

## TANF Institute Explores Issues of Trust, Motivation and Responsibility

By Gary Taylor, Reporting for SCTCA TANF

The importance of establishing trust was at the forefront of the four-day National Tribal TANF Institute in late July at the Pala Casino Spa Resort.

More than 200 TANF staff – including Site Managers, Directors, Caseworkers and Career and Vocational Development specialists – from throughout the country attended the annual conference sponsored by the University of California Davis Extension Center for Human Services. The staff listened to guest speakers, engaged in workshops and completed sessions on topics ranging from issues of trust, motivation and responsibility.

Establishing trust was a recurring theme throughout the conference, with several speakers noting the importance of gaining the confidence of all those who seek assistance from Tribal TANF programs.

“Trust is the first thing – if you don’t have trust, you don’t have anything,” said Carl Rabun, Ph.D (Chumash.) “(TANF) Clients need to know they can trust you, that you have their best interests at heart.”

Rabun told more than 60 people in his workshop that if they failed to establish trust,



From left: Gema Medina, Stephanie Magana, Jennifer Chambers, Desiree Herrera and Yvette Yazzie

“then nothing else significant will follow.”

“Clients will shut down and will look at you as an adversary or an obstacle to overcome instead of someone who can help them or who wants to help them,” Rabun

said.

At another session, Persephone “Perse” Lewis (Yomba Band of Shoshone Indians) told her group that “building trust increases accountability, loyalty and awareness of the

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## Two Directions Students Graduate From Escondido Adult School

By Pam Arviso, Contributed for Two Directions



Steve Turnbull and Heather Rollins

More than one tear was shed by friends and family when two Southern California Tribal Chairmen’s Association (SCTCA) TANF students in Two Directions Inc.’s HiSET class graduated on June 23, 2016 at the Fifty-Eighth Annual Graduation Exercises for Escondido Adult School.

Newly-minted graduates Steve Turnbull and Heather Rollins were elated at their accomplishment and overwhelmed by the support they received throughout their journey, made evident at the ceremony, which took place at the California Center for the Arts in Escondido. The HiSET testing system is the equivalent of a high school diploma. It is no small accomplishment to pass the five HiSET subject exams included in the testing battery.

The HiSET is an alternative version of high school equivalency testing offered by Two Directions. Two Directions Instructor Josh Murphy explains, “This option generally takes less time to complete than achieving a traditional diploma or GED.” He says the HiSET may offer a faster path, but it is no less challenging: “A big congratulations to both Heather and Steve for completing all five subject exams in the past year. They are to be commended for their perseverance.” Two Directions Administrator Claudina Micheletti concurred, saying, “We are so proud of them. Their success is an inspiration to all our students.” Steve and Heather received their diplomas from Dom Gagliardi, Principal of the Escondido Adult School. It was a touching moment for each of them.

(Continued on page 2)



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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P.O. Box 1470  
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(760) 746-0901 Ext. 100

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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:

Barona	Cahuilla
Campo	Ewiiapaayp
Inaja/Cosmit	Jamul
La Jolla	La Posta
Los Coyotes	Manzanita
Mesa Grande	Pala
Pauma	Rincon
San Pasqual	Santa Ysabel
Santa Ynez	Sycuan
Viejas	

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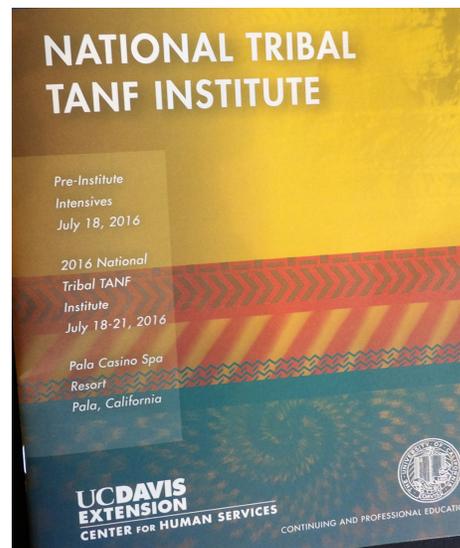


(Continued from page 1)

## TANF Institute Explores Issues of Trust, Motivation and Responsibility



Heather Sepulveda



other person.”

“This is true for all of us, whether it’s a TANF participant or one of our co-workers,” she said.

Added Desiree Herrera, Caseworker at TANF Escondido, “Trust, consistency, credibility and change all start with engagement.”

Herrera was one of more than a dozen SCTCA TANF staff attending the Institute. Others who attended included TANF Manzanita Site Manager Heather Sepulveda; TANF San Diego Site Manager Paul Miranda; TANF Pala Site Manager Yvette Yazzie; and TANF Sites Director Melanie Luna.

Also in attendance was Eddie Perez, Caseworker, TANF San Diego; Karol Provost, Career and Vocational Development Specialist, TANF San Diego; Jennifer Chambers, Caseworker, TANF Pala; Gema Medina, Caseworker, TANF Pala; Stephanie Magana, Career and Vocational Development Specialist, TANF Pala; and Keven Eldridge, Career and Vocational Development Specialist, TANF Pala.

The Institute provided a wide range of courses throughout the week, including Case Management in Tribal

TANF; Motivation and Engagement in Client Services; Applying Results-Based Accountability in Tribal TANF programs; and Historical Trauma and the Relationship to Wellness and Self-Sufficiency.

Among other workshop sessions and classes: Increasing Your Reflective Listening Skills; How to Foster Resiliency: Adverse Childhood Experience/Trauma; Case Planning in Rural and Reservation Communities; Suicide Prevention in Tribal Communities; and Strategies for Incorporating Native Culture in Tribal TANF programs.

“The National Tribal TANF Institute and Pre-Institute Intensives bring people together from throughout the country for a unique educational experience,” according to its 20-page Institute booklet. “...Using culturally specific services, academically supported best practices and real-world successes, the Institute will provide helpful information, tools, skill building and networking opportunities that support Native people – from urban areas, rural areas, rancherias and reservations – in developing and operating Tribal TANF programs that meet the ever-evolving needs of Native people and communities.”

### A Note of Thanks from UC Davis

We would like to extend our sincere appreciation to the Southern California Tribal Chairmen's Association (SCTCA) Tribal TANF program for their ongoing hospitality and support of the Institute. It is an honor to return to Pala and showcase their exceptional program throughout the Institute. The Institute is a collective effort on many levels and would not be possible without the assistance, feedback and local coordination provided by the wonderful staff at SCTCA. Thank you.

(Continued from page 1)

### Two Directions Students Graduate From Escondido Adult School

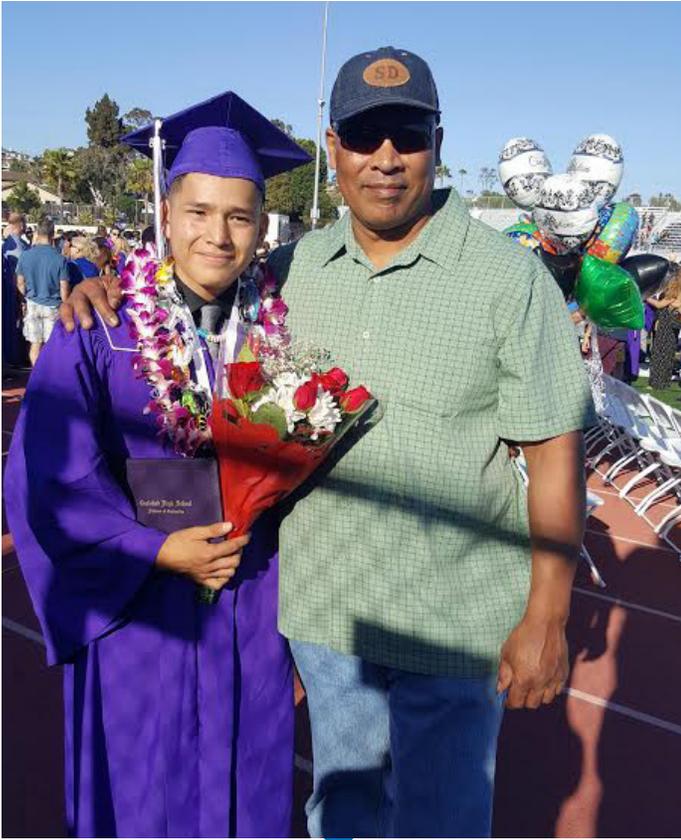
Steve confided, “I’ve got to admit, I was reluctant to go, but I’m glad I did. It was exciting and emotional to walk up and get my diploma. I thank my family, the teachers and staff at Two Directions and TANF for their support.”

Looking back on her amazing achievement, Heather says, “Thanks to Josh, my teacher, for being patient and consistent with me and for being my backbone. I also thank Claudina and Norma for being supportive and having faith in me.”

For more information about Two Directions’ HiSET program, contact (760) 749-1196 or visit our website at [www.twodirections.com](http://www.twodirections.com).

# Navajo Family's Academic Success Driven By Love, Respect, Determination

By Desiree Herrera, Caseworker, SCTCA TANF Escondido



Kody and Eddie Sampson

Southern California Tribal Chairmen's Association (SCTCA) Tribal TANF Escondido would like to recognize and congratulate two participants for their educational accomplishments.

On May 27, 2016 Eddie Sampson - an enrolled member of the Navajo Nation and Escondido TANF participant - received his Associates Degree in Liberal Arts with an area of emphasis in Applied Health, Nutrition and Kinesiology. Three weeks later, Eddie's nephew Kody Sampson graduated from Carlsbad High School on June 16, 2016.

Eddie applied for Tribal TANF in Escondido to request support services for his nephew Kody. He understands the importance of education and has been dedicated to providing Kody a stable, nurturing home environment where he can focus on his studies. Eddie has worked diligently to mentor Kody and instill work ethics that will help Kody become a successful young man.

Eddie is employed as a Radiology Technician at Carlsbad Surgery Center, Sutter Outpatient Services. He will be applying at Mira Costa College Nursing Program. His desire is to become a registered nurse.

Kody plans to enlist in the United States Marine Corps. Congratulations Eddie and Kody! We wish you both the best of luck in your future endeavors. 🖤



Models, B. Yellowtail Collection

## Los Angeles

The City of Angels is home to fashion lines worldwide. Hardly any are owned by Native Americans. Even fewer are owned by the clothing designer. Bethany Yellowtail has arrived in Los Angeles as both. As noted in the June issue of *Tribal Business Journal*, Yellowtail has added a Native American splash to the design world:

*"But 27-year-old Bethany Yellowtail, an enrolled member of the Northern Cheyenne tribe who was raised on the Crow Indian Reservation, has broken away from the conventional route by creating her eponymous fashion line, B. Yellowtail, which encompasses genuine indigenous designs through wearable art.*

*"Yellowtail has used her degree from LA's Fashion Institute of Design and Merchandising to build a business that represents her cultural background.*

The Native American designer has established herself in Los Angeles in just the past year. She has always loved fashion, but she admitted the move to California took some adjustment.

"I had no concept of what fashion was as an industry, but I knew I loved it," she told the *Journal*. "It was a culture shock (moving to Los Angeles) but I realized that there was an ability for me to express my creativity and perspective of a Native woman."

Expressing herself through her clothing line has also meant respecting the traditions and customs of not only her Cheyenne tribe but Native Americans throughout the country.

From the *Journal*: *"For instance, certain headdresses or elements are reserved for certain people. Native Americans know or check with relatives; but non-Natives don't know what the designs mean or don't have access to that knowledge. It's our responsibility to do it appropriately and authentically. There are so many aesthetic patterns out there that don't actually represent anything. We can be irresponsible with what we create or we can share and try to allow it (to be accessible) to all people. I want people to participate. We want to share, not compromise, our integrity."*

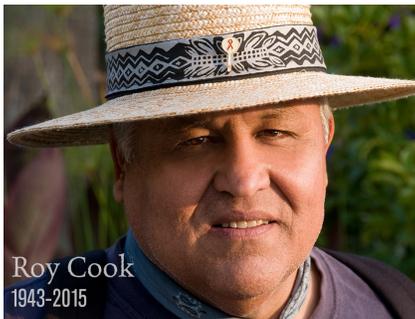
Yellowtail has already launched her 2016 clothing collection, her first from her new Los Angeles location. It certainly will not be her last. 🖤

- GARY TAYLOR

# Students Write About Na and Beliefs in Roy Cook



Third from left - Yumiko Cambridge and to her right, Violet DeCrane



Indian Voices recently hosted the Roy Cook Memorial Essay Contest to honor Roy Cook, who passed away on February 18, 2015. Cook was a Historian, Educator, Author, Singer, Artist, Humanitarian, Veteran

and great friend to many in the local community. In 2014, public television station KPBS named him an American Indian Heritage Month Local Hero for his many accomplishments.

One of his many passions was writing. In fact, Mr. Cook published more than 300 stories for print and websites covering a wide range of Native American community topics. His personal style of writing was fluid and painted a picture for the reader. These attributes were identified in the winning essays submitted by the young writers, ranging from 7th through 12th grade:

**1st: Alyssa Huertero**  
**2nd: Violet DeCrane**  
**3rd: Yumiko Cambridge**  
**Honorable Mention: Aaron Olmos**

The following are partial excerpts from each of the essays:

### ***The Art of Life***

***By Alyssa Huertero***

My name is Alyssa Marie Huertero (Wah-t-ero); I'm Chicana and Tlingit (Alaska Native).

My younger brother and I were raised by three generations of strong women: my great-grandmother, Juanita, my grandmother Elaine, and my mom Renee. Raised among women I learned how to be loving, nurturing, caring and to hone motherly instincts while caring for my younger brother when my mom was too sick to take care of him.

Growing up I saw things a child shouldn't see. Poverty taught me that money doesn't grow on trees, instead it's often limited. Poverty led my family to gangs, alcoholism, and drug abuse.

I grew up seeing others' mistakes and learned from their experiences.

When I was in middle school I joined the Native American Youth Success Program (NYSP). Not only did they help me academically, but I also had varied opportunities to learn about my Native American culture. For the past seven years I have actively participated in NYSP's many programs, workshops, events and activities. Through NYSP I became a member of the American Indian Recruitment Program. We spent part of the summer at local universities learning about college and our Native American culture.

I plan to attend college to major in Fine Art and Counseling in hopes of finding a way to combine my passion for art and helping juvenile delinquents. My goal is to give back to the community through art because it's an outlet to unravel suppressed emotions and making negative impacts turn positive through painting, drawing and sculptures.

# Native American Life, Culture & Memorial Essay Contest

By Karin Giron, Education Coordinator, TANF Escondido Contributed by Colleen Turner, SCTCA TANF



## ***Native American Veterans***

*By Violet DeCrane*

My name is Violet DeCrane and I am an enrolled member of the Crow Tribe.

When I was in eighth grade I participated in a school trip to Washington D.C. While at Arlington National Cemetery, my class participated in a wreath laying ceremony at the Tomb of the Unknown Soldier. I was chosen to assist in placing the wreath on the Tomb of the Unknown Soldier because of my family's long standing service in the military.

Many of my family members have served in the military, including my father, grandfathers, uncles, aunties, cousins, and my older brother. For instance, my grandfather Joe Morris Sr. was a Navajo Code Talker. During WWII, Navajo Marines developed a code from the Navajo language. It was the only code the Japanese never broke. In 2002 my grandfather and all Navajo Code Talkers were given the Silver Congressional Medal of Honor.

In 1921, Chief Plenty Coups was chosen to represent ALL Native Americans at the dedication of the Tomb of the Unknown Soldier in Arlington, Virginia. Chief Plenty Coup honored the Unknown Soldier by placing his war-bonnet and coup-sticks on his coffin.

It was a great honor for me to return to the Tomb of the Unknown Soldier, 92 years later and represent my family and my tribes.

*By Yumiko Cambridge*

Some of the other challenges I face being in a urban setting is that in school they don't teach you the right information and when they talk about us it just shows that people to this day are still trying to erase the past. And that we are what they say as "savages" and we just go around yelling and acting like wild animals when we are not. When I was in kindergarten through first grade my mom used to bring me to class and I used to dance for my class because my mom thought it would be good for me to show people that I'm Native and that I'm proud to be me and not someone else.

When I was in 2nd grade I stopped dancing for my class and then I left it all behind. I would do Powwows on the weekend; I would never tell anyone. In my mind I was embarrassed and it just wasn't something I could talk about.

I am now in the 6th grade going into 7th and it is going to change a lot but if I'm going to another school I know now that the first thing I'm going to do is be proud and tell people I'm Native American (and) that I don't care what they have to say because whatever they talk about in class just isn't true.

## ***America as a Whole***

*By Aaron Olmos*

What does it mean to be "American? Some may say the true Americans were the Natives. The one who first cultivated and lived on this land. But was it even America then? What did they call this land, that we now call "America?"

As a white American are you more or less American than I am as an African-American or a Native American? Notice they all end in the same word - "American." America is known as the "Melting Pot" of the world. Whether you came across sea, land, or sky, people have come to America to have a place to call home. A land where freedom and opportunity thrive for all people..... and isn't that what it was created for?

In the generation I am growing up in, alongside my cousins, brothers and sisters, we have all been born in America. We together as family can call each other Americans no matter what ethnicity comes in front. So, although some people see America as bad, dividing or cultureless,

America is what allows us to be individual, but also be able to be interconnected together. For me along with many, America is my home. I can only hope that as generations go on, we do not forget our cultures and ancestors, we remember where we came from and our customs and traditions. 🖤

# *Native American Art Displayed at San Diego County Fair*

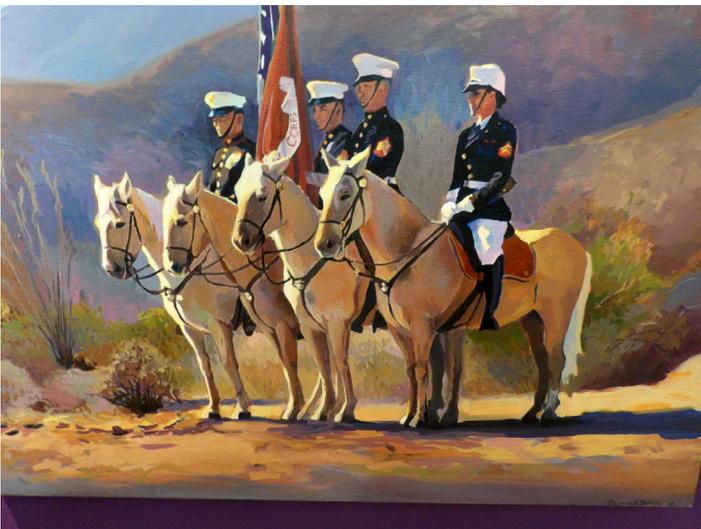
Every year at the San Diego County Fair in Del Mar, there are hundreds of paintings, photographs, sculptures and artistic pieces on display.

Some are displayed in exhibit halls, or throughout the fairgrounds. Most are in the Fair's Grandstand Arena. This year was no different.

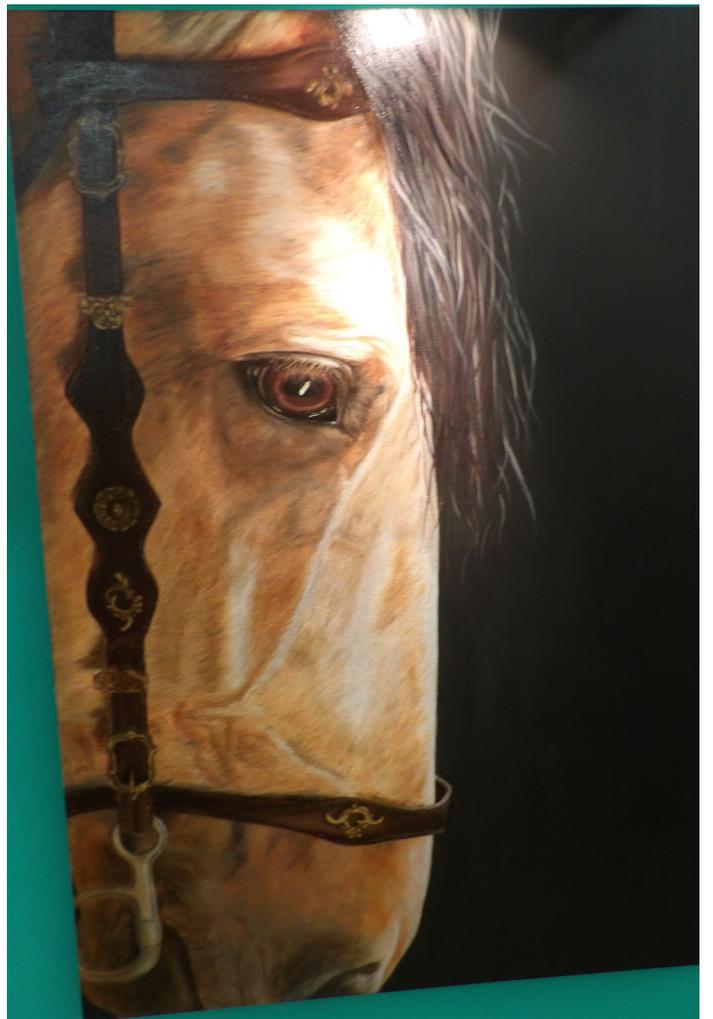
Among the pieces on display were many depicting Native American themes. Some were also contributed by Indian artists. The pieces were seen by tens of thousands of people who attended the fair every day from early June through July 4th.

On this and the following page are some of the paintings and drawings displayed at the Fair or contributed by Native Americans.

- GARY TAYLOR



*"Unique Difference" by Autumncloud Taylor*



# For More Than A Century, A False Image Of Native Americans

By Nighteagle Taylor

*Editor's note: Nighteagle Taylor is a member of the Iipay Nation in Santa Ysabel. He is entering his sophomore year at Creighton University. The following is an essay he recently submitted for a course in Native American literature.*

The American media has a long history of depicting Native Americans in a deliberately erroneous fashion. It could be seen centuries ago with East Coast newspapers painting a portrait of Indians as “savages” to Hollywood’s modern inaccurate illustration of “casino rich” Indians living lavish lives. This mistaken representation of Indians has created a false image of Native American life and culture. It has also aided in the destruction of a once great culture. This is due in large part to the fact that throughout American history, the media has crafted a narrative of Native American life that served the interests of the United States

government. This generalized narrative portraying Indians as violent, drunken, poor and unemployed essentially destroyed the Native culture.

For example, when the great migration towards the West was occurring, the federal government wanted to take Indian lands. Newspapers - in order to gain support for the federal government’s seizure of Indian lands - rushed to stir up anti-Indian sentiment. They did this by constantly labeling Indians as “savages.”

As noted by the Newbery Organization, “The most prevalent negative images of Midwest Indians in the 18th and 19th centuries showed them killing and/or capturing white people, especially women. Captivity images (often accompanying novels or “captivity narratives”) showed brutish Indian males overpowering terrified white women who, it was implied, would experience “unspeakable horrors.” This type of reporting helped the “savage” Indian narrative gain traction quickly.

This narrative was able to be taken to the next level after the Battle of Little Big Horn in 1876. Red Horse, an Indian who fought at Little Big Horn, drew scenes of the battle from memory. He recounted a scene in which “the Native Americans who shot bullets and arrows into fleeing cavalymen, pulled soldiers off horses or stabbed them with spears.” His words were used to reinforce the “savage” narrative and sparked outrage in the rest of the country. This led to the downfall of the Lakota Sioux. They



were brutally slaughtered and forced onto reservations because they were the Indian “savages” who had brutally killed Gen. George Armstrong Custer and decimated the 7th U.S. Cavalry. Newspapers pushed the “savage” narrative they wanted and, as a result, destroyed one of the great Indian cultures.

Another reason the media has been able to exert so much influence over the public’s interpretation of Indian culture is the fact that they have historically painted them with a single broad stroke. A media study, *Frozen In Time*, noted that “When they (Native Americans) are included, they generally are portrayed as historical figures - individuals from the 18th and 19th centuries who wear buckskin, ride horses or live in teepees.” Additionally, there has been very little tribal diversity among the media. As the *Frozen in Time* study further notes, “In media depictions, they are usually shown as a particular type of Native American - for example, as Sioux, Navajo or Apache. This narrow representation does not reflect the wide diversity among the hundreds of tribal cultures that exist within the borders of the United States.” This effectively diminishes the wide array of Indian tribes and their respective cultures.

And more than a century ago, how could Native Americans correct the onslaught of misrepresentation without being able to speak English, read, or write? The government had a solution: Native American children were shipped off to

boarding schools, often hundreds of miles from their tribal lands. As an article published by the American Indian Relief Council states, “Boarding schools were the ideal instrument for absorbing people and ideologies that stood in the way of manifest destiny,” with the end goal being “to eradicate all vestiges of Indian culture.”

As the decades have passed, the modern media image of the Indian has changed. It has gone from a “savage” that must be conquered to a mysterious wealthy person who lives on a reservation. An example of this would be in the Netflix show *House of Cards*, where one of the characters,

Daniel Lanigan, is a rich casino owner who conspires with billionaires to control the government. What a change of direction - an Indian is now rich and is controlling the government! There is no arguing that casinos and oil rights have made quite a few reservations extremely wealthy, but for the vast majority this is simply not the case.

According to Pew research, “Native Americans have a higher poverty and unemployment rate when compared with the national average. Among those who identify as American Indian or Alaska Native as their only race, the poverty rate was 29.1% in 2012.” Another troubling statistic comes from the Huffington Post regarding the Indian youth suicide rate. “Among Native Americans, 40 percent of those who die by suicide are between the ages of 15 and 24. And among young adults ages 18 to 24, Native Americans have higher rates of suicide than any other ethnicity, and higher than the general population.”

The media - newspapers, books, magazines, radio, television and film - have misrepresented or lied about Indians for two centuries. And it continues to this day, from depictions of the war-torn battleground of Little Big Horn to the Hollywood set of *House of Cards*. The amount of destruction and pain is egregious. The media had a huge role in portraying several million Native Americans with a single destructive stroke, stripping them of their culture and leaving a mark on those who represent that culture today. 🖍️

# Class Calendars

AUGUST 2016

Rincon

Two Directions, Inc.



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

## Space #8 – Classroom 1 Classes: June 9th – July 28th, 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<b>Life Skills</b> 8:30AM–10:30AM Beth Moffat		<b>Tribal Culture</b> 8:30AM–10:30AM Bonnie Salgado	<b>Tribal Culture</b> 8:30AM–10:30AM Bonnie Salgado
<b>DMV Preparation</b> 10:45AM–12:45PM Laura Rizza	<b>Culture Class</b> 10:45AM–12:45PM Bonnie Salgado		<b>Adv. Life Skills Teen Parenting Project</b> 10:45AM–12:45PM L. Walsh	<b>Indep. Tribal Culture</b> 10:45AM–12:45PM
	<b>Independent Culture</b> 1PM–4PM		<b>Indep. Tribal Culture</b> 1PM–4PM	

## Space #8 – Classroom 2 Classes: January 4th – July 8th, 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Study Hall	Study Hall	Study Hall	Study Hall	<b>MATH TUTORIAL</b> 9:45AM–12:45PM J. Murphy
	Study Hall	<b>Diploma / GED</b> 10:45AM–1:45PM J. Murphy	Study Hall	No classes
Study Hall	Study Hall	Study Hall	Study Hall	No classes

## Space #39 – Computer Lab Classes: January 4th – July 8th, 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Self Paced Class</b> 8:30AM–10:30AM Staff	<b>MICROSOFT Word</b> 8:30AM–10:30AM Wanda	<b>Intro to PC's</b> 8:30AM–10:30AM Charles	<b>MICROSOFT Word</b> 8:30AM–10:30AM Wanda	<b>10 Key Class</b> 8:30AM–10:30AM Wanda
<b>Self Paced Class</b> 10:45AM–12:45PM Staff	<b>MICROSOFT Excel</b> 10:45AM–12:45PM Wanda	<b>Intro to PC's</b> 10:45AM–12:45PM Charles	<b>MICROSOFT Excel</b> 10:45AM–12:45PM Wanda	<b>Keyboarding</b> 10:45AM–12:45PM Wanda
<b>Self Paced Class</b> 1PM–4AM Staff	<b>Self Paced Class</b> 1PM–4AM Staff	<b>Computers Lab</b> 1PM–4PM OPEN LAB	<b>Self Paced Class</b> 1PM–4AM Staff	Computer Class closed @ 12:45PM on Fridays

Two Directions Computer Labs are open at all times during business hours. Make sure to sign in and out to receive work participation hours.

# Escondido

Escondido – 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
<b>ABE/GED</b> 9AM–11AM  <b>Spanish</b> 9AM–11AM  <b>Phillip Roy/ Health Care</b> 9AM–11AM  <b>Keyboarding</b> 9AM–12PM  <b>Reading Horizons</b> 9AM–10AM & 12PM–2PM  <b>Applied Skill Practice (GED)</b> 11:30AM–1:30PM  <b>Open Lab/Job Search /Applied Skills</b> 8:30AM–4PM (VARIES BY CLIENT)	<b>Life Skills/ What Color Is My Parachute</b> 9AM–11AM  <b>Life Skills/ Practical Life Skills</b> 11:30AM–1:30PM  <b>Math Refresher</b> 9AM–11AM  <b>Open Lab/ Job Search/ Applied Skills</b> 8:30AM–4PM (VARIES BY CLIENT)	<b>ABE/GED</b> 9AM–11AM  <b>Spanish</b> 9AM–11AM  <b>Math Refresher</b> 9AM–11AM  <b>Keyboarding</b> 8:30AM–12PM  <b>Reading Horizons</b> 9AM–10AM  <b>Computer Skills (GED Prep)</b> 11:30AM–1:30PM  <b>Open Lab/Job Search</b> 8:30AM–4PM (VARIES BY CLIENT)	<b>Phillip Roy/ Welding</b> 9AM–1:30PM  <b>Reading Horizons</b> 9AM–11AM 11AM–1PM  <b>Computer Skills (General)</b> 11AM–2PM  <b>Open Lab/Job Search /Applied Skills</b> 8:30AM–4PM (VARIES BY CLIENT)	<b>Spanish</b> 9AM–11AM  <b>Phillip Roy/ Clerical Office</b> 9AM–11AM & 11:30AM–1:30PM  <b>Keyboarding</b> 9AM–12PM  <b>Reading Horizons</b> 11AM–1PM  <b>Open Lab/Job Search</b> 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
<b>Job Readiness</b> 9AM–4PM  <b>Individual Training Plan</b> 9AM–4PM  <b>Counseling Services</b> 9AM–4PM  <b>Quickbooks Certification Training</b> 9:30AM–11:30AM  <b>Microsoft Computer Certification Training</b> NOON–2PM  <b>Academic Tutoring (All Subjects)</b> 1PM–6PM/BALLARD CENTER	<b>Academic Tutoring (All Subjects)</b> 9AM–3PM  <b>Job Readiness</b> 9AM–4PM  <b>Individual Training Plan</b> 9AM–4PM  <b>Counseling Services</b> 9AM–4PM  <b>Quickbooks Certification Training</b> 9:30AM–11:30AM  <b>Microsoft Computer Certification Training</b> NOON–2PM  <b>Academic Tutoring (All Subjects)</b> 1PM–6PM/BALLARD CENTER  <b>Traditional Parenting Training</b> 8/9: NOON–2PM  <b>Ready to Work Training</b> 8/23: 12:30PM–1:30PM	<b>Job Readiness</b> 9AM–4PM  <b>Counseling Services</b> 9AM–4PM  <b>Academic Tutoring (All Subjects)</b> 10:30AM–5:30PM  <b>Microsoft Computer Certification Training</b> NOON–2PM  <b>Academic Tutoring (All Subjects)</b> 1PM–6PM/BALLARD CENTER  <b>Women's Circle</b> 8/3, 24 & 31: NOON–2PM  <b>Sacred Pipe TUPE Program</b> 8/3, 10, 17 & 24 3:30PM–5:30PM  <b>Resume Development</b> 8/17: 12:30PM–1:30PM  <b>Self-Reliance Training</b> 8/10: 12:30PM–1:30PM	<b>Job Readiness</b> 9AM–4PM  <b>Individual Training Plan</b> 9AM–4PM  <b>Counseling Services</b> 9AM–4PM  <b>Quickbooks Certification Training</b> 9:30AM–11:30AM  <b>Parenting Training</b> 11AM–1PM  <b>Academic Tutoring (All Subjects)</b> 11AM–4PM  <b>Microsoft Computer Certification Training</b> NOON–2PM  <b>Sacred Pipe TUPE Program (SDAIHYC)</b> 8/11 & 25: 4PM–6PM  <b>Coffee with the Director</b> 8/25: NOON–1PM	<b>Academic Tutoring (All Subjects)</b> 9AM–3PM  <b>Job Readiness</b> 9AM–4PM  <b>Career Development</b> 9AM–4PM  <b>Individual Training Plan</b> 9AM–4PM  <b>Counseling Services</b> 9AM–4PM  <b>Independent Computer Lab</b> 9AM–4PM

\*\*No Microsoft Computer Certification Training

# 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
<b>Monday Office Hours:</b> 8AM - 4:30PM	<b>Career Building</b> 9AM	<b>Life Skills</b> 9AM	<b>Parenting</b> 9AM	<b>Friday Office Hours:</b> 8AM - 4:30PM
	<b>Open Lab/ Job Search</b> 12:30PM-2PM	<b>Open Lab/ Job Search</b> 12:30PM-2PM	<b>Open Lab/ Job Search</b> 12:30PM-2PM	
	<b>Basic Computers Skills</b> 2PM	<b>Career Networking</b> 2PM	<b>Basic Computers Skills</b> 2PM	

# Manzanita

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

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

## Commodity Distribution Schedule

### August 2016

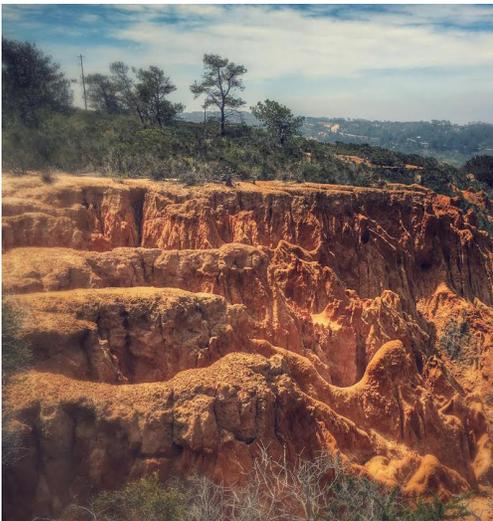


Photo by David Leslie, SCTCA TANF Driver

<u>DATE</u>	<u>LOCATION</u>	<u>TIME</u>
AUGUST 8, MONDAY	BARONA VIEJAS	9 AM – 10 AM 11 AM – 12 NOON
AUGUST 9, TUESDAY	LOS COYOTES LA JOLLA	9 AM – 10 AM 11 AM – 12 NOON
AUGUST 11, THURSDAY	SAN PASQUAL	9 AM – 12 NOON
AUGUST 15, MONDAY	PAUMA PECHANGA	9 AM – 10 AM 11 AM – 12 NOON
AUGUST 16, TUESDAY	MANZANITA/LA POSTA OLD CAMPO	9:45 AM – 11 AM 11:30AM – 12:30 PM
AUGUST 18, THURSDAY	RINCON	9 AM – 12 NOON
AUGUST 22, MONDAY	PALA	9 AM – 11:30 AM
AUGUST 24, WEDNESDAY	MESA GRANDE SANTA YSABEL	9 AM – 10 AM 10:30 AM – 12 NOON
AUGUST 25, THURSDAY	CAMPO	10 AM – 12:30 PM



### Coming in September:

- How many trips were taken by Native American students in the Youth Summer Program?
- How many students participated
- Where did they go?

**In our next issue, read about – and see the photographs – of trips taken by students over the summer.**