

Not Back to School: California Declares Most Schools Will Remain Closed

Compiled and written by Karin Giron, SCTCA Newsletter Contributor

In mid-July, California Governor Gavin Newsom declared that most K-12 schools in California will remain closed for the beginning of the 2020-21 school year because of the COVID-19 (Coronavirus) pandemic.

The decision means that hundreds of thousands of students – including Native Americans – will not be returning to campus and will instead be learning virtually through online classes on tablets or computers.

Newsom's declaration also effectively delays fall athletics at high schools throughout the state, including San Diego County. The California Interscholastic Federation has delayed – but not canceled – fall athletics until mid-December.

Most colleges and universities in the state had previously declared their campuses will remain closed for the fall semester and most courses will be offered online only.

But in a little-known provision of the governor's July declaration, there is the possibility some elementary schools can reopen – if they are granted a waiver from state and county health officials.

County health officers would have the authority to grant the waiver after consulting with the California Department of Public Health, according to the wording, which can be found as a footnote in a five-page framework for K-12 schools, according to the website *Edsource*.



Childrens' traditional seating arrangements, such as above, will change

(Continued on page 4)

San Diego American Indian Health Center Unveils New Artwork

By Gary P. Taylor, SCTCA TANF

On a sun-drenched afternoon in late June, the sound of drums pounding echoed throughout First Avenue in downtown San Diego.

The drums marked the beginning of a ceremony celebrating the installation of two large pieces of artwork on the exterior of the two-story San Diego American Indian Health Center (SDAIHC).

The colorful figures rising above the building depicted a Jingle Dancer on the left and a Gourd Dancer on the



Artwork at San Diego American Indian Health Center

right. The pieces were created by Larry Edmonds, a Youth Program Coordinator at SDAIHC. Edmonds – a Native American from the Kiowa/Caddo tribe of Oklahoma – was honored during the hour-long ceremony before about 50 people on June 25.

"Larry Edmonds honors us with his amazing talent and passion for his Native American Culture," said Kevin M. LaChapelle, CEO of the San Diego American Indian Health Center. "He is a talented graphic artist as well as a

(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:

SCTCA / TANF
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 Valley Center, CA 92082
 E-mail: newsletter@sctca.net
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The newsletter is designed and printed by Tribal Print Source, a division of SCTCA.

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
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Publisher: SCTCA
 Editor: Gary Taylor
 SCTCA Newsletter Contributor: Karin Giron
 Contributor: Colleen Turner, Editor and Contributor, 1998-2018
 Printers: Tribal Print Source
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(Continued from page 1)

San Diego American Indian Health Center Unveils New Artwork

youth program services coordinator at SDAIHC and a full-blooded Native American Indian from the Kiowa/Caddo tribe of Oklahoma. He works daily to share his traditions with Urban Indian youth. We are proud to display these beautiful and poignant artworks at our health center so the community can share in the joy of the American Indian heritage, and as always, we are open to all San Diegans in need."

Edmonds thanked LaChapelle, SDAIHC Board Chair Paula Brim and all those who work for the center. He said he was honored to have his artwork displayed on the SDAIHC building "in a way that honors Native American tradition and culture."

Edmonds said he was pleased with the way the two figures appear close together though they are on separate panels. The artwork – which can be seen from a distance along the First Avenue block – can also be illuminated at night.

The artwork depicting the Gourd Dancer is modeled 2016 American Indian Heritage Month Local Hero Randy Edmonds – Larry's father. The second depicts Monica Jacome, a Jingle Dancer and Associate Teacher at San Diego's Neighborhood House Association.

Tim Redbird Red Warrior Drumming group was at the ceremony and Bird Songs were sung by Jake and Dakota Jacome.



Larry Edmonds



Jingle Dancer



Gourd Dancer

Native American Child Grows a Garden of Plenty

By Karin Giron, SCTCA Newsletter Contributor

The COVID-19 (Coronavirus) pandemic has brought many changes and uncertainty with it.

During these difficult times, our Native American youth have continued to demonstrate the strength and perseverance of their ancestors.

Ten-year-old Fatima Ali, Yaqui, from National City, began gardening when the shelter-in-place orders were enacted in early March. According to her mother, Mishell, Fatima was prompted to grow her own food after the family discussed how the pandemic was causing food shortages and that farmers were destroying their crops to receive government bailouts. Fatima also made the decision to become vegan three years ago because she no longer wanted to eat animals.

Her family resides in a home that once belonged to Fatima's grandmother, who used to have a garden and livestock on the property. When Fatima first tilled the land, she unearthed some seeds from past harvests. Shortly after tilling the land, New Zealand Spinach began to sprout. After that, Fatima began growing carrots and then cucumbers, because she like to eat them with Tajin. To encourage her, family member would buy her different seeds. She's now growing yellow corn, blue corn, squash, zucchini, false tobacco, honey dew melons, cantaloupe, watermelon, tomatoes, carrots, celery, mulberries and greens.



Fatima Ali

The family also has an orchard on the grounds with apricot, pomegranate, mango, apple, cherry, fig lemon and avocado trees that Fatima harvests.

Since Fatima has juvenile rheumatoid arthritis, she is also growing herbs that help with pain and inflammation, such as sage, rosemary, lavender and feverfew. Her mother bought her a distiller to distill her own oils from the herbs. She has already made her own cream with rosemary and lavender oil.

Fatima has also made a strawberry and spinach salad with spinach from her garden. The family also enjoys making squash succotash and vegetable soup with all vegetables she has harvested. The family also donates the abundance of squash to a senior center in their area.

Although Fatima has other interests including powwow dancing (fancy shawl) and Roblox, her mother attributes gardening with helping raise her daughter's self-esteem. Coming from a large family and being the youngest of seven children, Fatima found her niche in gardening. She enjoys it so much she plans to have a produce stand at her local farmers market when she gets older.



DISPATCHES North Dakota



Four years ago, hundreds of Native Americans from tribes across the United States descended on the Standing Rock Sioux Indian Reservation in North Dakota.

They arrived to protest the Dakota Access Pipeline, which was built less than a mile from the reservation. The tribe argued the pipeline was unfairly routed next to the reservation and that any significant spill under the nearby Missouri River "could pollute the water they rely on for fishing, drinking and religious ceremonies," according to the New York Times.

Tribal members set up a camp near the pipeline and protested for nearly a year, deriding the decision to build the pipeline. The camp was eventually razed by state authorities and oil began flowing through the pipeline by the spring of 2017.

But in early July, a federal judge ordered the pipeline to halt all oil flow and shut down by August 5.

"Today is a historic day for the Standing Rock Sioux Tribe and the many people who have supported us in the fight against the pipeline," Mike Faith, the chairman of the Standing Rock Sioux Tribe, said in a statement to the Times. "This pipeline should have never been built here. We told them that from the beginning."

The ruling by Judge James E. Boasberg of the U.S. District Court for the District of Columbia essentially vacates a federal permit that had allowed the pipeline to operate while the United States Army Corps of Engineers - which had granted the permits for the pipeline - conducts an extensive environmental impact review.

In his opinion, Judge Boasberg wrote that the court was "mindful of the disruption such a shutdown will cause" but that it had to consider the "potential harm each day the pipeline operates." Energy Transfer, the Texas company that owns the pipeline, said in a statement it would file a motion to stay the decision, and if that failed, appeal to a higher court, according to the Times.

Judge Boasberg, who was appointed by President Barack Obama, ordered the federal government to conduct a sweeping new environmental review of the Dakota Access Pipeline. The ruling found that the pipeline's "effects on the quality of the human environment are likely to be highly controversial," and that the federal government had not done enough to study the risks of a major spill, or whether the pipeline's leak detection system was adequate.

If the decision is stayed, oil would continue to flow through the pipeline pending further legal action.

In the meantime, though, the decision is an unexpected victory for the Standing Rock Sioux and its tribal members who protested the pipeline. "It took four long years," said Jan Hasselman, a lawyer with the environmental group Earthjustice who represents the Standing Rock Sioux Tribe. "But today justice has been served at Standing Rock."

The waiver provision was not mentioned in the 19-page Covid-19 Industry Guidance: Schools and Schools-Based Programs, nor in a press release from Newsom’s office. When asked about it during a press conference, though, Newsom acknowledged a waiver would be possible but did not elaborate.

More than 30 of California’s 58 counties, encompassing nearly all the state’s urban and suburban counties, are on the watch list, which requires that they close bars, malls and indoor restaurants, along with in-person school instruction, for a minimum of 14 days. Counties could come off the list only if their coronavirus data fell below a number of benchmarks, including rates of infection, transmission and hospitalization. A waiver would permit at least some K-8 elementary school children, perhaps in small groups, to attend schools during that period if they follow the state’s safety guidelines, *Edsource* noted.

As of late July, no school districts in San Diego County had applied for the waiver.

Some state educators encouraging districts to consider a waiver emphasized that “based on the current best available scientific evidence,” the risks that children under 12 would transmit the coronavirus to adults and become infected themselves would be low, compared with other older children and adults. And the educators noted that in-person instruction is “academically and socially critical for younger students” — and especially so for lower-income students who are “particularly harmed” by a lack of it.

If some schools do reopen — whether in August, this winter or even early next year — it will require tremendous amounts of planning and preparation, according to the San Diego County Office of Education (SDCOE).

It also means going back to school — whenever that happens — will be very different across the board for all children, including Native American students, their parents and their teachers. Participants in Southern California Tribal Chairmen’s Association (SCTCA) TANF and their children will also be affected by the sweeping changes.

The SDCOE’s Recovery and Reopening Plan provides districts and the nearly 800 public schools and 230 private schools in the county with detailed, practical instructions on how to prepare schools for reopening after the closures resulting from the COVID-19 (Coronavirus) pandemic.

The Recovery and Reopening Plan is presented in six focus areas to allow stakeholders to quickly access information most relevant to them and customize their plan to meet the needs of their school community. If you would like to read the full Plan, visit <https://covid-19.sdcoe.net/Reopening-Plan>.

Based on available information, it is reasonable and prudent for the K-12 schools in San Diego County educating hundreds of thousands of students to create contingency plans based on the following assumptions as the new school year begins:



1. Public Health Assumptions:

- The virus that causes COVID-19 will remain in circulation until a vaccine is developed and widely used.
- A vaccine is not likely to be in broad use during the next 12 to 18 months.
- A second wave of infections is expected. This wave will not be as significant as the first but could result in short-term closures of individual school(s), districts, regional, or countywide.
- The combined impact of seasonal influenza and COVID-19 also has the potential to disrupt school operations.
- Children and staff with significant health conditions will continue to be especially vulnerable during this time.

2. School Operation Assumptions:

- When stay-at-home orders are lifted and schools are permitted to re-open, it is likely that operations will need to be modified until schools resume normal operations. Easing of restrictions is likely to be stepped down in phases. Modifications may include:
 - Limiting group sizes
 - Proactive screening of students, staff, and visitors for symptoms
 - Social distancing in all settings
- It will be safe for schools to return to **normal** operations when all the following have occurred:
 - The California stay-at-home order has been lifted.
 - The number of confirmed COVID-19 cases in the county has remained constant or declined for 28 consecutive days

- The directive to physically distance has been removed
- Restrictions on group gatherings have been lifted

3. Economic Impact Assumptions:

- The economic impacts of the pandemic will have significant and lasting impacts on schools.
- Increased Expenses:
 - School nutrition programs will be needed by more students and will become a more significant portion of their access to food. Accommodations to provide continued access to meals for children who are ill or required to self-isolate may be necessary until COVID-19 is controlled.
 - The number of children and families experiencing homelessness and eligible for the support and protections required under the McKinney-Vento Act will increase.
- Structural changes (staggered schedules and/or blended learning configurations) needed to implement social distancing, and periodic school closures, will increase child care needs for many families and create new challenges for before and after-school programs.
- Decreased Attendance:
 - Student and employee attendance rates will decline in 2020-21.
 - Students and staff with COVID-19, and those who are directly exposed, may miss two or more weeks of school. In larger households, children may be required to miss school for an extended period if the disease affects other members of their family.
 - Fear and rumors will also negatively impact student and employee attendance rates.

4. Educational Impact Assumptions:

- Student learning outcomes going into the 2020-21 year will be uneven and vary broadly.
 - Many students will begin the next year with learning deficits.
 - The most disadvantaged may suffer learning regression.
- Special Education:
 - Increases in special education due process filings and demands for extraordinary costs are likely.
- Parent demand for enrollment in distance learning programs will increase as many will perceive them as a safer and more stable alternative to

classroom-based instruction while COVID-19 is in circulation. Requests for distance learning may increase as outbreaks occur.

5. Social-Emotional Assumptions:

- The social-emotional impacts of the pandemic will have significant and lasting impacts on schools.
- The strain of a 12 to 18-month duration may overwhelm the coping skills of many.
- Fear, loss, and isolation will result in the need for increased mental health supports.
- Coping for people with pre-existing mental health concerns will be very difficult.
- Social distancing requirements will impede schools' ability to engage students through athletics, the performing arts, and other extracurricular programs that involve close contact or large gatherings.

6. Community Assumptions:

- Public Response: There will continue to be a broad spectrum of opinions in the community regarding government and school responses (from overreacting to underreacting) to COVID-19
- Local Decisions: The challenges posed by COVID-19, and the duration of this threat, will make it more difficult for school districts to make unified decisions.



For Native American Parents, Decisions about Children and School could be difficult

By Karin Giron, SCTCA Newsletter Contributor

What do all of these unprecedented changes to school, classes and education mean – especially for Native American students?

School districts across California had been creating plans to reopen in August. But with Governor Gavin Newsom's decision in July to close most of the schools throughout the state because of COVID-19 (Coronavirus), those plans are now up in the air.

Prior to Newsom's decision, some of the ideas set out by the California Department of Education included students attending school in person two days a week or every other week and doing distance learning the other days. In some cases, districts had been planning to allow families to decide whether to send their children to school or continue with distance learning from home. Now almost all children in San Diego County in grades K-12 will be distance learning.

That will be the situation facing many parents of Native American students as well. Instead of returning to school campuses and resuming classes in a traditional setting, Indian students – whether on or off the reservation – will be home. And since many Native American students attend schools scattered throughout the county, that means there will be several hundred Indian children who will be spending almost all their time at home.

Weighing the risks and benefits of at-home learning can be overwhelming to parents – especially Native Americans. All across the country, parents and their children have never faced circumstances that have so directly affected school attendance, education and extended stays at home. As a result, many parents are uncertain about what to do.

A nationwide *USA Today/Ipsos* poll found that 6 out of 10 parents with at least one child in grades K-12 said they would likely pursue at-home learning instead of sending their children back to school in the fall. Several California districts have sent out surveys to parents to see what they prefer.

A Fresno Unified survey from early June shows three-fourths of parents said they preferred in-person classes with health and safety rules in place, and one-fourth preferred distance learning. A Long Beach Unified survey done in late May and early June found that 59% of parents said they were extremely interested in all instruction happening at school, and 27% said they were extremely interested in all online. Half of those who preferred online said they based their response on health and safety concerns.

With students preparing to return to school, a majority of parents, then, had come to the conclusion that in-person learning and social interaction outweighed the potential health risks. But it is the health risk to children that is the main reason that other parents plan to keep them home – and formed the basis for the decision to keep schools closed.

And there are many parents – including Native Americans – who simply do not have a choice. If they have to work, and they have no other place to send their children, or if other family members are unavailable to watch them, their children will have to go into child care.

The cost of childcare, however, can make it extremely difficult for parents to afford such care. Native American parents and their families will have to figure out ways for their children to learn from home – and provide childcare at the same time- for at least the next few months.



High School Fall Athletics will be delayed until Winter

By Gary P. Taylor, SCTCA TANF

The plan for the state of California to start fall high school sports on time has changed completely.

With Governor Gavin Newsom's July declaration that most K-12 schools will remain closed for the beginning of the new school year because of COVID-19 (Coronavirus), fall athletics have been rescheduled to mid-December.

The 2020-2021 athletic year will consist of two seasons, according to the California Interscholastic Federation (CIF). The first season will be fall sports and the second will be winter sports. The remaining spring sports will be divided amongst the fall and winter. Each of the two seasons will have a complete 20 game format (10 Football), as well as section and state playoffs. This formatting stays true to a normal season.

That means fall football practices scheduled to begin July 30 throughout San Diego County will not begin until this winter, along with girls volleyball, cross country, girls golf, girls tennis, field hockey and boys water polo. The disruptions will be significant, affecting dozens of public and private high schools, but coaches and educators are determined the athletic seasons will go on.

"During the next few months our athletic department will be working with our section CIF Office and the City Conference to re-schedule all of our athletic events for the

year," said David S. Smola, Director of Athletics at Cathedral Catholic High School. "In looking ahead, we understand we will face many challenges, including multi-sport athletes, facilities assignments and travel. Our coaches and staff will work diligently to provide all our students the opportunity to be successful and compete in their chosen sport."

"We're planning on moving forward," new San Diego Section Commissioner Joe Heinz told the *Union-Tribune*. He said he had three marathon days of Zoom meetings in June with the state's other nine section commissioners to discuss the impact of the COVID-19 pandemic.

Heinz said a detailed 10-page document with guidelines to maintaining athletic safety at practices and games was sent out to San Diego County high schools. The guidelines are largely consistent with a 16-page document issued earlier by NFHS, the national governing body for high school sports.

Among other details, the guidelines allow waivers for physical exams and financial hardships. In addition, every section must follow state, local and school district guidelines. In San Diego County, there are 19 school districts governing high schools. The Imperial Valley's seven public schools, as well as Vincent Memorial, are part of the San Diego Section.



Not Back to School: A Quick Summary

- Most students from kindergarten through 12th grade will not be going back to school campuses at the beginning of the 2020-21 school year.
- Most schools will offer parents two educational options: distance learning through online classes and virtual courses - or homeschool their children part-time or full-time.
- It is possible K-8 elementary schools can receive a waiver from the campus closure rules and reopen their campuses. State and country officials would have to approve any waiver.
- New distancing, safety and cleaning protocols will be in effect at all school facilities when schools do reopen.
- Schools may stagger attendance to limit the numbers of students in a classroom when campuses reopen.
- Schools may expand the classroom to outdoor settings (weather permitting) when campuses reopen.
- Students, teachers, administrators and any visitors to any campus setting when schools reopen will have to wear masks or facial coverings (except at lunch or snack time).
- High School sports will resume in mid-December, including practices and games. Attendance will be limited.
- The California State University system will provide online classes only for the school year.
- Other colleges and universities will offer limited classes on campus. All other instruction will be online.

Summer Recipes: Avocado Bison Burger

Editor's note: The following recipes were compiled by Jessica Sass, Certifier, SC

Avocado Bison Burger

Ingredients

1 lb ground bison
1 tsp. lime juice
salt
pepper
2 tbsp. onion, diced
1 avocado
1 roma tomato, diced
lime juice
1 jalapeno pepper, diced
hamburger buns

Directions

1. Add 1 tsp. lime juice to ground bison and mix. Form into 2-4 equal patties and season with salt and pepper.
2. Peel avocado and mix with onion, tomato, jalapeno pepper, and season with lime juice and salt to taste.
3. Cook patties on grill over medium heat. Cook for approximately 4-6 minutes on each side. Place patty on top of hamburger bun and spread avocado mixture on top. Serve.



Ham and Pasta Salad

(Makes About 6 Servings)

Ingredients

2 cup macaroni, uncooked
4 tablespoons light mayonnaise
1 small onion, chopped
2 stalks celery, chopped
1 green pepper, chopped
1 teaspoon mustard
1 teaspoon garlic powder
¼ teaspoon black pepper
6 ounces (about 1 cup) frozen ham, thawed and chopped

Directions

1. Cook macaroni according to package directions. Rinse with cold water until macaroni is cool.
2. Combine all ingredients in a large bowl, mixing well.
3. Refrigerate for at least 1 hour before serving



Burgers to Vegetable Salad – And More

SCTCA Food Distribution. She said the ingredients are from monthly commodities.

Breakfast Enchiladas

Prep time: 15 minutes

Bake time: 30 minutes

Ingredients

- 1 (16 ounce) package frozen hash brown potatoes
- 1 cup diced cooked ham
- 1 tablespoon vegetable oil
- 1 (4.5 ounce) can diced green chile peppers
- 1 1/2 cups shredded Cheddar cheese, divided
- 1 (28 ounce) can green chile enchilada sauce
- 8 (10 inch) flour tortillas



Directions

1. Preheat oven to 375 degrees F (190 degrees C).
2. Brown hash browns and ham in 1 tablespoon of oil in a medium skillet over medium high heat. Stir in diced green chilies and 1/2 cup of Cheddar cheese. Cook until cheese has melted
3. Coat the bottom of a 9x13 inch baking dish with a small amount of enchilada sauce. Dip each tortilla in remaining sauce, and fill with potato-ham mixture. Roll each as tightly as possible and place in the baking dish, seam side down. Top with remaining sauce and cheese, and cover with tin foil.
4. Bake, covered, in the preheated oven for approximately 20 minutes. Remove foil and bake for another 10 minutes, or until lightly browned on top. Serve immediately.

Summer Vegetable Salad

(Makes About 4 Servings)

Ingredients

- 1 can low sodium mixed vegetables, drained
- 1/2 cup green peppers, chopped
- 1/4 onion, chopped
- 1/4 cup vegetable oil
- 1 tablespoon water
- 1/4 cup white sugar
- 1/2 cup white vinegar
- 1/4 teaspoon salt
- 1/4 teaspoon ground pepper



Directions

1. Mix canned vegetables, green peppers and onion in a bowl
2. Combine oil, water, sugar, vinegar, salt and pepper in a separate bowl.
3. Combine vegetables and liquid; mix all together.

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Myths about Native Americans: A Distortion of History

By Gary P. Taylor, SCTCA TANF

In American culture, certain myths about Native Americans have endured for more than two centuries.

Some of the myths ingrained in the collective American consciousness have some basis in fact- the Indians and Pilgrims at Thanksgiving; Pocahontas and John Smith; Custer and Sitting Bull at Little Big Horn; Geronimo against the U.S. Cavalry; Indians living in teepees, hunting buffalo; countless treaties and promises and reservations.

There has always been an element of truth in some of these myths – there really was a Battle of Little Big Horn. Geronimo really was a famous Indian warrior. The Great Plains tribes really did live in teepees and hunt buffalo.

But the entire truth about Native Americans has always been distorted or simply changed throughout American history. What is taught in classrooms and written in textbooks has frequently been completely wrong – but the myths persist. The following three myths – historically discredited but still widely believed - continue to shape perceptions of Native Americans to this day:

Myth: Indians sold Manhattan for \$24 worth of trinkets.

As noted in the Washington Post: “This myth — repeated in textbooks and made vivid in illustrations — casts Native Americans as gullible provincials who traded valuable lands and beaver pelts for colorful European-made beads and baubles. According to a letter to Dutch officials, the settlers offered representatives of local Lenape (Indian tribe) groups 60 guilders, about \$24, in trade goods for their homeland, Manahatta.

“The best insight we have into what the Lenape received comes from a later 17th-century deed for the Dutch purchase of Staten Island, also for 60 guilders, which lists goods “to be brought from Holland and delivered” to the Indians, including shirts, socks,



cloth, muskets, bars of lead, powder, kettles, axes, awls, adzes and knives. The Dutch recognized the mouth of the Hudson River as a gateway to valuable fur-trapping territories farther north and west.

The Post concluded that “it is unlikely that the Lenape saw the original transaction as a sale. Although land could be designated for the exclusive use of prominent native individuals and families, the idea of selling land in perpetuity, to be regarded as property, was alien to native societies.”

The truth is Indians did not sell Manhattan — they did not consider it theirs to sell.

Myth: The U.S. Government gave Reservations to Indians

This myth continues to remain ingrained in most Americans’ view of Native Americans.

The notion that indigenous people benefit from the government’s largesse is widespread, according to “American Indians: Stereotypes and Realities,” by Choctaw historian Devon Mihesuah. Staff and volunteers at our Washington and New York museums hear daily about how Washington “gave” Native Americans their reservations and how the Bureau of Indian Affairs manages their lives for them, Mihesuah noted.

The truth is most reservations were created when tribes relinquished enormous portions of their original

landholdings in treaties with the federal government. They are what remained after the United States expropriated the bulk of the native estate. And even these tenuous holdings were often confiscated and sold to white settlers.

The Dawes Allotment Act, passed by Congress in 1887, broke up communally held reservation lands and allotted them to native households in 160-acre parcels of individually owned property, many of which were sold off. Between 1887, when the allotment act was passed, and 1934, when allotment was repealed, the Native American land base diminished from approximately 138 million acres to 48 million acres.

Myth: Most Indians have the same Customs and Traditions

This myth persists largely because most Americans retain a vastly outdated and incomplete image of Indians, largely shaped through education that rarely portrays Native Americans in modern life.

Joey Clift, an enrolled member of the Cowlitz Indian Tribe in Washington state, wrote in a sarcastic column on the website Insider in January how “Natives are often forced into a small cultural box by non-Natives, which severely limits how we’re allowed to present ourselves to claim our Nativeness. Women have to look like Disney’s Pocahontas, who, if you aren’t already aware, is a literal cartoon character. Men have to look like the crying Indian from those old anti-littering PSAs, who, by the way, was played by an Italian guy.”

Clift continued: “Tribes have their own cultures, languages, aboriginal lands, traditional outfits, and everything in between. The cultural differences from one tribe to another could be as big as the cultural differences between the United Kingdom and Egypt.”

And - according to a recent study by the Native run nonprofit IllumiNatives- 87% of United States schools don't cover Native American history beyond 1900. So that means most Americans have grown up thinking of Native American history as a Hollywood-like depiction of Cowboys and Indians, battling it out in the Old West, ending only when the cavalry comes to the rescue.

The truth, of course, is completely different. But the myths are somehow easier to believe, dismissing generations of Native American history as something too complicated and too difficult to consider.

But Native Americans are subject to income taxes just like all other Americans and, at best, have the same access to government services — though often worse. In 2013, the Indian Health Service (IHS) spent just \$2,849 per capita for patient health services, well below the national average of \$7,717. And IHS clinics can be difficult to access, not only on reservations but in urban areas, where the majority of Native Americans live today.

None of these myths are true. But for many Americans, they are easier to believe than the more complicated history of Indian nations. So that is the only change.



Laguna Pueblo politician Deb Haaland and Ho-Chunk politician Sharice Davids became the first two Native American women elected to US Congress in 2018.



Manhattan: Indians did not sell it for \$24 in trinkets

And Baby (Buffalo Calf) Makes Three

By Gary P. Taylor, SCTCA TANF

For nearly two years, two buffalo have been together in the pasture outside the Southern California Tribal Chairmen's Association (SCTCA) main office in Pala.

Not anymore.

Now there's three buffalo in the pasture.

A baby calf was born the first week of June, coming into the world in the dead of night.

He is light brown (he'll get darker like his Mama and Daddy as he gets older).

He doesn't have a name yet, except, of course, Baby Buffalo.

The little calf was up and around fairly quickly, standing and nursing and staying close to his Mama. His Daddy is always nearby, keeping his distance most of the time.

When he grows up, the calf will probably be at least as big as his two parents, which means he will be well over 1,000 pounds.

But for now he's just a baby buffalo, content to grow up slowly.



Class Calendars

AUGUST 2020

Rincon

Two Directions, Inc.



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 Phone: (760) 749-1196 • Fax: (760) 749-9152 • Email: staff@twodirections.com

Space #8 – Classroom 1 Classes: August 1st – August. 31st, 2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Life Skills 8:30AM–10:30AM Beth Moffat		DMV Preparation 8:30AM–10:30PM Beth Moffat	Tribal Culture 8:30AM–10:30AM Heather Turnbull
	Culture Class 10:45AM–12:45PM Heather Turnbull		Tribal Culture 10:45AM–12:45AM Heather Turnbull	Indep. Tribal Culture 10:45AM–12:45PM
	Independent Culture 1PM–4PM		Indep. Tribal Culture 1PM–4PM	

Space #8 – Classroom 2 Classes: August 1st – August. 31st, 2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Study Hall	Study Hall	Study Hall	Study Hall	Diploma/HiSet /*ABE 9:45AM– 12:45PM J. Murphy
	Study Hall	Diploma/HiSet /*ABE 10:45AM– 1:45PM J. Murphy	Study Hall	No classes
Study Hall	Study Hall	Study Hall	Study Hall	No classes
		*ADULT BASIC EDUCATION		*ADULT BASIC EDUCATION

Space #39 – Computer Lab Classes: August 1st – August. 31st, 2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Self Paced Class 8:30AM–10:30AM Staff	MICROSOFT Word 8:30AM–10:30AM Wanda	Intro to PC's 8:30AM–10:30AM Wanda	MICROSOFT Word 8:30AM–10:30AM Wanda	10 Key Class 8:30AM–10:30AM Wanda
Self Paced Class 10:45AM–12:45PM Staff	MICROSOFT Excel 10:45AM–12:45PM Wanda	Intro to PC's 10:45AM–12:45PM Wanda	MICROSOFT Excel 10:45AM–12:45PM Wanda	Keyboarding 10:45AM–12:45PM Wanda
Self Paced Class 1PM–4AM Staff	Self Paced Class 1PM–4AM Staff	Computers Lab 1PM–4PM OPEN LAB	Self Paced Class 1PM–4PM 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 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	Life Skills/ What Color Is My Parachute 9AM–11AM	ABE/GED 9AM–11AM	Phillip Roy/ Welding 9AM–11AM	ABE/GED 9AM–11AM
Spanish (online/app) 9AM–11AM	Phillip Roy/ Mechanics 9AM–11AM	Spanish (online/app) 9AM–11AM	Math/English/ GED Refresher 9AM–11PM (VARIES BY CLIENT)	Phillip Roy Clerical/Office 9AM–11AM & 11:30AM–1:30PM
Phillip Roy/ Health Care 9AM–11AM	Keyboarding 11:30AM–1:30PM	Keyboarding 9AM–12PM	Reading Horizons 11AM–1PM	Keyboarding (online) 9AM–12PM
Keyboarding 9AM–12PM	Life Skills/ Practical Life Skills 11:30AM–1:30PM	Reading Horizons 9AM–10AM	Computer Skills (General) 11AM–2PM	Reading Horizons 11AM–1PM
Applied Skill Practice (GED) 11:30AM–1:30PM	Open Lab/ Job Search/ Applied Skills 8:30AM–4PM (VARIES BY CLIENT)	Computer Skills (GED Prep) 11:30AM–1:30PM	Open Lab/Job Search /Applied Skills 8:30AM–4PM (VARIES BY CLIENT)	Open Lab/Job Search /Applied Skills/ ED2GO 8:30AM–4PM (VARIES BY CLIENT)
Open Lab/Job Search /Applied Skills 8:30AM–4PM (VARIES BY CLIENT)		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
Job Readiness 9AM–4PM	Job Readiness 9AM–4PM	Job Readiness 9AM–4PM	Job Readiness 9AM–4PM	Job Readiness 9AM–4PM
Career Development 9AM–4PM	Career Development 9AM–4PM	Career Development 9AM–4PM	Career Development 9AM–4PM	Career Development 9AM–4PM
Individual Training Plan 9AM–4PM	Individual Training Plan 9AM–4PM	Individual Training Plan 9AM–4PM	Individual Training Plan 9AM–4PM	Individual Training Plan 9AM–4PM
Counseling Services 9AM–4PM	Counseling Services 9AM–4PM	Counseling Services 9AM–4PM	Counseling Services 9AM–4PM	Counseling Services 9AM–4PM
Academic Tutoring (All Subjects) 9AM–5PM	Academic Tutoring (All Subjects) 9AM–5PM	Academic Tutoring (All Subjects) 9AM–5PM	Academic Tutoring (All Subjects) 9AM–5PM	Academic Tutoring (All Subjects) 9AM–5PM
Quickbooks Certification Training 9:30AM–11:30AM	Quickbooks Certification Training 9:30AM–11:30AM	Quickbooks Certification Training 9:30AM–11:30AM	Quickbooks Certification Training 9:30AM–11:30AM	Quickbooks Certification Training 9:30AM–11:30AM
Microsoft Computer Certification Training NOON–2PM	Microsoft Computer Certification Training NOON–2PM	Microsoft Computer Certification Training NOON–2PM	Microsoft Computer Certification Training NOON–2PM	Microsoft Computer Certification Training NOON–2PM
		Resume Development Training 12:30PM–1:30PM AS NEEDED BY PARTICIPANTS	DL Packets Delivered Bi-Weekly SACRED PIPE TUPE PROGRAM (SDAICY) SACRED PIPE TUPE TRAINING	

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

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 August 2020



<u>DATE</u>	<u>LOCATION</u>	<u>TIME</u>
AUGUST 6, THURSDAY	PALA	9 AM – 11:30 AM
AUGUST 10, MONDAY	VIEJAS BARONA	9 AM – 10 AM 11AM – 12 NOON
AUGUST 11, TUESDAY	MANZANITA/LA POSTA OLD CAMPO	9:45 AM – 11 AM 11:30 AM – 12:30 PM
AUGUST 13, THURSDAY	SAN PASQUAL	9 AM – 12 NOON
AUGUST 17, MONDAY	MESA GRANDE SANTA YSABEL	9 AM – 10 AM 11AM – 12 NOON
AUGUST 19, WEDNESDAY	CAMPO	10 AM – 12 NOON
AUGUST 24, MONDAY	LOS COYOTES LA JOLLA	9 AM – 10 AM 11AM – 12 NOON
AUGUST 25, TUESDAY	PAUMA PECHANGA	9 AM – 10 AM 10:30 AM – 11:30 AM
AUGUST 26, WEDNESDAY	RINCON	9 AM – 12 NOON



Coming in September:

- An Update on COVID-19 among Native Americans
- 2020 TANF Institute goes Virtual
- Geronimo: From Warrior to Prisoner of War