

A Diploma Is Earned - After Years Of Struggle

By Josh Murphy, Instructor, Two Directions in Rincon

Mario Lopez has a story not too different from others seeking to go back and earn their high school diploma.

He admittedly made some poor choices that resulted in consequences that were not terribly shocking. One of the primary consequences led to him dropping out of high school during his senior year. The next few years, from ages 17 to 20, could at best be described as a series of learning experiences from which to grow and mature. At worst, those experiences could have formed a pattern that would have led his life in an entirely different direction.

Growing up, Mario and his peers watched far too many people they loved and cared for get caught up on this wayward path and continue to wander without purpose. It was not the direction he wanted to travel; he had a vision and a plan he was determined to achieve.

Following the birth of his daughter in April of 2017, Mario took about six months to adjust to being a single father. He used that time to begin setting goals for himself. Mario wanted to fulfill his ambition of being a leader for the Native American community, many of whom share some of the same struggles he has endured. He chose as his first goal to resolve the unfinished business of completing his high school education.

In January of 2018 at age 21, Mario stopped getting 'sidetracked.' Through Southern California Tribal Chairmen's Association (SCTCA) TANF Pala, he focused on attending classes

(Continued on page 2)



Mario Lopez and his daughter, Laylah

Photo by Claudina Schroeder

For NYSP Students, A Summer Of Academics, Culture – And Fun

Story and photos by Karin Giron, Education Coordinator, Escondido TANF

From late June through early August, Southern California Tribal Chairmen's Association (SCTCA) TANF hosted its annual Native Youth Summer Program (NYSP).

TANF students- ages 13-18- from the Escondido, La Mesa, Manzanita and Pala TANF offices were invited to participate in the six-week program that offered varied activities that focused on academics, culture, and prevention services:

- American Indian Recruitment Summer Program
- Annual National UNITY Conference
- Workshop: Dream In, Breath Out
- A Cultural Exchange at Rincon Museum
- Workshop: Know Money, No Problems
- Annual SIHC Youth Conference



(Continued on page 4)





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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(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	Ewiiapaapayp
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)

A Diploma Is Earned - After Years Of Struggle

at Two Directions, a Rincon-based adult TANF learning and skills training center. Two Directions has an academic partnership with Escondido Adult School. This class is unique because it is a partnership between Two Directions and Escondido Adult School which allows all TANF participants access to the latest in a fast-paced, student-centered hybrid learning environment. Students can work in class as well as on line at their own speed under a credentialed teacher's direction.

To accomplish his first goal, one of the courses Mario enrolled in was the high school diploma/high school equivalency class. The ultimate objective of the program is helping students complete high school requirements, either with a GED/HISET certificate or an accredited high school diploma.

Mario chose the high school equivalency option because he was confident he could complete it in six months. But as June rolled around, Mario had only passed three of the five tests needed to complete the program. He still had time to finish, but not much if he wished to be part of the annual graduation ceremony, decorate his cap and gown in Native style, and be on stage in front of his friends and family – the initial step toward his path to leadership. For now, however, there was one big obstacle standing in his way: he had two weeks to pass two tests.

After lots of studying and a bit of last-minute cramming, Mario passed both those tests. Less than seven days after receiving the good news, he walked confidently across the stage at the California Center for the Arts in Escondido. Hundreds of supportive onlookers applauded as Mario received his High School Equivalency certificate from the principal.

With several weeks to reflect on this achievement, Mario knows it is just a first step on his journey, but not one he



Josh Murphy with Lopez Photo by Claudina Schroeder
takes lightly.

"I couldn't have done this alone," Mario said. "TANF and Two Directions supported and pushed me. They were like family to me at times."

As he moves forward, this initial success opens up more opportunities for Mario, including college. He believes once you can overcome that first hurdle, you know you have what it takes to continue forward on the path less trodden.

"My family, where I come from, we did not always have it easy and were not handed anything," Mario reflected. "But regardless of your past, you can become better and build upon wherever it is you are starting from."

Mario also expressed his gratitude to all those who helped him achieve his goal.

"There are a lot of people I want to thank - especially Pascale, Nicole, Stephanie and Juanita from Pala Tribal TANF, Claudina, Royleen, and Josh from Two Directions, and of course my family, namely my grandmas, aunts, and cousins – you know who you are. I can't thank you all enough for your help and support."

This is Mario's story- at least so far. 

Campo Vice-Chairman Awarded Honorary Degree From San Diego State

By Gary P. Taylor, SCTCA TANF



H. Paul Cuero Jr. Vice-Chairman of the Campo Band of the Kumeyaay Nation

H. Paul Cuero Jr. is Vice-Chairman of the Campo Band of the Kumeyaay Nation.

In May, he was awarded the Honorary Degree of Doctor of Humane Letters from San Diego State University (San Diego State University) Cuero received the degree at the College of Arts and Letters Commencement Ceremony in early May.

At the ceremony, Cuero spoke about education and its role on tribal sovereignty, leadership, culture and pride. He told the graduates to "go back home to see what you have learned fits into your peoples' philosophy. When you bridge Western knowledge with traditional knowledge you will be able to unlock many things."

Cuero's degree is in recognition of the decades he has spent maintaining the cultural traditions of the Kumeyaay, including more than 30 years as a traditional Bird Singer. In years past, Cuero has spoken frequently about those traditions and how much they mean to Native Americans – especially younger tribal members: In his own words:

On tribal elders:

"We're not doing things like our elders. Then we wonder why we have depression and disease. In life, you have to get up and do things. Our elders didn't wait around for someone to do things for them – they went out and did it themselves. We have to get back to that way of thinking..."

"Young people, you should listen to your elders. They have lived a long life – you haven't. They will tell you things they've learned in life. You might not understand the things they tell you now, but years later, you will understand their wisdom."

On spirituality:

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

On anger:

"The worst time to resolve things is when you're angry. You can't resolve things with anger or violence."

"...Too many times we do damage, we lash out, with our words or with violence, and that is wrong. It should not be in our hearts to do this."

— DISPATCHES —

Geneva



Matthew Rantanen was in Geneva, Switzerland, last December.

Rantanen – who is Director of Technology of Southern California Tribal Chairmen's Association (SCTCA) Tribal Digital Village – wasn't there on vacation or to gaze at the lights and sights of the city.

He was there to deliver a speech to the closing session of the Internet Governance Forum. Rantanen's speech – titled "Importance Of Indigenous Inclusion In The Internet" – focused on expanding internet access to Native American communities. He included a brief summary of the work completed by SCTCA TANF's Tribal Digital Village. Here are some excerpts from his remarks:

"I am here before you today to bring awareness to the Global Indigenous Communities around the world. It is our goal to ensure that we, the Indigenous people of the world, have a recognized seat at the table when it comes to the planning, development, implementation and governance of the technological advances that we are gathered here to support at this forum."

"...In the United States, I work with nineteen Native nations. Together we have built a large community network, and more importantly, an Internet Service Provider (ISP). Both are part of a sustainable business model that continues to grow and support the unserved and underserved Native American populations. It is a microwave network, served by fiber optics, making up more than 650 miles of links, and supporting 100 tribal government municipalities, libraries, schools and almost 500 tribal homes."

"We are continually expanding the network to allow access to all of the 3,000 homes on the reservations, and we also support the surrounding, non-tribal community. We understand that to enhance a community is to be inclusive of those that surround you and have some of the same barriers to access. We had to build this network and connect our communities fast because the communication companies charged with deploying telecom services in the United States have failed to support some of the nation's most vulnerable populations."

"...Indigenous populations feel that the governance of the Internet should include the most underrepresented voices in the world's population. These communities are typically unserved or extremely underserved populations that are falling further and further behind. With less than 50 percent of the world's population connected to the Internet – underrepresentation is far more extreme among these Indigenous communities."

"...We as a people and as a minority are willing and able to contribute, and we know our needs. Policy makers have the responsibility to remove barriers to Indigenous community networking. This means NOT imposing any preconceived notions of what they feel these Indigenous communities may need, without a proper consultation and inclusion in the process."

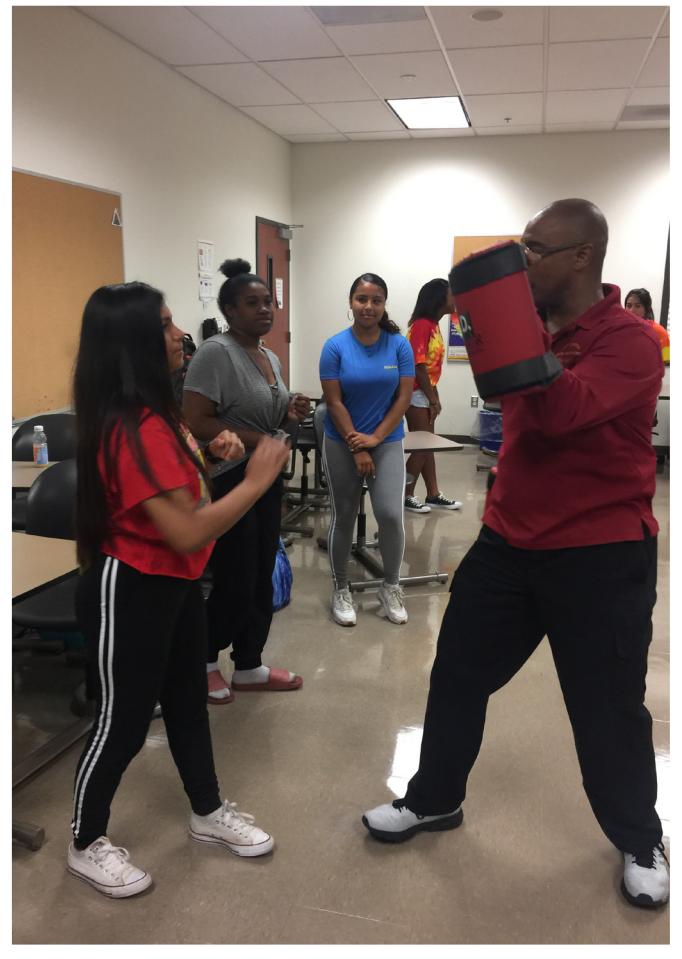
Rantanen, who has been with SCTCA TANF 17 years, will appear before the same forum later this year. This time, the sessions will be in Paris. But, as in Geneva, the message of giving Native Americans "a recognized seat at the table" on technological advances will not change.

- Gary P. Taylor

For NYSP Students, A Summer Of Academics, Culture – And Fun

American Indian Recruitment Program (AIR) – This summer, AIR taught students about the cultural preservation concept of “Tribal Landscapes,” which includes a greater geographic area that encompasses specific plants, animals, people, water resources, “viewscape,” the land below, and the airspace above a particular site. Collectively, cultural landscapes are works of art, narratives of culture and expressions of regional identity.

During the eight AIR sessions, the youths participated in an array of activities to better understand Cultural Landscapes. Focusing on the historical migration patterns of the Kumeyaay, AIR utilized regional locations to gather a general idea of how the Kumeyaay territory extended throughout the San Diego region. Students had an opportunity to visit some of these sites. At Mission Trails Park, students explored the vast resources the Kumeyaay used to build their homes (willow) and their consumable resources (acorns, medicinal plants, water supply). A field visit to the Birch Aquarium allowed the youth to understand ocean resources. In an effort to further understand ocean resources of the Kumeyaay, there was also a field visit to La Jolla Shores to visit a submerged cultural site and



ecological preserve. Evidence of the submerged villages and utilization of ocean life makes this part of the Kumeyaay tribal landscape.

With this recognition, more and more groups are recognizing that tribal territories extend beyond reservation boundaries. The youth also had the opportunity to visit the Museum of Man. In addition to viewing the current Kumeyaay exhibit, students had an opportunity to participate in a scheduled tour of the museum archives. They learned how artifacts, such as baskets and clothing, can provide information on resources used to develop them and their significance to our theme of cultural landscapes.

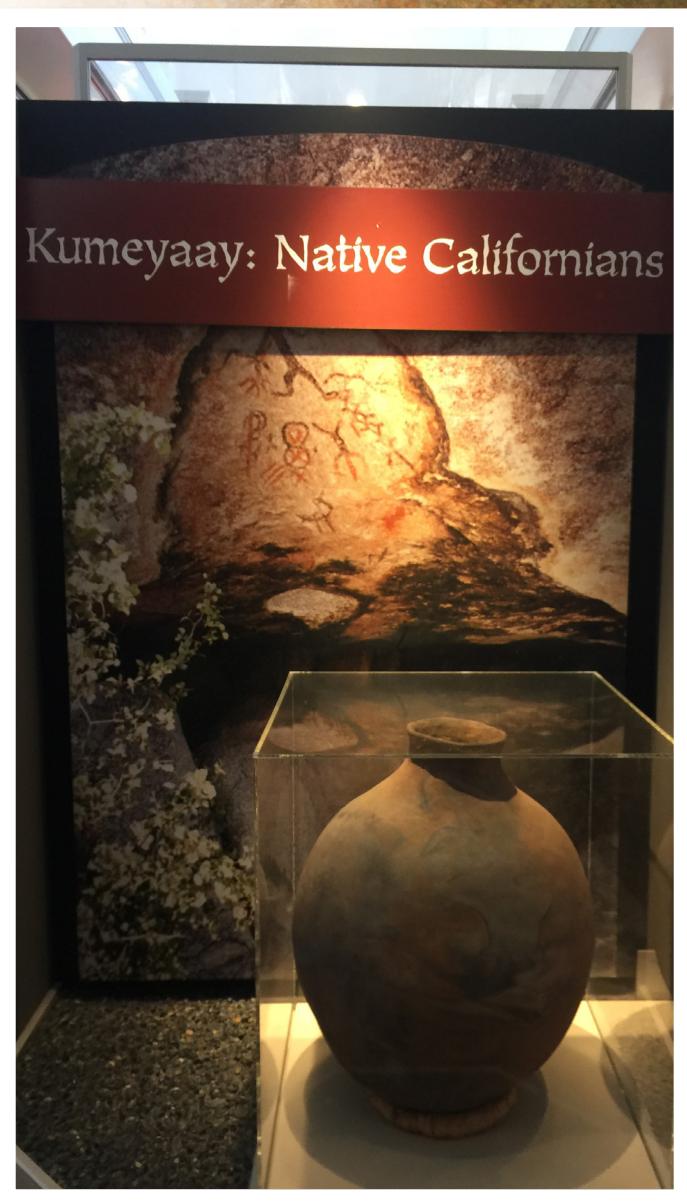
AIR Summer included several academic workshops and college campus visits to University of California, San Diego (UCSD) and San Diego State University (SDSU.) Meetings and campus tours at UCSD and SDSU are designed to give the students campus acclimation and academic experience.

Academic workshops covered an array of topics, including Admission to the UC and CSU system, financial aid, EOP and the opportunity to take college level classes while in high school. In conjunction with our Tribal Landscape theme, SDSU and UCSD are both within the Kumeyaay territory and work with the Tribes on varying levels of engagement.

UNITY – TANF youth also had the opportunity to attend the 42nd Annual National UNITY Conference. The five days in early July included an array of activities focused on spiritual, mental, physical, and social development. Kathy Willcuts facilitated a mediation workshop. Steven Garcia conducted a cultural workshop in which students learned to make dreamcatchers.

Workshop: Dream In, Breath Out – Students were offered the opportunity to participate in a meditation and arts class facilitated by Kathy Willcuts, Lakota, and Steven Garcia, Yaqui-Mescalero and Tongva descent. The workshop began with Willcuts describing the benefits of meditation as an ongoing exercise or tool to help the students face difficult situations with a clear mind and a healthy ways to manage stress. She also introduced the students to the benefits of essential oils: a lavender scent triggers the brain to make a person feel calm and relaxed, while peppermint scent is designed to awaken their senses and help them concentrate.

Willcuts then lead the youth on a guided meditation, which began with the youth closing their eyes and focus on their thoughts. By the end of the meditation, Willcuts had the students walking along the beach, soaking up the sun and sitting in the sand. After the guided meditation was complete, she encouraged the students to share their experiences and thoughts.



Following the meditation workshop, Garcia taught the students how to make their own dreamcatchers. Garcia first explained that the dreamcatcher's purpose is to protect a person from bad dreams. Once the students starting creating their loop thread, he then explained the importance of creating a small hole in the middle of the dreamcatcher to ensure a person's good dreams can pass through. The students used sinew, buckskin lace, crow/glass and gemstone beads, and guinea fowl feather to create their dream catchers. Garcia also showed the students a dreamcatcher with a hoop made from a willow branch and explained how an animal hide/leather can be used to wrap around the dream catcher's hoop.

A Cultural Exchange at Rincon Museum – Cheryl Madrigal, Museum Specialist, hosted a site visit to Wasxayam Pomki Museum (Rincon Museum). The visit included a guided walking tour through the garden where the youth learned

about the traditional uses of plants. Afterwards, students had the opportunity to visit the museum and view numerous Luiseño artifacts displayed in the various exhibits.. Madrigal also facilitated a cultural workshops on basket making and bird singing so students could learn more about the local tribal culture.

Workshop: Know Money, No Problems – Lenell Carter, Director of Business Finance for the Ipai Community Loan Fund, conducted a financial management workshop that focused on budgeting. This interactive workshop assigned each student a career and a monthly income, which they used to manage their monthly expenses: rent, transportation, birth of a child or children, child care and unexpected costs (i.e. car accidents, birthday gifts, school expenses). This real-life experience provided students the opportunity to use their problem-solving skills to balance their income against their expenses. For instance, two students decided to be roommates to decrease their monthly rent expense. Another student had to downsize their living expenses once they had the additional costs of children.





Annual SIHC Youth Conference – This year Southern Indian Health Council hosted their annual youth conference at Cuyamaca College. The day-long conference focused on prevention, healthy relationships and college readiness. The day began with a campus tour of Cuyamaca College, a blessing by Gwendolyn Parada, La Posta Chairwoman and SIHC Chairwoman, and a keynote address by Bri Hays, Senior Dean of Institutional effectiveness, Success, and Equity, who is also of Native American descent.

The conference provided an array of workshops for the students to attend: College Readiness; a Self Defense Class; Healthy Relationships; Interactive Presentation on Drug Use and Prevention; Suicide Prevention, and Native American Arts & Crafts. Students also had the opportunity to attend a College & Career Expo. The afternoon included multiple activities that tested the youth's mental, physical, leadership, and teamwork abilities in a "Survivor"-themed competition.

The closing Speaker was Abram Benally, the 'Calisthenic Navajo,' who gained fame after competing on the television show America Ninja Warrior. He shared his experiences with the students. An advocate for suicide prevention, he strives to inspire a generation by promoting health and wellness through calisthenics.

Overall, it was a successful summer program with good youth participation. NYSP provides students the opportunity to get to know each other and build their social networks. ↗

National Tribal TANF Institute Conducts A Four-Day Conference At Pechanga

By Gary P. Taylor, SCTCA TANF

Gayle Zepeda asked a simple question:

Is it possible to know when someone is about to commit suicide?

Zepeda looked around a conference room of about 30 people. A woman raised her hand. She wanted to answer the question.

"Yes," she said. "And no."

Zepeda nodded her head.

"Excellent answer," she said.

Zepeda's question was one of many that came up during her workshop entitled, "Suicide Prevention in Tribal Communities SAFE Talk." The workshop was just one of more than a dozen at the annual National Tribal TANF Institute at the Pechanga Resort & Casino in Temecula.

The four-day conference in mid-July was sponsored by the University of California, Davis Extension Center for Human Services. The conference is designed to bring together hundreds of TANF employees and staff from across the country to discuss a wide range of issues important to TANF and Native American communities.

This year's Institute attendees included several from Southern California Tribal Chairmen's Association (SCTCA) TANF Pala: Melanie Luna, TANF Sites Director; Crystal Lara, Resource Supervisor; Lucinda Begay, Eligibility Specialist; Nichole Denmark, Eligibility Specialist; Carolyn Stalcup, Administration Coordinator; and Roy Moore, Educational Monitor. All attended workshops or sessions on one or more of the days of the conference.

Zepeda's workshop, for example, focused on the disproportionately high percentage of Native Americans who commit suicide every year. The number is even worse for young Native Americans between 16 and 24, she noted.

She referred back to her question.

"There are some people who tell friends or family members they are thinking of suicide, but their desperation is missed or discounted or ignored," Zepeda noted. "And then there are



others who keep everything to themselves, who are desperate and want help but don't reach out to anyone. But maybe someone picks up just a little sign and starts to talk to someone a little bit, and all the desperation and depression or feelings of hopelessness come out from that person. And then that person can be helped."

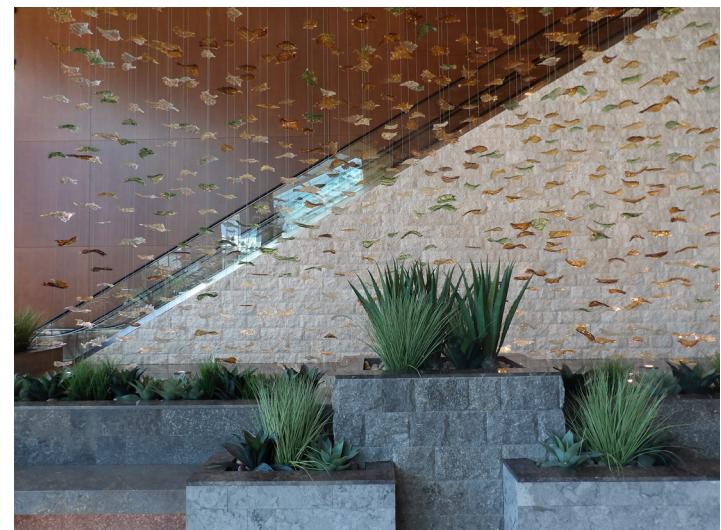
In another workshop, Elena Hood from the University of California San Diego (UCSD) discussed "Historical Trauma and the Relationship to Wellness and Self-Sufficiency."

She told her group about the historical injustices endured by Native Americans over the centuries, and how that trauma has affected generations of tribal descendants.

"When you think about it, the things that were done to Native Americans were so horrible in so many ways that it is remarkable we have been able to retain so much of our cultures and traditions and customs," Hood said. "We have endured as a people despite the most devastating attacks on everything we held close to our hearts – our children, our families, our traditions, our land."

Nichole Denmark – who attended several days of the Institute – said the sessions, speakers and workshops were very informative and provided important professional direction.

"The Tribal TANF Institute is a great opportunity for staff to network, refresh and reflect on our visions and responsibilities as TANF employees," she said. "The workshops serve as an important reminder that in addition to offering resources and



empathy to our participants, we must take time for self-care and make deposits into our own spiritual banks so we can continue to be supportive. I feel this Institute is essential in the maintenance of staff morale and the preservation of our ambition."

The Institute's other workshops and sessions included: Strength-Based Assessment of Job Readiness; Reporting and WPR; Federal Regulation Interpretation; The Role of TANF in Decolonizing Child Welfare and Creating Safe Environments for Families; Introduction to Case Management; and Revealing Implicit Bias.

Other topics included: Addressing Barriers to Self-Sufficiency; Cultural Competency; Youth Services; Leading in Times of Change; Roadmap Toward a More Successful Collaboration; Work Smarter, Not Harder; Team Building; Wellness and Self-Care; Coaching and Mentoring; Cultural Exchange; and Adult Mental Health First Aid. 

After 25 Years, The *Lance and the Shield* Remains Definitive Portrait Of Sitting Bull

By Gary P. Taylor, SCTCA TANF

"Sitting Bull treasured his lance and shield. His father presented them to him in ceremonies marking his passage to warrior rank, after his first coup at age fourteen. The shield, considered to possess sacred power, bore a design that came to Sitting Bull's father in a dream. The lance was decorated with beadwork crafted by his mother."

-Robert M. Utley, opening page of The Lance and the Shield – The Life and Times of Sitting Bull

In 1993, Robert M. Utley published what was then regarded as the definitive biography of Sitting Bull, Chief of the Hunkpapa Sioux. It still is.

The 413-page *The Lance and the Shield* was not only the story of the Warrior Chief, but also of the Sioux he led. The Sitting Bull that emerges from Utley's book is much more than the visionary of Custer's destruction at Little Bighorn, or the mystical medicine man, or the aging warrior who was respected by tribes and feared by the white man.

He was all of those things, of course, but he was also one of the most intriguing and accomplished figures in American history.

In *The Lance and the Shield*, Utley captures not only what Sitting Bull did for his people but also what he meant to them:

"There was something in Sitting Bull that everybody liked. Children liked him because he was kind, the women because he was kind to the family and liked to settle family troubles. Men liked him because he was brave. Medicine men liked him because they knew he was a man they could consider a leader."

He became, Utley wrote, "the Hunkpapa incarnate, epitome of the four cardinal virtues of bravery, fortitude, generosity and wisdom."

An example: In 1867, during four years of brutal battles with the ever-encroaching white man, Sitting Bull spoke directly to a group of Assiniboines, who did not want to fight the onslaught of settlers: "Look at me. See if I am poor, or my people either. The whites may get me at last, as you say, but I will have good times until then. You are fools to make yourselves slaves to a piece of fat bacon, some hard tack and a little sugar and coffee."

Such blunt language was regarded by the Hunkpapa as a sign of Sitting Bull's unquestioned leadership.

But Utley does not spare Sitting Bull from critical appraisal. In one passage, the historian asks, "Is this Sitting Bull an inflated caricature of reality – a warrior too triumphant, a holy man too holy, a citizen too noble?" Utley points out the Hunkpapa under Sitting Bull was a people filled with intense rivalries and factions that were never completely contained by the Warrior Chief. And there was not only warfare with other tribes but also relentless fighting with white settlers.

Still, through all of this, up to and including Custer's massacre at Little Bighorn, Utley regards Sitting Bull as a "towering figure in his culture or any culture."

Utley's research is thorough and exhaustive; his book contains nearly 100 pages of sources, citations, references,



Sitting Bull

materials and notes. When it was published 25 years ago, the book was lauded by the *Wall Street Journal* as a "remarkable work of scholarship... Mr. Utley depicts Sitting Bull in wide, bold and colorful strokes."

One of Utley's most illuminating passages occurs about two decades before Sitting Bull's death when he was being forcibly arrested in December of 1890. The arrest order had come from General Nelson A. Miles, who feared Sitting Bull. Said the Warrior Chief, summoned to a peace conference in 1872:

"White men like to dig in the ground for their food. My people prefer to hunt the buffalo as their fathers did. White men like to stay in one place. My people want to move their tepees here and there to the different hunting grounds. The life of white men is slavery. They are prisoners of towns and farms. The life my people want is a life of freedom. I have seen nothing that a white man has, houses or railways or clothing or food, that is as good as the right to move in the open country, and live in our own fashion."

Sitting Bull was believed to be 59 when he was killed. 

At Mesa Grande Gathering, Some Glimpses Of The Past

On the final Saturday in July, tribal members attended the Mesa Grande Tekamuk Gathering.

The Gathering drew more than a hundred people, including tribal elders, leaders, families and children. Birdsingers sang traditional Native American songs, and women and young girls danced in the early evening light.

In the middle of the Gathering, in a place of prominence, were three large displays of old black and white photographs from the tribe's past. Some were pictures of children; others of family members from several generations; still others were of a tribal chief, Mataweer.

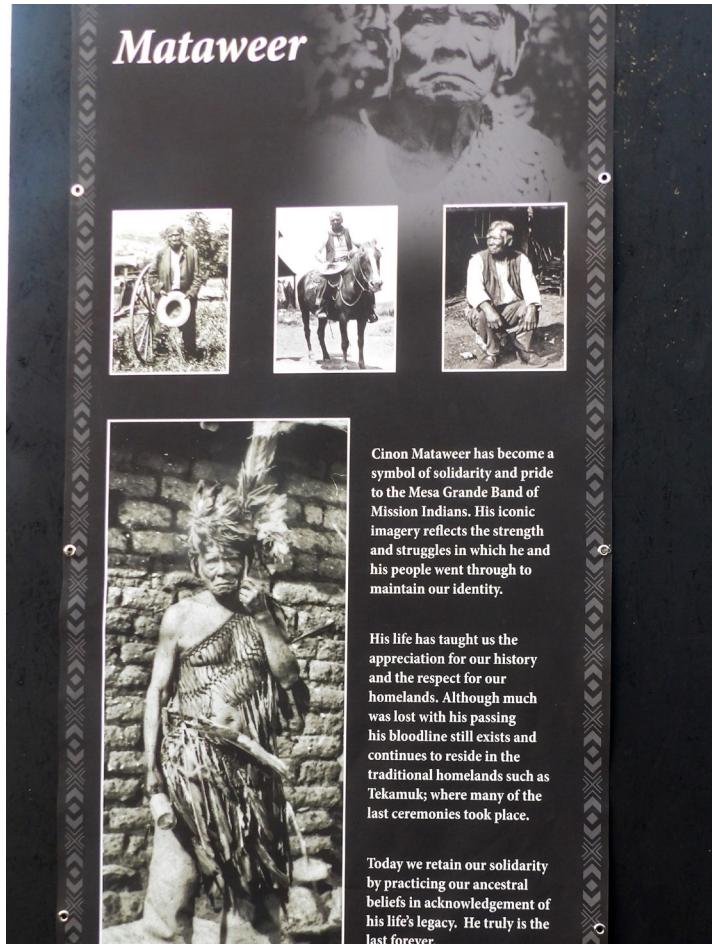
Alongside Mataweer's pictures were these words:

"Cinon Mataweer has become a symbol of solidarity and pride to the Mesa Grande Band of Mission Indians. His iconic imagery reflects the strength and struggles in which he and his people went through to maintain our identity.

"His life has taught us the appreciation for our history and the respect for our homelands...Today we retain our solidarity by practicing our ancestral beliefs in acknowledgement of his life's legacy. He truly is the last forever."

And so at the Tekamuk Gathering the youngest generations of tribal members could see those pictures, and read those words, and know they were glimpses of the past. 

- Gary P. Taylor



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Space #8 – Classroom 1 Classes: Sep 1st – Dec. 31st, 2018

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

Space #8 – Classroom 2 Classes: Sep 1st – Dec. 31st, 2018

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

Space #39 – Computer Lab Classes: Sep 1st – Dec. 31st, 2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Self Paced Class 8:30AM–10:30AM Staff Self Paced Class 10:45AM–12:45PM Staff Self Paced Class 1PM–4AM Staff	MICROSOFT Word 8:30AM–10:30AM Wanda MICROSOFT Excel 10:45AM–12:45PM Wanda Self Paced Class 1PM–4AM Staff	Intro to PC's 8:30AM–10:30AM Wanda Intro to PC's 10:45AM–12:45PM Wanda Computers Lab 1PM–4PM OPEN LAB	MICROSOFT Word 8:30AM–10:30AM Wanda MICROSOFT Excel 10:45AM–12:45PM Wanda Self Paced Class 1PM–4AM Staff	10 Key Class 8:30AM–10:30AM Wanda Keyboarding 10:45AM–12:45PM Wanda 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.

SEPTEMBER 2018

Escondido

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

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

El Cajon

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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Job Readiness 9AM–4PM Career Development 9AM–4PM Individual Training Plan 9AM–4PM Counseling Services 9AM–4PM Quickbooks Certification Training 9:30AM–11:30AM Microsoft Computer Certification Training NOON–2PM Academic Tutoring (All Subjects) 9AM–5PM SCAIR Closed 9/3 LABOR DAY	Career Development 9AM–4PM Job Readiness 9AM–4PM Individual Training Plan 9AM–4PM Counseling Services 9AM–4PM Quickbooks Certification Training 9:30AM–11:30AM Microsoft Computer Certification Training NOON–2PM Academic Tutoring (All Subjects) 9AM–5PM Traditional Parenting 9/7/11 NOON–2PM Ready to Work Training 9/25 12:30PM–1:30PM	Career Development 9AM–4PM Job Readiness 9AM–4PM Individual Training Plan 9AM–4PM Counseling Services 9AM–4PM Quickbooks Certification Training 9:30AM–11:30AM Academic Tutoring (All Subjects) 9AM–5PM Microsoft Computer Certification Training NOON–2PM Sacred Pipe TUPE Program 9/5, 12, 19 & 26 3:30PM–5:30PM	Job Readiness 9AM–4PM Individual Training Plan 9AM–4PM Counseling Services 9AM–4PM Quickbooks Certification Training 9:30AM–11:30AM Parenting Training 11AM–1PM Academic Tutoring (All Subjects) 9AM–5PM Microsoft Computer Certification Training NOON–2PM	Academic Tutoring (All Subjects) 9AM–3PM Job Readiness 9AM–4PM Career Development 9AM–4PM Individual Training Plan 9AM–4PM Counseling Services 9AM–4PM Independent Computer Lab 9AM–4PM SCAIR Closed 9/28 CALIFORNIA NATIVE AMERICAN DAY

**No Microsoft Computer Certification Training

SEPTEMBER 2018

Santa Ynez

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

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

Manzanita

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

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

Commodity Distribution Schedule – September 2018



DATE	LOCATION	TIME
SEPT. 5, WEDNESDAY	BARONA VIEJAS	9 AM – 10 AM 11 AM – 12 NOON
SEPT. 10, MONDAY	LOS COYOTES LA JOLLA	9 AM – 10 AM 11 AM – 12 NOON
	PAUMA PECHANGA	9 AM – 10 AM 11 AM – 12 NOON
SEPT. 11, TUESDAY	SAN PASQUAL	9 AM – 12 NOON
SEPT 13, THURSDAY	MANZANITA/LA POSTA OLD CAMPO	9:45 AM – 11 AM 11:30 AM – 12:30 PM
SEPT 17, MONDAY	RINCON	9 AM – 12 NOON
SEPT 19, WEDNESDAY	MESA GRANDE SANTA YSABEL	9 AM – 10AM 11 AM -12 NOON
SEPT 20, THURSDAY	CAMPO	10 AM – 12 NOON
SEPT 24, MONDAY	PALA	9 AM – 11:30 AM

OFFICE CLOSURES: MONDAY; SEPT 3RD – LABOR DAY & FRIDAY; SEPT. 28TH
CALIFORNIA INDIAN DAY



Coming in October:

- Reflections on a Summer of Powwows and Gatherings
- A Review of a New Book on Chief Joseph of the Nez Perce
- A Selection of Native American Autumn and Fall Recipes

**Read these and other stories
in the next issue of the
SCTCA TANF Newsletter.**