

In February, Focus is on Teen Dating Violence

Compiled and contributed by Karin Giron, Education Coordinator, SCTCA TANF Escondido



Teen Dating Violence (TDV) is broadly defined as a pattern of abuse or threat of abuse against teenaged dating partners, TDV occurs across diverse groups and cultures. Although the dynamics of TDV are similar to adult domestic violence, the forms and experience of TDV as well as the challenges in seeking and providing services make the problem of TDV unique. TDV occurs in different forms, including verbal, emotional, physical, sexual, and digital, and the experience of TDV may have both immediate and long-term effects on young people

What Is the Impact of Teen Dating Violence?

Nationwide, youth age 12 to 19 experience the highest rates of rape and sexual assault. Studies show that approximately 10% of adolescents report being the victim of physical violence at the hands of an intimate partner during the previous year. Girls are particularly vulnerable to experiencing violence in their relationships and are more likely to suffer long-term behavioral and health consequences, including suicide attempts, eating disorders, and drug use.

Adolescents in abusive relationships often carry these unhealthy patterns of violence into future relationships. Indeed, children who are victimized or witness violence frequently bring this experience with them to the playground,

February is National Teen Dating Violence Awareness and Prevention Month.

This is an issue that impacts everyone – not just teens – but their parents, teachers, friends and communities as well. Together, we can raise the nation’s awareness about teen dating violence and promote safe, healthy relationships.

(Continued on page 4)

In Moot Court, Native American Students Argue a Difficult Case

By Gary P. Taylor, SCTCA TANF

Devon Lomayesva, Chief Judge of the Intertribal Court of Southern California (ICSC), had a question.

“What do you think is the essential argument in favor of *McGirt vs. Oklahoma*?” But she wasn’t asking an attorney.

She was asking Wom’Si Stoneburner, a 16-year-old Native American who lives on the Los Coyotes Indian Reservation.

Stoneburner, looking down at her notes, said she believed the most effective argument was that the state of Oklahoma really didn’t have authority on an Indian reservation.

Lomayesva nodded in agreement.

“That’s right,” she said. “That is what the United States Supreme Court decided in this case.”



Wom’Si Stoneburner

(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
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(760) 746-0901 Ext. 118

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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, Orange and Santa Barbara counties and the following reservations:

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

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Stoneburner was one of several Native American teens who participated in the American Indian Recruitment (AIR) and University of California San Diego (UCSD) Moot Court. The proceedings were held in early December at ICSC on the Rincon Indian Reservation. (Moot Court refers to a mock court in which students can argue real or hypothetical case law). Students were allotted time to argue the case of Jimmy McGirt versus the State of Oklahoma, a complex case that made its way to the Supreme Court in 2020.

The Court decided 5-4 in favor of McGirt, who had been convicted by the state of Oklahoma of three violent offenses. He had argued since he is a member of the Seminole Nation and his crimes were committed on the Creek Nation reservation, only the federal government could prosecute him. The Court agreed, reversing his conviction and further stating vast parts of Oklahoma remain Indian Country because of treaties dating back to the 19th century.

But there were also many other issues involved – the Allotment Act, Congressional intent, the validity of treaties and jurisdictional authority – the student in the Moot Court had to sort through. It was not an easy case to argue, but the teens made their presentations before Lomayesva, ICSC Youth Court and Pro Tem Judge Angela Medrano, judges from San Diego County, an Indian law attorney and San Diego State University professors.

In addition, some students appeared via Zoom to participate in the proceedings.

The legal professionals heard the students' arguments, sitting through the presentations, often asking questions about the case from both sides.

It was all part of a project involving AIR, UCSD and ICSC's Tribal Youth Court, which have been conducting classes with Native American students regarding American Indian law. Arguing the McGirt case was the final part of their course titled Introduction to Tribal Studies.

"The final project of this class gives the students the opportunity to step out of their comfort zones and face the challenge of presenting their case before a panel of judges," Medrano said. "They all did fantastic."

Medrano – also a course instructor- noted that "there are several rounds that are scored for their final grade. This format allows the students to build their composure and find their place of confidence. Throughout the course the maturity and tenacity of these students shines through. The material is not easy and really challenges them to learn about federal Indian law, tribal law, and tribal governance. The opportunity to participate in a moot court final promotes an understanding and appreciation of the judicial system through experiential achievement."

Medrano added the Moot Court "has a lot of support from parents, tribal education centers, and the ICSC. Judges volunteered their time to score the students' moot court presentations."

Near the end of the Moot Court, Lomayesva said she was impressed by the efforts of Stoneburner and all the other students who studied the facts of the McGirt case and made their presentations.

"This is hard stuff," she told them. "But I believe your ability to understand this case reflects that you understand how to argue a case, and what to argue. Just try to think of your argument as a simple story you want to tell – and then tell that story."



Native American students, left, present their arguments in Moot Court

Killers of the Flower Moon **Could Open at Cannes Film Festival**

By Gary P. Taylor, SCTCA TANF

The film *Killers of the Flower Moon* may be heading towards its world premiere at the prestigious Cannes Film Festival in May.

The current estimate for a release date is May 2023 at Cannes in France, according to several Hollywood sources. After its initial screening, the film will probably have a theatrical release in America before being available to stream exclusively on Apple TV+.

The film is based on the best-selling book *Killers of the Flower Moon*, published in 2016. It is author David Grann's recounting of the deaths of tribal members on the Osage Indian Reservation near Gray Horse, Oklahoma, over a century ago. At the time, the roughly 2,000 tribal members had become the wealthiest people in America because of the discovery of vast oil deposits on the Osage reservation. Grann wrote:

"The Osage leased the land to prospectors and made a fortune... in 1923 alone the tribe took in more than \$30 million, the equivalent today of more than \$400 million. The Osage were considered the wealthiest people per capita in the world. They built mansions and bought fleets of cars."

But the sudden wealth didn't last long.

Within just a few years, tribal members were murdered. There was murder by poisoning. Murder by shooting. Murder by beating. Murder by explosion. Murder in so many ways, of so many Osage (fathers, mothers, husbands, wives, sisters, brothers, cousins) that it overwhelmed first local and then state authorities investigating the killings.

The central part of the conspiracy involved white men marrying into Osage families, killing their wives and other family members, systematically eliminating them as legal heirs to Osage oil trust funds. The family of Mollie Burkhart, an Osage who was one of the wealthiest tribal members, was particularly brutalized. Her sister Anna was murdered and her mother Lizzie wasted away weeks later, likely poisoned to death.

And behind it all was a single grand conspirator, a man who had befriended the Osage years earlier and gained their trust - but who was secretly plotting to kill them.

The film is directed by Oscar-winning director Martin Scorsese and stars Leonardo DiCaprio (who also serves as a producer on the film) and Robert de Niro.



Haylee Chiariello

The Texas Christian University (TCU) Horned Frogs played for the College Football National Championship against the Georgia Bulldogs in early January in Inglewood, California.

It wasn't much of a game – the heavily-favored Bulldogs crushed TCU 65-7. It was the largest margin of victory ever in a national title game.

But TCU fans and alumni did have a few moments of happiness - at halftime.

That's because TCU's Haylee Chiariello, a 23-year-old Cherokee from Oklahoma City, was also at the game. The petite university student is a baton twirler extraordinaire. She is TCU's featured baton twirler - and performed a virtuoso solo routine at halftime that was arguably the best part of the night for Horned Frog fans.

"Whenever I go out there, it's my own choreography, my own costume designs," she told the *Cherokee Phoenix* newspaper before the game. "Just to be able to get to the national championship is really a once-in-a-lifetime experience. I'm soaking in every second and thanking the Lord for this experience. I want to remember every moment."

Chiariello, president of the university's Native and Indigenous Students Association, is in her third year at TCU. "It's amazing to have an opportunity to talk with leaders and just other members of our university community about what Native representation is, talk more about our culture and our rich histories," she said.

Initially a student at the University of Oklahoma, Chiariello was lured to TCU with academic grants and an opportunity to compete for the featured baton twirler spot, according to the *Cherokee Phoenix*. She told the paper she hopes to one day work in a non-profit setting helping promote health initiatives for Native Americans, in addition to pursuing a law degree focusing on tribal law.

"I'm very blessed to just be a part of representing Native athletes," she said. "There are not a lot of opportunities for us to be able to have these sort of amazing experiences. I love it."

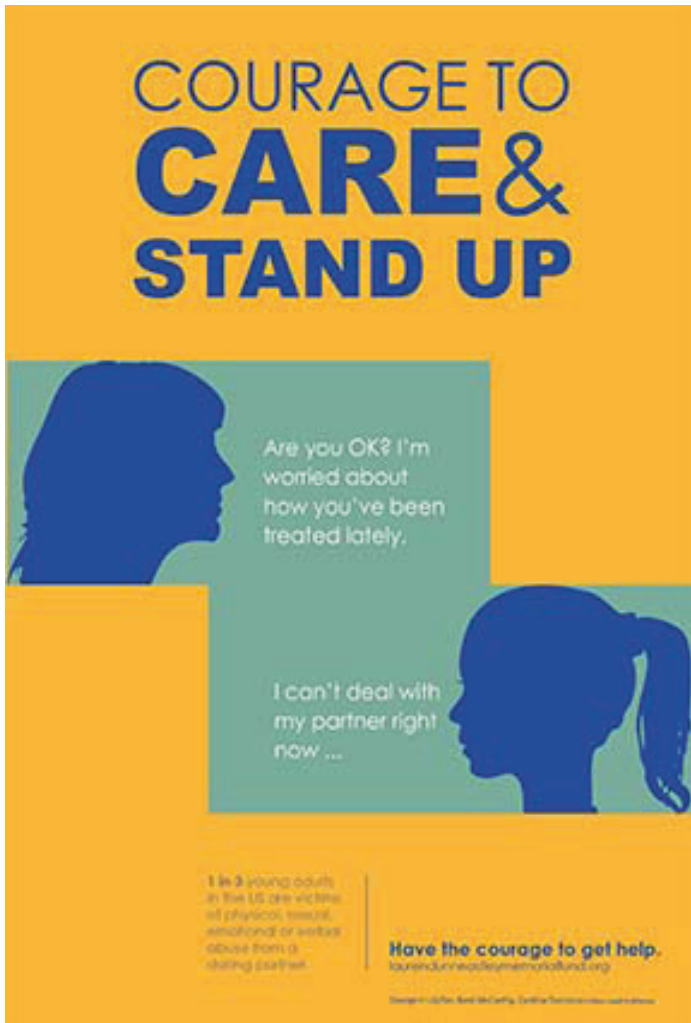
As for the football team – there's always next year. And maybe Chiariello will be there, once again twirling her baton for TCU.



A still from the film *Killers of the Flower Moon*

In February, Focus is on Teen Dating Violence

(Continued from page 1)



the classroom, later into teen relationships and, ultimately, they can end up the victims and perpetrators of adult intimate partner violence.

How Do I Participate in Teen Dating Violence Awareness and Prevention Month?

It is incredibly important to stay active in a teenager's life, monitor relationships for signs of danger, and understand how to approach sensitive issues. If you have a teenager who is in a relationship and suspect it is violent, unhealthy, or dangerous – take the time to talk to your child about teenage dating violence. Listed below are some suggestions, provided by www.teendvmonth.org, to help you talk to your child about teen dating violence.

Establish Open Lines of Communication and Set Positive Examples: Teenagers take cues from their surroundings and the media they follow. If they see violent relationships in the home, on television, or in a movie they may normalize any violent or damaging behavior within their own intimate relationships. You can help teens recognize unhealthy, violent, or negative dating relationship behaviors by setting positive relationship examples.

If you and your teen are watching a movie about domestic violence, use the opportunity to talk about what you see on screen. Even if it doesn't seem like your teen is listening, they are. They are hearing you on some level. Simply encouraging positive relationship habits – and pointing out negative behaviors – can help your teen shape positive habits and recognize unhealthy ones.

Talk to Daughters and Sons: Many parents may only look for signs indicating that their daughters are in abusive teenage relationships. However, it is equally as important to look for signs in both sons and daughters. Either can be the victim or perpetrator in violent teenage relationships. Staying attuned to behavioral changes in both sons and daughters is important. If your teen is engaging in violence, then make sure you discuss the criminal consequences with them.

Talk to Your Teen Privately: If you suspect your teen is in an unhealthy or violent relationship, set aside a time to speak privately. Teens are very sensitive to the perceptions of others and may be embarrassed about their situation. Finding a private space where your teen is most comfortable can help to set the scene for a meaningful conversation.

Acknowledge That Relationships are Difficult: As a parent, you have had at least one – if not more – relationship from which you can draw experience, knowledge, and wisdom. Relationships are hard work and require a lot of effort to be successful. Your teen, whether they have been dating for a few years or just testing the waters, are relatively new to relationships and have a lot to learn. Try to relate to the difficulties your teen may be experiencing in his or her relationship by confirming that you understand how much



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TEEN DATING VIOLENCE AWARENESS



TEEN DATING VIOLENCE STATISTICS



about 1.5 million boys and girls in high school (US) admit they've been intentionally hit or physically harmed by a romantic partner in the past year



1 in 11 female high school students & 1 in 15 male high school students report that they have experienced physical dating violence in the past year



1 in 9 female high school students school students report that they have experienced sexual dating violence in the past year

33%

of young people are victims of sexual, physical, verbal, or emotional dating abuse



Teens who experience teen dating violence are hesitant to seek help because they aren't aware of domestic violence laws.

1/3

of teenagers involved in abusive relationship have **spoken out about the violence**

3x

young women ages 16 to 24 are **3x more likely** than the rest of the nation to be **abused by a partner**

1/2

of adolescents who experience rape or physical/sexual abuse will **attempt suicide**

TEEN DATING VIOLENCE AWARENESS MONTH



energy – both emotionally and mentally – a healthy relationship requires. It is easy for relationships to fail because resorting to unhealthy behaviors is easier than investing time, energy, and consideration.

Don't Be Afraid to Get Uncomfortable: Teens will be hesitant to talk about their intimate relationships. This hesitance may only increase if the relationship is unhealthy or violent. It may be uncomfortable to broach subjects of dating and sex at first, but doing so is incredibly important if you suspect something is wrong. Your teen is developing habits and expectations that will stay with them for life – don't shy away from ensuring these behaviors are positive because the subject is potentially embarrassing. Also, if you fear that your teen is engaging in teen dating violence, make sure they understand the potential criminal consequences.

Understand Your Teen's Relationship: If your teen is in a relationship make it a point to ask about his or her partner. Invest in the relationship and encourage your teen to tell you about their new interest. The better you understand your teen's partner the better you'll be able to evaluate the relationship. Once you establish a baseline for how the relationship operates, negative changes may be more evident. If you regularly ask your teen about his or her relationship they may feel more comfortable approaching you if becomes unhealthy.

If you know a young relative that is being abused, the National Indigenous Women's Resource Center suggests the following:

- If you or your young relative need to talk, call StrongHearts Native Helpline at **1-844-762-8483** or chat at **strongheartshelpline.org**.
- Create a safe space and tell them you're concerned about their safety.
- Be a good relative and listen to their story when they're ready to share.
- Ask how you can help them.
- Offer support and encourage your friend's strength and courage.
- Share resources available online or locally from your community.
- Learn about dating violence and the signs of relationship abuse.
- Avoid confronting the abusive person hurting your loved one. It can escalate the situation and put your young relative in danger.

2023 Kumeyaay and Luiseño Calendars Depict Indian Boarding School Experience

By Gary P. Taylor, SCTCA TANF

In stark black and white photographs, the 2023 Kumeyaay and Luiseño calendars depict the Indian Boarding School experience.

The photographs are from the archives of the National Museum of American Indian and the National Native American Boarding School Healing Coalition.

The images show what it was like for thousands of Native American children to be taken from their families and homes and sent to federal Indian boarding schools, sometimes thousands of miles away. This system of forcible removal to the schools lasted a century and a half, from 1819 to 1969.

California had ten such schools, and many Indian children from reservations across the state were sent with their brothers and sisters – or sometimes by themselves.

As in previous years, the Kumeyaay and Luiseño calendars feature the names of the days and the months in their Native languages. This year - along with the historical photographs - the two calendars also include a summary of the Indian boarding school system and how its inception was based on the concept of destroying Native American culture. Children were removed, placed in uniforms, their hair cut, their Native identities stripped from them.

The “About This Calendar” summary is direct, factual- and poignant. It is printed below, in its entirety:

“On April 1, 2022, the first Native American Secretary of the Interior, Deborah Haaland, issued the results of an investigative report on the federal Indian Boarding Schools. Prompted by the pressures from tribal nations to research and learn about the fate of thousands of children that never returned home, the report “shows for the first time that between 1819 and 1969, the United States operated or supported 408 boarding schools across 37 states (or then- territories), including 21 schools in Alaska and 7 schools in Hawaii. This report identifies each of those schools by name and location, some of which operated across multiple sites.”

“This year’s calendar theme is designed to remember and acknowledge our ancestors from Southern California tribes that attended and survived the boarding school experience. California operated 10 schools according to the National Boarding School Healing Coalition. However, we know that many of our relatives were sent as far away as Pennsylvania to attend the Carlisle Indian Institute, founded by Colonel Henry S. Pratt in 1879, and used as the model for all other federal Indian boarding schools.

“Pratt created his model for Indian education based on his belief “that all Indian there is in the race should be dead. Kill the Indian in him and save the man” was his infamous genocidal statement. To achieve his goal of civilizing Native American children, he tested his educational methods on seventy-two Native warriors who became prisoners of war and



were shipped to Fort Marion Prison in St. Augustine, Florida, in 1875. There, he introduced militaristic discipline and basic education to the men, who included the notoriously fierce and cunning Apache leader, Geronimo.

“The goal and design of Pratt’s prison reform experiment became the basis for Indian education. Indian boarding schools used military regimens, like strict daily schedules that included drills and marching, combined with basic instruction in reading, writing, and math, along with compulsory Christian indoctrination. The separation between church and state, fundamental civil right in the U.S., was abandoned in the name of Indian assimilation.

“This calendar depicts images of Southern California ancestors who survived this brutal school system and pays tribute to those that never returned home. Some of the photos also show the school grounds and activities that tribal youth engaged in. Despite the U.S. government’s attempt to eradicate Native culture, many of our relatives created new survival strategies to maintain cultural ties, expand their tribal network, and adapt to living in two worlds. To them, we remember their sacrifice, endurance, resistance and survival.”

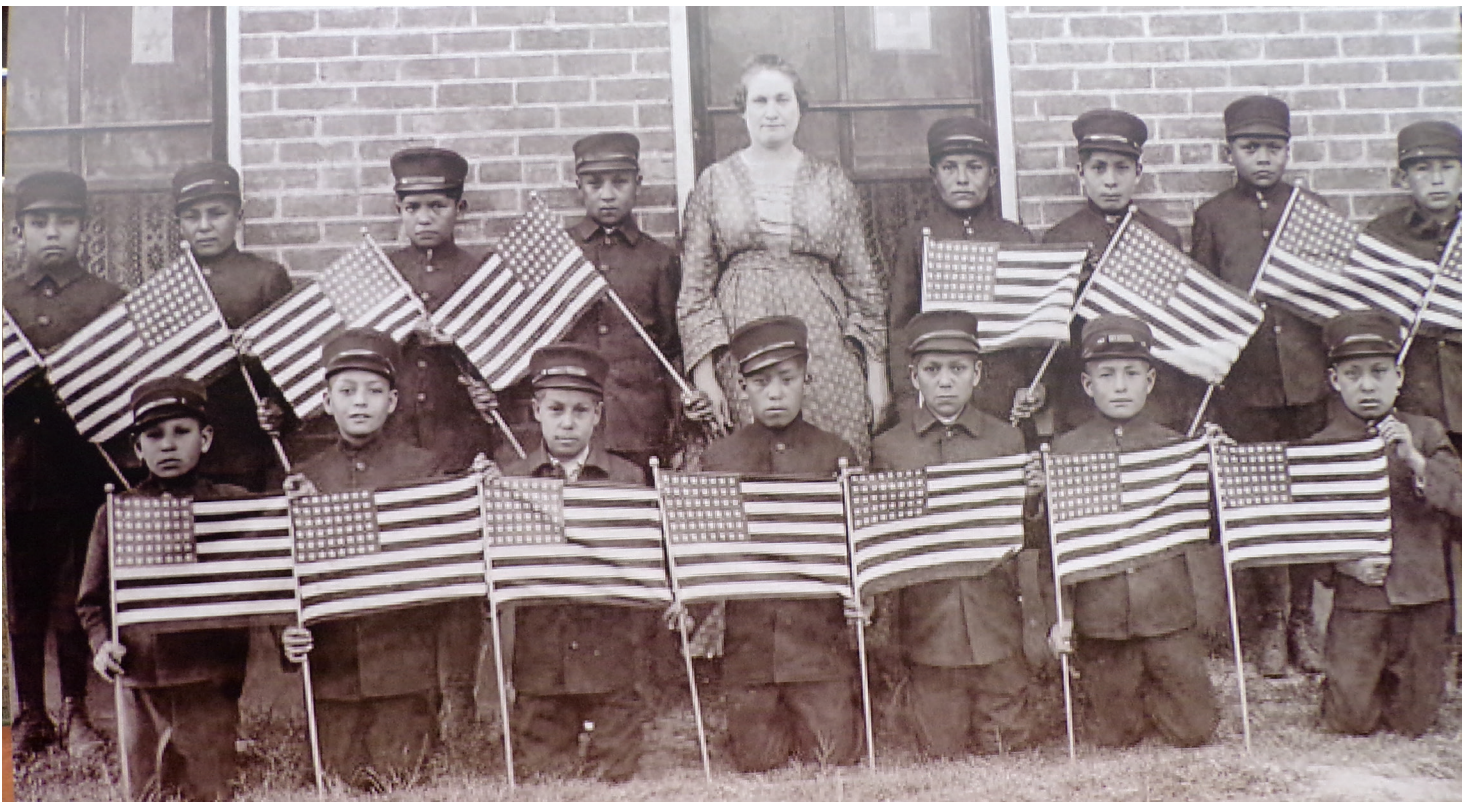
On this and the following pages are photographs from the Indian Boarding School Experience calendars

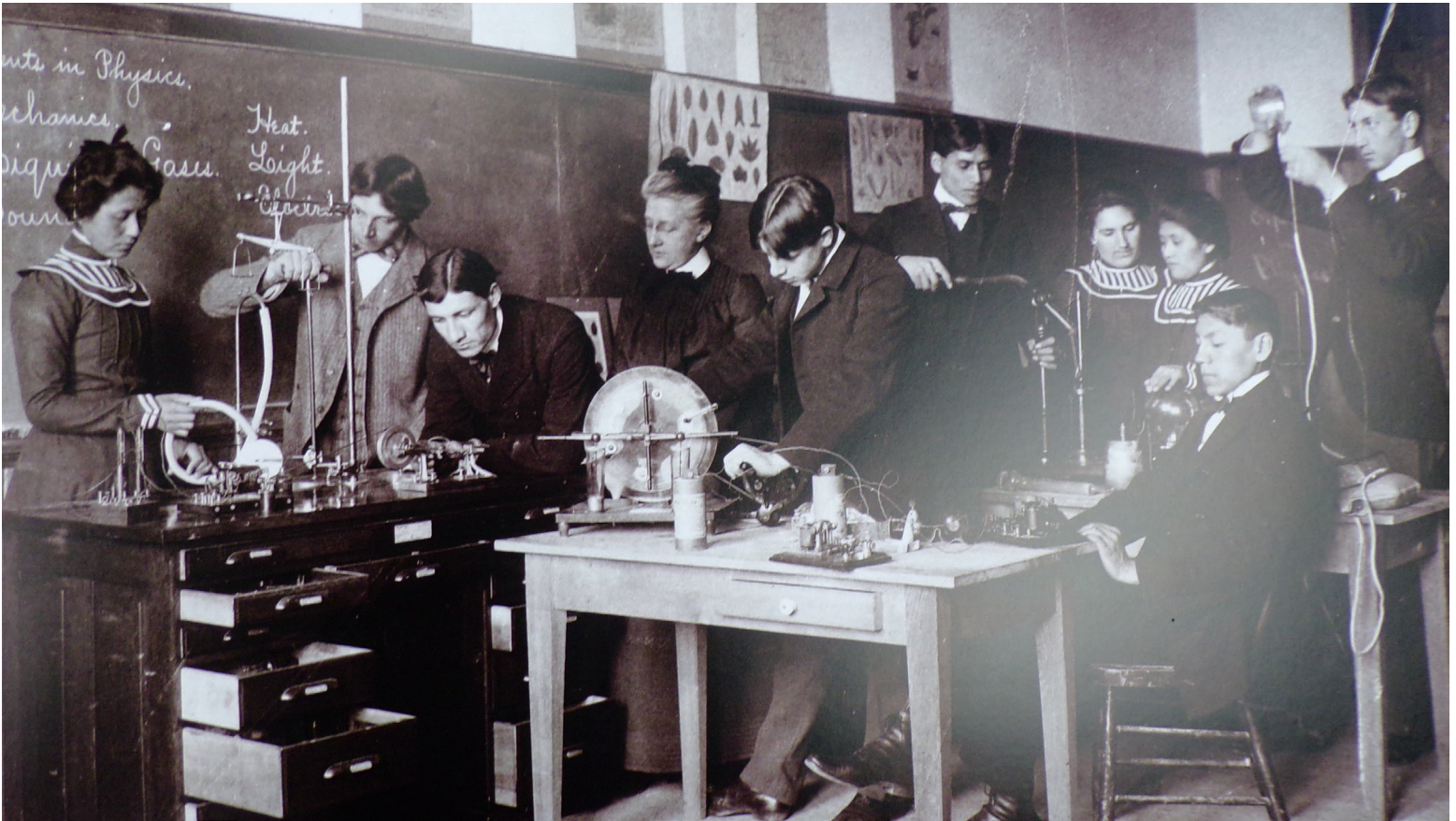
BOARDING SCHOOL EXPERIENCE



2023 CALENDAR

KUMEYAAY (People Facing The West)







*Calendar:
Special Thanks,
Sources and
Archival Credits*

*Luiseno Calendar Payomkawichum
(People of the West) and Kumeyaay
Calendar (People Facing the West)*

*Special Thanks to: Eric Elliot;
Dr. Theresa Gregor; Dr. Stan
Rodriguez; Mike Connolly; and
Kumeyaay Tribal Elders*

*Thank you to: SCTCA; Rincon
Indian Education Board of
Directors; Luiseno Tribal Elders;
Tribal Technical Solutions; and
Rincon Indian Education Center,
Inc.*

*Archival Credits: National Museum
of American Indian; National Native
American Boarding School Healing
Coalition; Dr. Jean Keller; Rachel
Smith.*

*Sources: Constance Goddard
DuBois; A.L. Kroeber ; Philip
Stedman Sparkman; and William
Duncan Strong*

*Produced by Humwut M. Turner
and Tishmal Turner*

In *The North American Indian*, Local Tribes are Part of the Story

By Gary P. Taylor, SCTCA TANF

In the early 20th century, Edward S. Curtis spent 30 years of his life photographing Native Americans. From 1900 to 1930, Curtis traveled tens of thousands of miles across America to take black and white pictures of Indians representing 80 tribal nations.

He photographed tribal leaders including Geronimo, Red Cloud and Chief Joseph. He took far more pictures of Native Americans whose names he did not know – young warriors, tribal elders, women and children.

Among those photographs are dozens of tribal members in Southern California, stretching from the Mexican border to what is now the Los Angeles region. Those pictures included images of tribal members in contemplation; together, in traditional Native American dress; families; men and women at work; children at play; elders nearing death.

When he was done, after three decades, Curtis compiled all of his photographs and images into a massive 20-volume, 20-portfolio set of handmade books composed of nearly 4,000 pages of text and more than 2,000 pictures. He titled the compilation, *“The North American Indian.”*

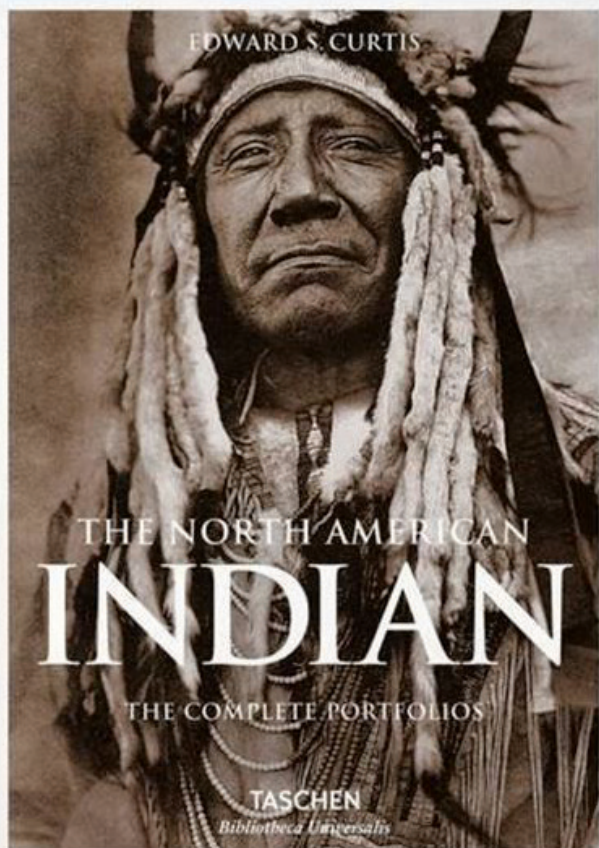
In one of those volumes are several pictures of Native American Kumeyaay and Luiseño women. The photographs include images of not only the women but the shelters they lived in and the baskets they wove and the children they raised.

Most of the pictures were taken between 1915 and 1930. Curtis was driven to photograph Native Americans because he lived in an era when the tribes had suffered almost complete devastation and ruin. As one historian noted of Curtis’ work:

“Most (Indians) had been forced onto reservations and the U.S. government had adopted strict policies to strip Native people of almost every vestige of their culture, their land, and their identities. “They were essentially refugees in their own lands, subjected to extreme cultural genocide. It was within this context that Curtis discovered his life’s purpose and single-mindedly pursued it for decades.”

The result was *The North American Indian*, considered by many one the greatest collections of photographs in American history.

On this and the next page are several photographs of Kumeyaay and Luiseño tribal women, from Curtis’ unrivaled collection.







BEFORE THEY GET BEHIND THE WHEEL...

Make sure they understand the risks of drunk and drugged driving.

Let your children know it's never okay to get behind the wheel of a motor vehicle while under the influence of alcohol or other drugs, and that getting in a car with someone who has been drinking or using drugs is also very dangerous. For tips on how—and when—to begin the conversation, visit

www.underagedrinking.samhsa.gov

#TalkTheyHearYou

PEP20-03-01-061



SAMHSA
Substance Abuse and Mental Health
Services Administration

Class Calendars

Two Directions, Inc.
June 6th-Dec. 31st, 2022

2022 CLASS SCHEDULE

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

Two Directions, Inc.
June 6th— Dec. 31st, 2022

2022 CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Space #8 Classroom 2 Classes				
9:00-11:00 Study Period	9:00-11:00 Study Period	9:00-11:00 Study period	9:00-11:00 Study Period	9:00-11:00 Diploma / HiSet/ *ABE
* In Person/Virtual/and Distance Learning				
Break 11:00-11:15				
11:15-1:15 Study Period	DMV Class 11:15-1:15 Laura Rizza (Permit Prep, Test scheduling, behind the wheel training)	11:15-1:15 Study Period	Diploma / HiSet/ *ABE 10:30-12:30 Josh M. (WASC accredited diploma program, HiSet 5 series and GED 4 series test prep; state-endorsed high school equivalency certificate, ABE; basic skills development, writing & math)	Diploma / HiSet/ *ABE 11:15-1:15 Josh M. Skills, college assessment prep, college, community college and online course support)
Break 1:15-1:30				
1:30-4:30 Study Period	1:30-4:30 Study Period	1:30-4:30 Study Period	1:30-4:30 Study Period <small>*Adult Basic Education</small>	No classes <small>*Adult Basic Education</small>
** Please contact Claudina to make arrangements for virtual/distance				

Two Directions, Inc.
June 6th—Dec. 31st, 2022

2022 CLASS SCHEDULE

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

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

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

OFFICE CLOSURES:

Monday, February 20, 2023

In observance of
President's Day.

FEBRUARY 2023 CALENDAR

BG ASSOCIATES INC.
(NEW ADDRESS)

210 S. JUNIPER ST., SUITE 212
ESCONDIDO, CA 92025
WWW.BGASSOCIATESINC.COM

PH: (760) 737-0113
FX: (760) 737-0581

MONDAY-FRIDAY
8:30AM-4:00PM

BG ASSOCIATES INC.
PROVIDES INDIVIDUALIZED
LEARNING TO
ACCOMMODATE THE
SCHEDULE & NEEDS OF
PARTICIPANTS.

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

CLASSES & TIMES ARE SUBJECT
TO CHANGE DUE TO COVID-19
RESTRICTIONS.

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

February 2023
SCAIR Weekly Calendar
Serving the Native American
Community Since 1997



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

MONDAY	TUESDAY	WEDNESDAY
8:00am-4:30pm In-Person Classes Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services Appointment via Tele-Medicine Only Counseling Services** 9am, 10am, 11am & 1pm Appointments County Approved Typing Test	8:00am-4:30pm In-Person Classes Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services Appointment via Tele-Medicine Only Counseling Services** 9am, 10am, 11am & 1pm Appointments County Approved Typing Test	8:00am-4:30pm In-Person Classes Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services Appointment via Tele-Medicine Only Counseling Services** 9am, 10am, 11am & 1pm Appointments County Approved Typing Test
2/20 Closed	2/7 6:00-8:00pm Sacred Pipe TUPE at Ballard Cultural Night	2/16 10am -12pm Career Training By Appointment Only
THURSDAY	FRIDAY	
8:00am-4:30pm In-Person Classes Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services Appointment via Tele-Medicine Only Counseling Services** 9am, 10am, 11am & 1pm Appointments County Approved Typing Test	8:00am-4:30pm In-Person Classes Career Training Services Computer Training Services Academic Tutorial Services* Cultural Education Emergency Supportive Services Life Skills Training Youth Services Appointment via Tele-Medicine Only Counseling Services** 9am, 10am, 11am & 1pm Appointments County Approved Typing Test	
2/2 4:00pm-5:30pm Sacred Pipe TUPE at SDAIYC Ballard Garden 2/16 4:00pm- 5:30pm Sacred Pipe TUPE at SDAIYC Ballard Garden		

Please visit www.SCAIRInc.org for more information about SCAIR's 8 Programs:

- Native NetWORKS Program
- Tribal TANF Program
- American Indian Education Centers (AIEC) Program
- Sacred Pipe Tobacco-Use Prevention Education (TUPE) Program
- Howka Community Service Block Grant (CSBG) Program
- Emergency Food & Shelter Program

*After hour tutoring requests available based on availability of Instructor.

**Evening hours available based on availability of Clinicians.

Santa Ynez

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

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Office Hours: 8AM - 4:30PM	Office Hours: 8AM - 4:30PM	Office Hours: 8AM - 4:30PM	Office Hours: 8AM - 4:30PM	Office Hours: 8AM - 4:30PM
	CAREER DEVELOPMENT 10AM - 1PM*	PARENTING 1PM - 3PM*	CAREER DEVELOPMENT 10AM - 1PM*	
JOB SEARCH**	JOB SEARCH**	JOB SEARCH**	JOB SEARCH**	JOB SEARCH**

* By Appointment Only ** Must be Pre-Approved

Manzanita

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

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

Commodity Distribution Schedule February 2023



COMMODITY DISTRIBUTION SCHEDULE FOR FEBRUARY 2023

<u>DATE</u>	<u>LOCATION</u>	<u>TIME</u>
FEBRUARY 2, THURSDAY	PALA	9 AM – 11 AM
FEBRUARY 6, MONDAY	MANZANITA/LA POSTA OLD CAMPO	9:30 AM – 10:45 AM 11:30 AM -12:30 PM
FEBRUARY 7, TUESDAY	VIEJAS BARONA	9 AM – 10 AM 11 AM – 12 PM
FEBRUARY 9, THURSDAY	MESA GRANDE SANTA YSABEL	9 AM – 10 AM 11 AM – 12 PM
FEBRUARY 13, MONDAY	CAMPO	10 AM – 12 PM
FEBRUARY 15, WEDNESDAY	SAN PASQUAL	8 AM – 12 PM
FEBRUARY 16, THURSDAY	LOS COYOTES LA JOLLA	8:30 AM – 9:30 AM 11 AM – 12 PM
FEBRUARY 21, TUESDAY	RINCON	8 AM – 12 PM
FEBRUARY 23, THURSDAY	PECHANGA PAUMA	9 AM – 10 AM 10:30 AM –11:30 AM



Coming in March:

- Native American Children's Art
- Where the Jobs Are in 2023
- *Stories of the Heart* includes lipay Nation tribal member