will be offered guided tours of the sprawling campus, which lies just a mile from the rugged La Jolla coastline.

And, as in years past, students will attend various sessions and workshops throughout the day designed to give them a glimpse of college life. The conference will include guest speakers and representatives from more than two dozen colleges and universities from California, Arizona and across the nation. There will also be individuals representing various vocational schools.

At UCSD, students will be given pamphlets, brochures, magazines and other assorted items from representatives touting colleges and universities, including UCLA, the University of Redlands, UC Riverside, Humboldt State University, Long Beach State and California State University San Marcos. There will also be sessions on technology, tribal leadership, spiritual growth and traditional Native American culture and games.

At last year's DTI conference (at Long Beach State University), the emcee was Mikela Jones, Little River Band of Pomo Indians. He has hosted the event from its inception for 14 consecutive years.

Why has he done this for so many years? Because, he said, he believes in DTI.

"I am so happy to see so many students here," Jones said at last year's DTI. "Every time I am at this event, it seems like there are more and more kids, and they are more and more enthusiastic about attending college."

He also recalled an earlier conference he had spoken at years ago, when he told students DTI was meant to be their day. "I challenged them to ask questions, to participate, because if they did, I told them DTI is an event that could change their life," he said. "And I told each of them to remember that all of you are a prayer answered. Your parents, your ancestors, were praying for you before you were even born."



A Humboldt State University representative speaks to a Native American student

## DISPATCHES Santa Ysabel

### In Memoriam: Tom Eric Vargas 1961 - 2023



Tom Vargas

Tom Vargas, an lipay Nation tribal member, died February 1. He was 62 years old.

Vargas died following a lengthy battle with Glioblastoma, a form of cancer that often causes a malignant tumor affecting the brain or spine. This type of tumor grows and spreads rapidly, especially on the brain. Symptoms can include headache, nausea, drowsiness, lack of balance and blurred vision.

Vargas had first been diagnosed with the disease in early 2021. He had surgery that removed most of the tumor, but it returned last year.

In the hours after his death, his daughter Vanessa posted a message:

*"Good morning. Up with the sun today. My dad fought Glioblastoma brain cancer for over a year. No matter what life threw at him he always had love and forgiveness in every aspect of his life. He was a hard worker and always took care of his health and his family. He coached the Varsity Girls Basketball team for Warner's and took them to the playoffs. There are so many things he accomplished, so many songs that bring beautiful memories. My dad fought a hard battle and will truly be missed. I wanted to thank all who donated and supported when we had his fundraiser. Our family appreciated it. I will miss you Dad!"*

In late February, Vargas' family held A Celebration of Life at the Tribal Building on the Santa Ysabel Indian Reservation. Despite a heavy snowfall the night before, more than 75 people attended, including family members, relatives and friends.

Throughout the two-hour celebration, nearly a dozen people spoke about their memories of Vargas. Several individuals expressed their admiration for Vargas' friendship, compassion, religious faith – and his sense of humor. Nearly everyone remarked on his athleticism, competitiveness and devotion to coaching. Two of his former varsity girls' high school basketball players spoke emotionally about their former coach before displaying a large banner from their 2015 playoff run.

Vargas is survived by his wife Ann Margret; children Vanessa, Nichole, Caleb, Kelsey and Marquel; 13 grandchildren; two great-grandsons; his mother Arlene; and two brothers, John and David.

## Title VI: Federal Education Program Designed to Assist Academic Needs of Native Americans

(Continued from page 1)

Native American students are also disproportionately suspended from school and disproportionately retained. They experience higher rates of expulsion, chronic absenteeism and are overrepresented in Special Education courses.

The 1972 Indian Education Act was the landmark legislation establishing a comprehensive approach to meeting the unique needs of American Indian and Alaska Native students. The Indian Education legislation includes the following:

- It recognizes that American Indians have unique, educational and culturally related academic needs and distinct language and cultural needs;
- It is the only comprehensive Federal Indian Education legislation, that deals with American Indian education from pre-school to graduate-level education and reflects the diversity of government involvement in Indian education;
- It focuses national attention on the educational needs of American Indian learners, reaffirming the Federal government's special responsibility related to the education of American Indians and Alaska Natives; and
- It provides services to American Indians and Alaska Natives that are not provided by the Bureau of Indian Affairs.

The U.S. Department of Education programs fund the Indian Education Grant (Title VI). It supports the efforts of school districts, Indian tribes and organizations, postsecondary institutions, and other groups to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students. These efforts help meet the same challenging state academic standards as all other students.

With the grant funds, Title VI Indian Ed Programs are responsible for coordinating school-based and community-based services to address the needs of AI/AN students. According to the CA Department of Education, priority services and activities include:

- Culturally related activities that support the district's educational programs.
- Early childhood and family programs that emphasize school readiness.
- Enrichment programs that focus on the development of problem-solving and cognitive skills needed for attaining state academic content standards.
- Integrated educational services combined with other programs that meet the needs of American Indian students and their families.
- Career preparation activities, including programs for technology preparation, mentoring, and apprenticeship.
- Activities to educate individuals about substance abuse and to prevent substance abuse.
- Acquisition of equipment, if the equipment is essential to achieve state academic content standards and will assist Indian students in meeting the standards.
- Activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the district.
- Family literacy services.
- Activities that recognize and support the unique cultural and educational needs of Indian children and incorporate appropriately qualified tribal elders and seniors.



Title VI Winter Solstice Celebration, San Diego Unified School District



*Title VI Veteran's Honoring Ceremony, San Diego Unified School District*

Within San Diego County, there are several Title VI Indian Ed Programs. For instance, the Alpine Union School District's Title VI Program has over 30 tribes represented in their small district. The Title VI Program hosts an annual American Indian Summer Cultural Program where students learn about Native American history, culture, food, crafts, dancing, drumming and bird singing. They also host an annual Indian Education Gathering that spotlights bird singing, powwow dancing, storytelling, and cultural foods. To learn more about their program, contact Sarah Hernandez at (619) 494-7570 or yaquigirl@yahoo.com.

The San Diego Unified School District (SDUSD) also offers tutoring and counseling, but the primary focus of their Title VI Program has been on cultural awareness. SDUSD hosts bi-monthly Cultural Classes where they teach beadwork and sewing to the families. They also host bi-weekly powwow dance workshops where they teach about powwow protocols, etiquette and dance styles.

SDUSD also hosts community events, such as their Trunk or Treat, Veteran's Honoring, Winter Solstice, and yearly powwow. If you are interested in learning about the SDUSD's Title VI Program you can contact Connie Greybull at (619) 209-4501 or at cgreybull@sandi.net.

The Valley Center-Pauma Unified School District utilized most of its Title VI grants to ensure every school site within the district has a Title VI aid dedicated to working with Native American students. The Title VI Aides work directly with students to provide intervention and support services. There's also a Title VI Liaison and School Psychologist at the high school who serves as the Advisor for the Native Club.

In addition, the Title VI program hosts Family Nights and the Parent Advisory Committee does outreach at the school sites. If you are interested in learning more about the VCPUSD

Title VI program, feel free to contact their Parent Advisory Committee: Shanna Bojorquez, Title VI Co-Chair,(760) 305-2260 or bojorquez@pauma-nsn.gov; Katrina Keyoite, Title VI Co-Chair, (760) 560-8122 or Katrina.keyoite@lajollansn.gov; Elena Hood, Secretary, (760) 580-2386 or hood@ucsd.edu.

According to its district website, the Warner Unified School District's Title VI Program serves the Native communities including Los Coyotes, Mesa Grande, and Santa Ysabel. The Indian Advisory Committee oversees the Native student support team at Warner including the Native Liaison and Native Pride Club Advisor.

The Native Liaison works closely with students on campus and helps monitor the grades and attendance of Native students. The Native Pride Club Advisor meets with club members weekly to discuss and plan club activities including fundraisers, community events, and cultural activities. If you are interested in learning more about their program, please reach out to the district office at (760) 782-3517.

*Note: If you are interested in participating in your local Title VI Indian Ed Program, contact the school district to inquire if they have a program in place. In order to receive direct services through the Title VI program, families will need to complete a 506 Form. These forms are part of the Title VI federal program that ensures the government is providing quality education for Native students as required by Tribal treaties.*

*Every form increases funding for Title VI programs and helps all Native students get academic support and cultural programming. These forms are kept confidential within the school or district office and your information will not be shared with outside parties.*



*Title VI Beading Project, Valley Center/Pauma Unified School District*

# Cyberbullying: New Dimension of Social Cruelty Affects Children, Teens – And Parents

By Gary P. Taylor, SCTCA TANF

*Editor's note: This article was first published in the SCTCA TANF Newsletter in 2019. It is reprinted here in its entirety.*

Flaming. Denigration. Impersonation. Exclusion. Mockery. For a generation of children and teens, these are just a few of the terms reflecting a new dimension of social cruelty – cyberbullying.

Americans of all ages now have an unprecedented level of communications that include iPhones, apps, chat spaces, Instagram, Facebook, Twitter and countless other forms of online games and instant messaging.

But with all that freedom to communicate has come a form of social harassment that didn't exist much when today's teens were born: a constant barrage of threats and intimidation by some cyberbullying individuals that can cause high levels of stress, anxiety, depression and fear. And, in some extreme cases, suicide.

It happens to Native Americans as well as others, with Indian children and teens across America reporting hundreds of instances of cyberbullies posting horrible messages, lewd or embarrassing photos or even threats of violence. These occur with alarming frequency, whether Native Americans are living on or off the reservation.

None of this is surprising to Nancy E. Willard, who wrote a book more than a decade ago warning of the coming era. Her 2007 book – *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Cruelty, Threats, and Distress* – accurately noted the emerging presence of intimidation in the world of digital technologies.

Willard – an M.S. (Master of Science) and J.D. (Juris Doctor) – has a simple definition of cyberbullying: It is being cruel to others by sending or posting harmful material or engaging in other forms of social cruelty using the Internet or other digital technologies.

But within this definition are such things as “direct threats or distressing material that raises concerns that a young person may be considering committing an act of violence against others or self,” she wrote in her book. “As young people embrace the Internet and other digital communication technologies, cyberbullying and cyberthreats are (also) emerging as challenging issues for schools to address.”

Willard's background includes working with “at risk” children, law, and technology in schools. As a result of her experiences, she came up with a list of terms identifying types of cyberbullying widely recognized:

*Flaming* – angry, rude arguments.

*Harassment* – repeatedly sending offensive messages.

*Denigration* – “dissing” someone online by spreading rumors or posting false information

*Outing and trickery* - disseminating intimate private information or tricking someone into disclosing private information, which is then disseminated.

*Impersonation* – pretending to be someone else and posting material to damage that person's reputation.

*Exclusion* – intentional exclusion from an online group.

*Cyberstalking* – creating fear by sending offensive messages and other harmful online activities.

She has other terms as well, but they all fall under the umbrella of individuals purposely trying to hurt or harm others emotionally or even physically.

“Cyberbullying can cause great emotional harm to the target,” Willard wrote on her own website, the *Center for Safe and Responsible Internet Use*. “Online communications can be very cruel and vicious. Cyberbullying can be happening 24/7. Damaging text and images can be widely disseminated and impossible to fully remove. Teens are reluctant to tell adults – for fear of overreaction, restriction from online activities, and possible retaliation by the cyberbully.”

Such a response is common among both girls and boys, she said – whether they are Native Americans or non-Native.

In addition, Willard noted that cyberbullying “may occur via personal web sites, blogs, email, discussion groups, message boards, chat, instant messaging, or text/image cell phones. A cyberbully may be a person whom the target knows or an online stranger. A cyberbully may be anonymous and may enlist the aid of others, including online “friends.” Cyberbullying may be a continuation of, or in retaliation for, in-school bullying. It may be related to fights about relationships or be based on hate or bias.”

For parents and guardians – most of whom grew up long before iPhones and apps and all the other forms of digital communications – looking for signs that their children or teen may be experiencing cyberbullying isn't always easy. But Willard said there a few signs common among children and teens:

*Expression of sadness or anger during or after Internet use; withdrawal from friends and activities; school avoidance; decline of grades. Other indicators are signs of depression or sadness. Parents should pay close attention if your child is being bullied at school or having any other difficulties with peers. These are the teens that are most often targeted by cyberbullies.*

Willard stresses that any adults who are aware of cyberbullying affecting their children or loved ones should act decisively to stop it. The first thing to do, she recommends, is to “identify the cyberbully. Ask your ISP (internet service provider) for help. Clearly tell the cyberbully to stop. Ignore the cyberbully by leaving the online environment and/or blocking communications.

“File a complaint with the Internet or cell phone company. Seek assistance from the school, if the cyberbully also attends the same school. But because of free speech protections, if



# STOP BULLYING NOW

Think twice before saying something not so nice.

## STOP CYBERBULLYING

USING ELECTRONIC MEDIA TO BULLY.

- Sending offensive texts
- Spreading rumours via social media
- Sending images to others to seclude a person
- Repeatedly calling calling and hanging up
- Offensive emails

Know how to help by visiting [www.rescuefrombullies.com](http://www.rescuefrombullies.com)

PosterMyWall.com

the cyberbullying is occurring totally off-campus, your school may only be able to provide informal assistance, not formal discipline.”

If none of these options work, Willard says the next steps should be to “send the cyberbully’s parents a certified letter that includes the evidence of cyberbullying. Demand that the actions stop and harmful material be removed. Contact an attorney to send a letter or file a lawsuit against the parents based on defamation, invasion of privacy, or intentional infliction of emotional distress. Finally, call the police if the cyberbullying involves threats of violence, coercion, intimidation based on hate or bias, and any form of sexual exploitation.”

Willard’s recommended responses are tough. In her view, though, they are reasonable in this new era of social chaos and cruelty affecting children and teens- including Native Americans.

## A Decade Later, *Strong Medicine* Remains a Powerful Collection of Stories Recounting Struggle, Sacrifice – and Redemption

By Gary P. Taylor, SCTCA TANF

The first paragraph in Somer Raine’s short story “*Haunting Memory*” is direct – and ominous.

“I was real young. Maybe six or seven years old. Just old enough to know something was wrong.”

Those are not easy sentences to write. But it’s the beginning of a true story that is remarkably personal and emotional.

Raine’s candid recollection is one of 26 short stories in *Strong Medicine*. The 90-page book was published in 2011 by PEN Center USA in partnership with the Southern California American Indian Resource Center (SCAIR), a career training provider for Southern California Tribal Chairmen’s Association (SCTCA) TANF.

The book contained stories from 11 first-time writers. The authors – all women - completed an intense three-month workshop in the summer of 2011 at SCAIR’s Alpine office. The result, *Strong Medicine*, was published that November.

None of the writers – who were all SCAIR students – had ever before had anything published, said Frank Pancucci, who was then SCAIR’s Project Coordinator. In fact, he noted SCAIR had never even attempted this type of workshop in the past.

But that all changed in 2011.

“We were brainstorming in the spring (of 2011) to see what we could come up with for our students,” Pancucci recalled. “Then I was contacted by PEN Center USA and we created this partnership to establish a writing workshop for participants in the summer.”

PEN Center put out a call for instructors in San Diego and Jim Ruland was selected to teach the classes, Pancucci said. Ruland, a retired U.S. Navy veteran, had written a collection of short stories called *Big Lonesome*. He also had some previous experience teaching Native American students.

It was Ruland who taught the 11-week course and guided the writers in their development. Ruland directed the workshop from the beginning, at first starting with one-hour writing exercises, reading excerpts and then having the writers develop their own stories.

But in the end, it was the work of the students that created what would become *Strong Medicine*. In the foreword to the book, Pancucci wrote:

“Within the Native American community, storytelling has been an honored and respected tradition, and integral in the handing down of history and culture from generation to generation. This summer, a group of women, participants at the Southern California American Indian Resource Center gathered to create *Strong Medicine*.

“Using the same tradition of storytelling, the writers challenged themselves to tell their stories, pass down their wisdom, reflect on their experiences, and, in the process, were able to find a stronger and more determined voice.”

Ruland, in the book’s introduction, wrote that *Strong Medicine* “is the result of an intense summer of writing by a remarkable and courageous group of writers. This anthology

reflects the writers’ commitment to telling the stories that shaped their lives, as well as a willingness to experiment and discover something new.

“In many ways, the majority of the stories and essays collected here reflect a similar desire to be well. Life is hard and never stops presenting new challenges. Writing is one way of coming to grips with these opportunities for growth and making sense of what they mean to us, both as individuals and as members of families and larger communities. The writing that is honest and unflinching is always a gift.”

Pancucci said the book’s name was chosen by the writers. “The participants decided to title the collection of stories *Strong Medicine* because it spoke to the writings which were difficult to share but in the end proved to be healing,” he said.

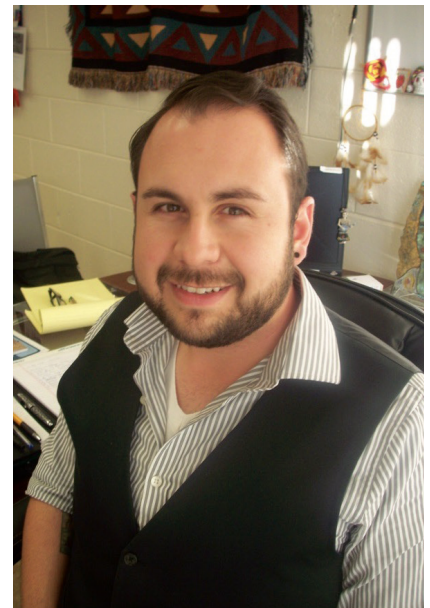
Rachel “Teka” Tsoie, who had three stories published in the book, said it was “a long process but well worth it.”

“I wrote about a few things that I never really got to express before,” Tsoie wrote in the *SCAIR Monthly News* shortly after the book’s publication. “After listening to a few of the stories that some of the women shared within our weekly meetings, it helped me feel more comfortable with my stories. At first it was a little hard to put emotion on paper but once I started writing, it came very natural.

“Not only am I thankful and appreciative of the help and support of the SCAIR staff, I am also very thankful for the women I met in the *Strong Medicine* group for their strength and courage to share their lives with one another.”

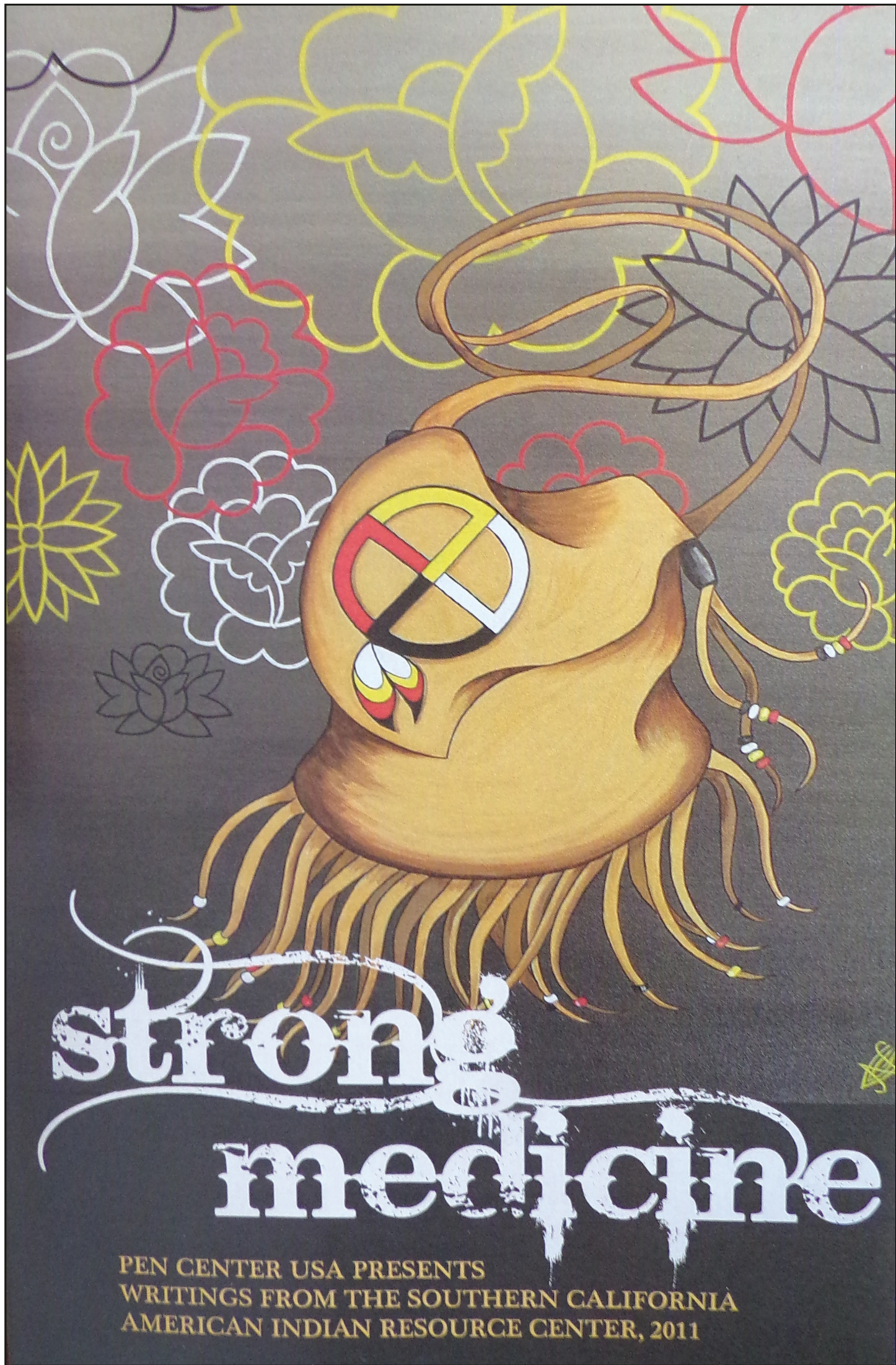
Seven of the writers read all or part of their stories in December 2011 at the Barona Resort and Casino. The event was called “*Strong Medicine: Readings from the Southern California American Indian Resource Center.*”

“They were very nervous, but they really felt empowered after it was over,” Pancucci remembered. “After the readings, there were so many people who came to us and told us how much they loved the stories. I don’t think we were expecting such a large response. And I don’t think any of the writers were really expecting that, either. It was hugely positive.”



Frank Pancucci in 2011





# Excerpts - Stories from *Strong Medicine*

By Gary P. Taylor, SCTCA TANF

***Strong Medicine*** is a collection of 26 stories published more than a decade ago.

Some of the pieces are short – one story, *My Mom’s House* by Bonnie Mesa- is just a single paragraph. Others are longer. Most of the stories, though, are very personal and include unforgettable memories of people and events that shaped the writers’ lives. Here are a few excerpts (the first two – one almost lyrical, the other stark- are complete stories):

**“My Mom’s House,” by Bonnie Mesa:**

*My favorite place is my mom’s house. I love the green grass and the shade from the oak tree. The smell of campfire creeping up from the campground. The air blows through the trees, shaking the branches. The chirping birds filling the air with sound. We sit on the porch as the kids play in the yard. The strawberry patch is filling with nice red berries, and the plum trees have new blooms. Off in the distance, the neighborhood kids are riding their bikes, laughing, and talking.*

**“Haunting Memory,” by Somer Raine:**

*I was real young. Maybe six or seven years old. Just old enough to know something was wrong.*

*It was early morning, just as the sun was about to shine. I walked out of my bedroom to go lay down with my mother. As I did, I saw my father and older sister standing there. He has a gun pointed at her, and I can see the terror in her face. He tells me to go back to sleep, nothing’s wrong. But I knew there was.*

*So the next day at school I told my teacher, and they called child protective services. Of course, they said nothing happened. So years passed by until a year ago my sister finally confessed that it was true. All these years I have felt like a liar and caused my father to leave, but in the end, I know I can trust my feelings.*



Although the stories in *Strong Medicine* vary in length, they are similar in one regard: the writing is concise and direct. And sometimes, the words convey an impression of something coming, something unknown: Consider this passage, from **“One Of Those Days,”** by Rachel Tsosie (pictured right, in 2011):

*It was one of those days that everything just feels weird. I know you know what kind of day I’m talking about. The sky looks off-color. It’s not a blue sky, but not a gray sky. The air has an odd smell, and the leaves are flying all around. “Santa Ana winds” they call it. The animals even act strange. A day you would never forget.*

Some of the stories are so personal, the writers make no effort to hide what is coming, as in **“Not Meant To Be,”** by Lonely Woman:

*The last incident was at the trolley station. He saw me there while I was with my friend, and he grabbed me and would not let me go. My friend was very scared. She ran to get the security guards, and he had me pinned up against the railing and was biting me and hitting me. People saw me crying and scared and tried to help, but he would not let me go until he saw the police and took off running.*

Or this, from **“Changes,”** by April Cadotte:

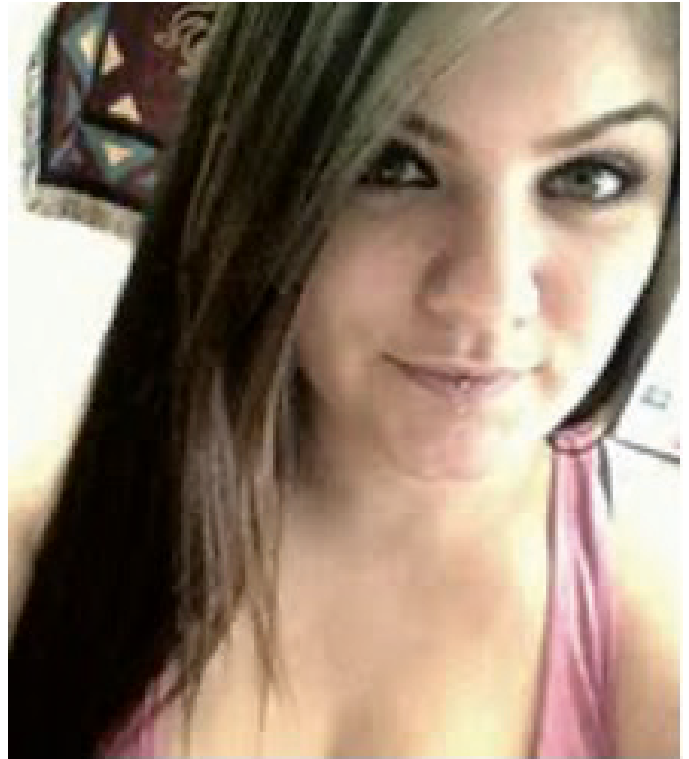
*I walked up to the counter and put in my request for a visiting pass. I was standing at the counter like I usually did, but I was getting nervous because I usually didn’t have to wait that long. I went to the counter and asked them why I was still waiting. I went to sit down again with the feeling that I really needed to flush the three grams of heroin down the toilet. I wanted to leave. When I got up to go, the corrections officer came around the corner and asked me to step into the lieutenant’s office. I knew I was done when I saw she had on blue gloves used for searching.”*

Finally, there is this passage from **“Makenna,”** Tiffany Workman’s short story recounting her daughter’s accidental fall:

*“Then the scariest thing happened. Just as I turned my head to look at Makenna, she was falling backwards in her chair. She made this horrible smacking sound on the floor. I thought she had cracked her head open.”*

*Strong Medicine* is filled with such passages throughout its 90 pages. It was, and remains, a volume of stories remarkable for its simplicity, intensity- and honesty.

*Strong Medicine* authors: Rebecca Bell, April Cadotte, Debra Anne Kuhl, Andrea Longenecker, Christina Martinez, Bonnie Mesa, Amanda Moorehead, Somer Raine, Rachel Tsosie, Lonely Woman and Tiffany Workman.



# Join the



# Family!

SCTCA offers rewarding careers and a great work/life balance, including the following benefits:

- **Medical, Dental, Vision & 401(k)**
- **Paid Holidays**
- **Generous Sick & Vacation Leave**



Please apply at [www.sctca.net](http://www.sctca.net)

# Class Calendars

Two Directions, Inc.  
January 1 2023-June 30 2023

**2 0 2 3 C L A S S S C H E D U L E**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Space #8 Classroom 1 Classes</b>				
	<b>Life Skills</b> 9:00-11:00 am <b>Laura Rizza</b> (Soft skills, Building Healthy Families, Social skills, Survival skills, Em-ployability, Finances, & more)	<b>* In Person/Virtual/and Distance Learning</b>		<b>Tribal Culture</b> 9:00-11:00 am <b>Heather Turnbull</b>
Break 11:00-11:15				
	<b>Culture Class</b> 11:15-1:15 pm <b>Heather Turnbull</b> (Ribbon Shirts & skirts, gourd projects, Moccasin making, cradleboards, and much more)		<b>Tribal Culture</b> 11:15-1:15 pm <b>Heather Turnbull</b> (Basic Beading, Lazy Stitch, Applique, Rosette, Peyote stitch, gourd stitch, brick stitch, Loom work, & more)	<b>Indep. Tribal Culture</b> 11:15-1:15 pm
Break 1:15-1:30 pm				
	<b>Independent Culture</b> 1:30-4:30		<b>Indep. Tribal Culture</b> 1:30-4:30	
<b>** Please contact Claudina to make arrangements for virtual/distance learning</b>				

Two Directions, Inc.  
January 1 2023-June 30 2023

**2 0 2 3 C L A S S S C H E D U L E**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Space #8 Classroom 2 Classes</b>				
9:00-11:00 Study Period	9:00-11:00 Study Period	9:00-11:00 Study period	9:00-11:00 Study Period	9:00-11:00 Diploma / HiSet/ *ABE
<b>* In Person/Virtual/and Distance Learning</b>				
Break 11:00-11:15				
11:15-1:15 Study Period	<b>DMV Class</b> 11:15-1:15 <b>Laura Rizza</b> (Permit Prep, Test scheduling, behind the wheel training)	11:15-1:15 Study Period	<b>Diploma / HiSet/ *ABE</b> 11:30-12:30 <b>Josh M.</b> (WASC accredited diploma program, HiSet 5 series and GED 4 series test prep; state-endorsed high school equivalency certificate, ABE; basic skills development, writing & math)	<b>Diploma / HiSet/ *ABE</b> 11:15-1:15 <b>Josh M.</b> Skills, college assessment prep, college, community college and online course support)
Break 1:15-1:30				
1:30-4:30 Study Period	1:30-4:30 Study Period	1:30-4:30 Study Period	1:30-4:30 Study Period <small>*Adult Basic Education</small>	No classes <small>*Adult Basic Education</small>
<b>** Please contact Claudina to make arrangements for virtual/distance</b>				

Two Directions, Inc.  
January 1 2023-June 30 2023

**2 0 2 3 C L A S S S C H E D U L E**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Space #39 Computer Lab Classes</b>				
<b>Self Paced Class</b> 9:00-11:00 <b>Staff</b>	<b>Computers</b> 9:00-11:00 <b>Staff</b>	<b>Computers</b> 9:00-11:00 <b>Staff</b>	<b>Intro to PCs</b> 9:00-11:00 <b>C. Illingworth</b>	<b>Computers</b> 9:00-11:00 <b>J. Murphy</b>
* Classes offered but are not limited to; Introduction to Computers, Word, Excel, PowerPoint, QuickBooks, Keyboarding, Accounting, Business budgeting, Business Ethics, Business Management, Business Professionalism, Payroll Management, Small Business classes, Business Branding, Business Writing, Career Training, Entrepreneurship, Language Arts, Legal Classes, Medical Billing, Office Skills, and more classes.				
Break 11:00-11:15				
<b>Self Paced Class</b> 11:15-1:15 <b>Staff</b>	<b>Computers</b> 11:15-1:15 <b>L. Rizza</b>	<b>Computers</b> 11:15-1:15 <b>Staff</b>	<b>Intro to PCs</b> 11:15-1:15 <b>C. Illingworth</b>	<b>Computers</b> 11:15-1:15 <b>J. Murphy</b>
<b>* In Person/Virtual/ and Distance Learning</b>				
Break 1:15-4:15				
<b>Self Paced Class</b> 1:15-4:15 <b>Staff</b>	<b>Self Paced Class</b> 1:15-4:15 <b>Staff</b>	<b>Self Paced Class</b> 1:15-4:15 <b>Staff</b>	<b>Self Paced Class</b> 1:15-4:15 <b>Staff</b>	<b>Computer Class closed @1:15 pm on Friday's</b>
<b>** Please contact Claudina to make arrangements for virtual/distance</b>				

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**

**OFFICE CLOSURES:**

**Friday April 7, 2023 for  
Good Friday.**



**APRIL 2023 CALENDAR**

**BG ASSOCIATES INC.**  
(NEW ADDRESS)  
210 S. JUNIPER ST., SUITE 212  
ESCONDIDO, CA 92025  
PH: (760) 737-0113  
FX: (760) 737-0581  
WWW.BGASSOCIATESINC.COM  
MONDAY-FRIDAY  
8:30AM-4:00PM

FOR CLASS INFORMATION, CONTACT KAYLEIGH at  
KGUACHENA@BGASSOCIATESINC.COM.

**BG ASSOCIATES INC.**  
PROVIDES INDIVIDUALIZED  
LEARNING TO  
ACCOMMODATE THE  
SCHEDULE & NEEDS OF  
PARTICIPANTS.  
CLASSES & TIMES ARE  
SUBJECT TO CHANGE.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>IN PERSON CLASSES</b></p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS 8:30AM-4PM (VARIES BY CLIENT)</p> <p><b>VIRTUAL CLASSES</b></p> <p><b>IN PERSON AND VIRTUAL</b></p> <p><b>SPANISH</b> 9AM-11AM (available online/app &amp; can be tracked by instructor)</p> <p><b>PHILLIP ROY: HEALTH CARE TERMS</b> 9AM-11AM (lessons can be emailed)</p> <p><b>KEYBOARDING</b> 9AM-12PM (available online &amp; can be tracked by instructor)</p> <p><b>ABE/GED</b> 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>APPLIED SKILL PRACTICE (GED)</b> 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>*TUTORING ASSISTANCE</b> (BY APPOINTMENT ONLY via Zoom, Google Meet, or other form of virtual face to face meeting)</p>	<p><b>IN PERSON CLASSES</b></p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS 8:30AM-4PM (VARIES BY CLIENT)</p> <p><b>VIRTUAL CLASSES</b></p> <p><b>IN PERSON AND VIRTUAL</b></p> <p><b>SELF-SUFFICIENCY: FINANCIAL FREEDOM</b> 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>SPANISH</b> 9AM-11AM (available online/app &amp; can be tracked by instructor)</p> <p><b>KEYBOARDING</b> 9AM-12PM (available online &amp; can be tracked by instructor)</p> <p><b>ABE/GED</b> 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>*TUTORING ASSISTANCE</b> (BY APPOINTMENT ONLY via Zoom, Google Meet, or other form of virtual face to face meeting)</p>	<p><b>IN PERSON CLASSES</b></p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS 8:30AM-4PM (VARIES BY CLIENT)</p> <p><b>VIRTUAL CLASSES</b></p> <p>ED2GO.COM/ COURSES <b>IN PERSON AND VIRTUAL</b></p> <p><b>LIFE SKILLS:</b> (via Zoom, Google Meet, or other form of virtual face to face meeting) <b>SELF MOTIVATION</b> 9-11 AM <b>WORKPLACE ETIQUETTE</b> 11:30AM-1:30PM</p> <p><b>ABE/GED</b> 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>COMPUTER SKILLS (GENERAL)</b> 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>KEYBOARDING</b> 9AM-12PM (available online &amp; can be tracked by instructor)</p> <p><b>*TUTORING ASSISTANCE</b> (BY APPOINTMENT ONLY via Zoom, Google Meet, or other form of virtual face to face meeting)</p>	<p><b>IN PERSON CLASSES</b></p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS 8:30AM-4PM (VARIES BY CLIENT)</p> <p><b>VIRTUAL CLASSES</b></p> <p><b>IN PERSON AND VIRTUAL</b></p> <p><b>ABE/GED</b> 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>COMPUTER SKILLS (GENERAL)</b> 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>SPANISH</b> 9AM-11AM (available online/app &amp; can be tracked by instructor)</p> <p><b>MATH/ENGLISH REFRESHER</b> 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>*TUTORING ASSISTANCE</b> (BY APPOINTMENT ONLY via Zoom, Google Meet, or other form of virtual face to face meeting)</p>	<p><b>IN PERSON CLASSES</b></p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS 8:30AM-4PM (VARIES BY CLIENT)</p> <p><b>VIRTUAL CLASSES</b></p> <p>ED2GO.COM/ COURSES <b>IN PERSON AND VIRTUAL</b></p> <p><b>SPANISH</b> 9AM-11AM (available online/app &amp; can be tracked by instructor)</p> <p><b>PHILLIP ROY: WELDING TERMS</b> 9AM-11AM (lessons can be emailed)</p> <p><b>KEYBOARDING</b> 9AM-12PM (available online &amp; can be tracked by instructor)</p> <p><b>ABE/GED</b> 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>APPLIED SKILL PRACTICE (GED)</b> 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p><b>*TUTORING ASSISTANCE</b> (BY APPOINTMENT ONLY via Zoom, Google Meet, or other form of virtual face to face meeting)</p>

**April 2023**

SCAIR Weekly Calendar  
Serving the Native American  
Community Since 1997



SCAIR, Inc.  
239 E. Main St. | El Cajon, CA 92020  
Monday-Friday | 8:00am-4:30pm  
888.21.SCAIR | 619.328.0676  
www.SCAIRInc.org

MONDAY	TUESDAY	WEDNESDAY
<p>8:00am-4:30pm In-Person Classes</p> <p>Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services</p> <p>Appointment via Tele-Medicine Only Counseling Services**</p> <p>9am, 10am, 11am &amp; 1pm Appointments County Approved Typing Test</p>	<p>8:00am-4:30pm In-Person Classes</p> <p>Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services</p> <p>Appointment via Tele-Medicine Only Counseling Services**</p> <p>9am, 10am, 11am &amp; 1pm Appointments County Approved Typing Test</p> <p>4/4   6:00-8:00pm Sacred Pipe TUPE at Ballard Cultural Night</p>	<p>8:00am-4:30pm In-Person Classes</p> <p>Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services</p> <p>Appointment via Tele-Medicine Only Counseling Services**</p> <p>9am, 10am, 11am &amp; 1pm Appointments County Approved Typing Test</p> <p>4/19   10am -12pm Career Training By Appointment Only</p>
THURSDAY	FRIDAY	
<p>8:00am-4:30pm In-Person Classes</p> <p>Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services</p> <p>Appointment via Tele-Medicine Only Counseling Services**</p> <p>9am, 10am, 11am &amp; 1pm Appointments County Approved Typing Test</p> <p>4/6   4:00pm-5:30pm Sacred Pipe TUPE at SDAIYC Ballard Garden ArtReach</p> <p>4/20   4:00pm- 5:30pm Sacred Pipe TUPE at SDAIYC Ballard Garden ArtReach</p>	<p>8:00am-4:30pm In-Person Classes</p> <p>Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services</p> <p>Appointment via Tele-Medicine Only Counseling Services**</p> <p>9am, 10am, 11am &amp; 1pm Appointments County Approved Typing Test</p> <p>4/7   CLOSED In Observance of Good Friday</p>	<p>Please visit <a href="http://www.SCAIRInc.org">www.SCAIRInc.org</a> for more information about SCAIR's 8 Programs:</p> <ul style="list-style-type: none"> <li>Native NetWORKS Program</li> <li>Tribal TANF Program</li> <li>American Indian Education Centers (AIEC) Program</li> <li>Sacred Pipe Tobacco-Use Prevention Education (TUPE) Program</li> <li>Howka Community Service Block Grant (CSBG) Program</li> <li>Emergency Food &amp; Shelter Program</li> </ul> <p>*After hour tutoring requests available based on availability of Instructor. **Evening hours available based on availability of Clinicians.</p>

# 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
Office Hours: 8AM - 4:30PM	Office Hours: 8AM - 4:30PM	Office Hours: 8AM - 4:30PM	Office Hours: 8AM - 4:30PM	Office Hours: 8AM - 4:30PM
	CAREER DEVELOPMENT 10AM - 1PM*	PARENTING 1PM - 3PM*	CAREER DEVELOPMENT 10AM - 1PM*	
JOB SEARCH**	JOB SEARCH**	JOB SEARCH**	JOB SEARCH**	JOB SEARCH**

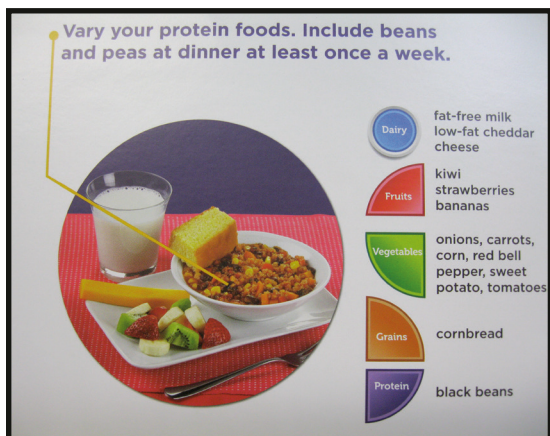
\* By Appointment Only      \*\* Must be Pre-Approved

# 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	GED Prep 10AM-1PM	World of Work 9AM-12PM	GED Prep 10AM-1PM	Tutorial 9AM-12PM
Native Arts & Crafts 12:30PM-3:30PM	Computers 10AM-1PM	GED Prep 12:30PM-3:30PM	Computers 10AM-1PM	
	Parenting Class 12:30PM-3:30PM			

## Commodity Distribution Schedule April 2023



COMMODITY DISTRIBUTION SCHEDULE FOR APRIL 2023		
DATE	LOCATION	TIME
APRIL 10, MONDAY	MANZANITA/LA POSTA OLD CAMPO	9:30 AM - 10:45 AM 11:30 AM - 12:30 PM
APRIL 11, TUESDAY	VIEJAS BARONA	9 AM - 10 AM 11 AM - 12 PM
APRIL 13, THURSDAY	MESA GRANDE SANTA YSABEL	9 AM - 10 AM 11 AM - 12 PM
APRIL 17, MONDAY	CAMPO	10 AM - 12 PM
APRIL 19, WEDNESDAY	SAN PASQUAL	8 AM - 12 PM
APRIL 20, THURSDAY	LOS COYOTES LA JOLLA	8:30 AM - 9:30 AM 11 AM - 12 PM
APRIL 24, MONDAY	RINCON	8 AM - 12 PM
APRIL 25, TUESDAY	PECHANGA PAUMA	9 AM - 10 AM 10:30 AM - 11:30 AM
APRIL 26, WEDNESDAY	PALA	9 AM - 11 AM



## Coming in May:

- Together As Native Families Wellness Conference
- Succeeding in a Job Interview
- Reflections: A Retirement at Rincon Community Child Development Center