

2024 Year in Review: Excerpts From TANF Success Stories

By Gary P. Taylor, SCTCA TANF

Throughout 2024, the SCTCA TANF Newsletter published stories about TANF participants, including their families, their achievements, and their lives. There were also stories about TANF participants who attended various events and conferences as they continued working towards their individual goals. The following are excerpts from some of these stories published last year.

A Working Mother Achieves Her Goal: Licensed Vocational Nurse

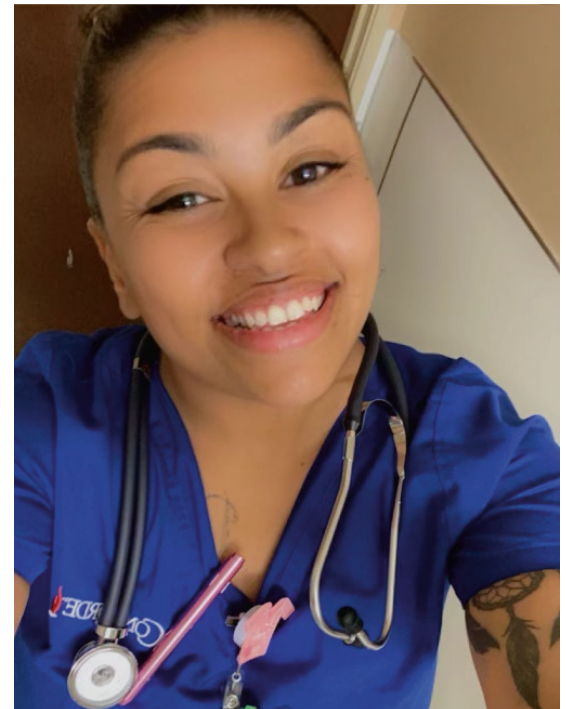
Editor's note: Jazmine Mims has been a participant at Southern California Tribal Chairmen's Association (SCTCA) San Diego TANF. This is her story, in her own words.

My name is Jazmine Mims and I am a descendant of the California judgement rolls, a part of the Rincon tribe.

I first opened my SCTCA case in 2013. At that time I had my high school diploma, was pregnant with my first child and worked part-time at a clothing store.

I had a dream to be a Licensed Vocational Nurse but did not know how I would be able to fulfill the dream. After having my daughter in 2014, I switched jobs and started working for Vons. I tried to go to college at the same time, but my job was not flexible with my shifts and I could not continue attending school for nursing.

I was able to get an entry level position in the health care field at Community Care Center as an activities worker. I worked for a time both as an activities worker and courtesy clerk at Vons so that I would be able to move into a better place. I continued in my full-time job



(Continued on page 4)

In the Midst of Electrical Blackouts and Fire Threat, Boxes of Food Are Packed and Sent to TANF Families

By Gary P. Taylor, SCTCA TANF

In the brisk cool of a large distribution warehouse in Rincon on January 14, staff from the Southern California Tribal Chairmen's Association (SCTCA) worked quickly to fill more than six dozen boxes with foodstuffs and milk.

The food – packed into 73 sturdy cardboard boxes - included items ranging from milk and cereal to cans of chicken, beef, mixed fruit, pears, tomato soup, cranberry sauce, sweet potatoes and evaporated skim milk. The boxes also contained bakery mix, bags of rice, beans, dehydrated potatoes, cut yams and pumpkins in a can.

They were then delivered to TANF offices in Pala and San Diego for distribution to TANF participants and families on Wednesday January 15. The boxes were

(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
 P.O. Box 1470
 Valley Center, CA 92082
 E-mail: gtaylor@sctca.net
 (760) 746-0901 Ext. 118

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, 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 |
| Ewiiapaayp | Pala | Sycuan |
| Inaja/Cosmit | Pauma | Torres Martinez |
| Jamul | Rincon | Viejas |
| La Jolla | San Manuel | |
| La Posta | San Pasqual | |

PLEASE NOTE:

No articles or pictures published in the SCTCA TANF Newsletter may be reprinted or used in any manner without the expressed written permission of SCTCA.

SCTCA is not responsible for any errors / mistakes on submissions added to our newsletter.

Publisher: SCTCA
 Editor: Gary P. Taylor
 Contributor: Colleen Turner, Editor and Contributor, 1998-2018
 Printers: Tribal Print Source
 Copyright ©2025

Escondido Tribal TANF:
 (760) 746-0901 Toll-free: (866) 428-0901

San Diego Tribal TANF:
 (619) 460-3400 Toll-free: (866) 913-3725

Manzanita Tribal TANF:
 (619) 766-9039 Toll-free: (866) 931-1480

Pala Tribal TANF:
 (760) 742-8690 Toll-free: (888) 806-8263

Santa Ynez Tribal TANF:
 (805) 688-1756 Toll-free: (866) 855-8263

Orange County Tribal TANF:
 (714) 450-9240 Toll-free: (866) 728-2230



(Continued from page 1)



Marcos Trejo, left, and David Leslie work on packing food boxes

sent to those on reservations in Pala, Pauma, La Jolla, Campo and Manzanita who had endured electrical blackouts and the threat of fires during the high winds.

All of this was accomplished in just two days, said Mark Gomez-Aho, Director of Food Distribution in Rincon.

"A lot of our families had no electricity for several days," Gomez-Aho said. "Things go bad in the refrigerator and freezer when there's no electricity."

He said Melanie Luna, SCTCA Sites Director, had asked him if it was possible to put together some emergency boxes of food for families affected by the blackouts. After getting approval from SCTCA Executive Director Denis Turner and the U.S.D.A. (US Department of Agriculture), Gomez-Aho got the food boxes and items together and TANF staff filled them.

TANF staff who worked on filling the boxes were Tony Alvarado, Pala Transportation; Nus'un Schlater, Pala TANF; Mark Eugenio, Escondido TANF; Marcos Trejo, Escondido TANF; and David Leslie, Pala Transportation. All five completed the work in about three hours.

Nus'un Schlater with cans of food for the boxes



Carlisle Indian School Designated A National Monument

By Gary P. Taylor, SCTCA TANF

The Carlisle Indian School in Pennsylvania – where thousands of Native American children were forcibly separated from their families by the American government – has been declared a national monument.

The creation of the 10-acre Carlisle Federal Indian Boarding School National Monument was announced during a tribal leaders summit at the White House in Washington in December. The designation is intended to confront what then-President Joe Biden referred to as a “dark chapter” in the nation’s history, according to the Associated Press (AP).

“We’re not about erasing history. We’re about recognizing history — the good, the bad and the ugly,” Biden told tribal leaders. “I don’t want people forgetting 10, 20, 30, 50 years from now and pretend it didn’t happen.” The monument will be administered by the National Park Service and the U.S. Army.



Thousands of Native American children passed through the notorious Carlisle Indian Industrial School between 1879 and 1918, including Olympian Jim Thorpe, according to the AP. They came from dozens of tribes under forced government assimilation policies that were meant to erase Native American traditions and “civilize” the children so they would better fit into white society.

“About 7,800 children from more than 140 tribes were sent to Carlisle over nearly four decades — removed from their families, their tribes and their homelands. It was wrong making the Carlisle Indian school a national model,” Biden declared. The children were often taken against the will of their parents, and an estimated 187 Native American and Alaska Native children died at Carlisle, including from tuberculosis and other diseases, the AP noted.

“They represent 50 tribal nations from Alaska to New Mexico to New York and I think that symbolizes how horrific Carlisle was,” said Beth Margaret Wright, a Native American Rights Fund lawyer. At least 973 Native American children died at government-funded boarding schools that operated for more than 150 years, according to an Interior Department investigation. At least 973 Native American children died at government-funded boarding schools that operated for more than 150 years, according to an Interior Department investigation.”

DISPATCHES Los Angeles



The devastating fires that burned thousands of homes and structures near Los Angeles in early January left a path of unprecedented destruction and loss.

More than 24 people died and hundreds of thousands of people were forced to flee the onslaught of wind-driven flames in Pacific Palisades, Malibu, Pasadena and several other regions. Among those affected were hundreds of Native Americans.

According to the U.S. Census, Los Angeles County is home to the largest concentration of American Indian or Alaska Native people with 111,096 as of 2022.

As noted in *Indian Country Today*, when the fires spread many Native Americans began marking themselves safe from the fire on Facebook, including Bird Runningwater, Cheyenne and Mescalero Apache. She led the Sundance Institute’s Indigenous Program for 20 years and is now co-chair of the Indigenous Alliance for the Academy of Motion Picture Arts and Sciences.

“A lot of our friends have been evacuated and have lost their homes already,” said Candice Dalsing, Apache Mescalero descendant, a director and producer who lives in Sherman Oaks.

Native Americans were also involved in the tremendous fight to contain the flames, which burned more than 35,000 acres throughout the Los Angeles region. Highly trained firefighters from the Navajo Nation were sent to help fight the devastating fires.

Twenty-three members of the Navajo Scouts joined the fight against what is shaping up to be the worst wildfire outbreak in Southern California history, according to *Indian Country Today*.

“I ask that we, as a united Navajo people, keep our Navajo Scouts in our thoughts and prayers,” said Navajo Nation President Buu Nygren. “Let us send them our heartfelt wishes for protection, so that they may return home safely after aiding our relatives in Southern California during this challenging time.”

The scouts are elite crews known as Type 2 Initial Attack firefighters who are highly skilled and undergo extensive training. The Navajo crew is run by the Bureau of Indian Affairs and is based out of Window Rock, Arizona, noted *Indian Country Today*.

The Klamath Tribes of Oregon also sent a Type 3 fire engine and crew to assist in the Los Angeles fires, according to the tribe’s Facebook page. “The engine and crew departed Chiloquin Wednesday (Jan. 8) at 11 a.m. and are now assigned to the Eaton Fire,” states the Facebook post. “The Incident Command Post for the Eaton Fire is at the Rose Bowl in Pasadena.”

Both crews are equipped and available for 14-day assignments, the tribe wrote.

— Gary P. Taylor

(Continued from page 1)

with Community Care where I moved up quickly and became Activity Director Assistant, which came with a raise in pay and additional responsibility.

In 2017 my job required CNA certification. Community Care paid for my classes, and I also continued to work. This allowed me to take another step toward my overall nursing goal. During this time I remained on TANF and was getting assistance with my childcare. Once I completed classes, I used my tax refund from my full-time job to buy myself a car- and then closed my TANF case in 2018.

Four years later, I was in need of help from TANF again. I continued to work at Community Care Center, now as a CAN. My pay had risen, but I was pregnant with my 2nd daughter and was starting nursing school for my LVN. My job has been very supportive in allowing me to work hours around my school at Concorde Career College.

TANF has helped me- I have received cash assistance and child care for school and work. My plan has been all along to begin full-time work as an LVN once I complete school. I had to pick up a 2nd temporary job to help me get additional work hours because my clinicals are unpaid.

I have graduated now (as of April 18) and will start my LVN job as soon as I get my NCLEX test results. I have been able to get to my educational dream and feel my future is bright with the help of TANF to support me when I needed it most.

Now, my TANF case will close as my months have ended and I am ready to work in my ideal career and support my family. I am happy that I will be able to show my daughters that it is possible to make it to your dream with hard work- even if you might have some setbacks. I want them to know you should keep going because it is worth the effort.

At Pala TANF, Caltrans Flagger Training Course Provides Participants an Opportunity – And Ideas

By Lucy Luna, Career Development Specialist, SCTCA Pala TANF

On Friday, January 19, 2024, Southern California Tribal Chairmen's Association (SCTCA) Pala TANF hosted a California Department of Transportation (Caltrans) Flagger Training course.

The course - taught by Joe Larson of Safety and Leadership Training (SALT) - began promptly at 10:00 a.m. in building M at Pala TANF. The session had a total of seven participants: Jocelynn Chaloux (Rincon), Catrina Christman (Santa Ysabel), Anelina Chaparosa (Rincon), Shawnee Reed (Mesa Grande), Denise Adams (La Jolla), Andrew Parada (La Mesa) and Ryan Bower (La Mesa), a 17-year-old home-schooled minor who is preparing for work when he graduates from high school in June.

A lovely blessing given by Paul Miranda started the class off on a good note. Racheal Bentancourt, Pala TANF Site Manager, introduced herself and reminded participants we at Pala TANF are always here to help them grow and succeed.



Lucy Luna, Career Development Specialist, then introduced herself and thanked the attendees for responding and showing up on time, ready to learn new things. We went around the room, each participant introducing themselves and sharing why they decided to participate in the Flagger course. Larson wanted to introduce himself last so he could share his backstory of how he got to be the owner of SALT. It was a good reminder to the participants that even when we have hurdles and negativity in our lives, we can overcome them and be successful because it's never too late.

Larson started class explaining what a Flagger is, what and who they're responsible for- and why it's important to learn how to flag correctly. He explained distractions can cause accidents and deaths. He also shared personal experience stories of life-and-death situations (and even some funny stories) that he's experienced over the course of his career as a Flagger. Many of the participants laughed at Larson's stories. They were engaged and asked questions to clarify their understanding.

During the lunch break, a conversation began that included everyone. It was about what they would like to do once they are certified as a Flagger. It came up that maybe the women could get together and start an "all- women Flagger crew." Larson highly encouraged that because, he explained, when a Flagger crew bids on a job, an all-women Flagger crew would be able to check multiple boxes, including "women-owned" and "minority." That could give them an edge that would allow their company to grow, he said.

Several of the female participants got excited about that possibility. Luna reminded them that California Indian Manpower Consortium (CIMC) awards small loans for startup businesses. She noted that if the participants completed a business plan together, they could apply. The one adult male participant joked about the females hiring him and giving him a fair wage.

(Continued on page 5)

(Continued from page 4)

The minor who attended was very excited about attending this training. He's currently home-schooled and works in a fast-food restaurant. He told Luna during the break periods he would like to be a lifeguard this summer. He then asked about any classes or training sessions TANF has that could help him. He also expressed enthusiasm about the Flagger training because Larson had offered to help him get a job once he turns 18. In fact, Larson offered to help each participant get a job if they reached out to him.

After classroom training was complete, a written test was taken by all, with a 100% pass rate from all participants. Once all tests were graded, participants were moved outside to the Pala TANF parking lot area to practice the correct method of flagging. The trainees laughed with each other as a steering wheel cover was used as a pretend car and they had to walk/run to mimic a car driving towards the Flagger. They cheered each other on and encouraged each other. Each trainee also passed the hands-on portion of the class.

The difference between the pre- and post-training surveys showed each participant began the class a little skeptical about what they were going to learn. By the end of the course, though, each participant walked away with a new skill set and a sense of empowerment.

At the start of the class, 85% of the trainees were uncertain of what exactly a Caltrans Flagger is and does. However, by the end of the class, 100% of participants completely understood the roles and responsibilities of a Flagger. And 71% of the class felt confident enough in the training they received that they believed they could go out and apply for a position immediately.

This particular skill may have been out of their comfort zones, but many participants expressed gratitude to Pala TANF for exposing them to different job opportunities so they can determine if it's something they are really interested in. Many participants asked about any upcoming workshops and requested classes for CPR and first aid, security guard training and fire training.

When asked to describe in their own words what it means to be certified in a specific skill, one participant noted, "to be seen as someone who is aware and familiar with the requirements, knowledge and skill needed to acquire the certificate." Another said "having certifications shows you have specialized training in a specific field."

The class seemed to be processed without any challenges. Overall, participants' willingness to learn new skills has carried over to their normal TANF requirements. Trust and rapport with Pala TANF staff was also strengthened because of this training. Lastly, we believe our Pala participants will have a more competitive edge with applying for jobs in the community because they can put this non-traditional training on their resumes. We also believe that it empowered them to be more open to participating in future activities with TANF.

SCTCA Pala TANF staff in attendance at the training session included Bentancourt, Luna and Nus'un Schlater, TANF Security Officer.

In Santa Ynez, A Determined Mother of Three Earns Degree from UC Santa Barbara

By Gerri Massey, Case Manager, SCTCA Santa Ynez TANF

Christina Cerna (Santa Ynez Band of Chumash) graduated from the University of California Santa Barbara in December, 2023, with a Bachelor of Arts degree in Sociology and a minor in psychology.

Christina completed her degree while being a participant at Southern California Tribal Chairmen's Association (SCTCA) Santa Ynez TANF. She is a single mom to three children - two sons, Caden, 16, and Mason, 13, and daughter Laraya, 7.

Christina stated her children were her biggest motivation for going back to school for her bachelor's degree. "I want to be a good role model and help to support them with their dream - and I also want to help my Native community," she said. "I felt like the more education, I can help them better."

The determined mother stated that she chose sociology and psychology because she has a passion for psychology and mental health. Christina said, "Growing up on the reservation, we were poor. I saw a lot of mental health issues and addiction. I want to help my community with my degree."

Several of Christina's family members struggle with mental illness as well. She discussed how mental health is prevalent in Native communities, but that there is a lack of Native therapists. Additionally, one of her sons was diagnosed with Autism and ADHD. Christina stated he was her biggest motivation because she wanted to develop the tools to help and guide him on his own life's journey. She also wanted to have a better mental capacity for herself to be a better advocate for her son and her Native Community.

(Continued on page 6)



(Continued from page 5)

While she was in school, Christina juggled being a single mom and full-time student. She drove an hour each way to attend classes. She made sure that her children's lives did not suffer while she was in school. All three of her children maintain at least a 3.2 Grade Point Average and have had exceptional school attendance. They are also involved in many extracurricular activities, including through the Chumash Cultural Center.

Christina stated that she could not have done this without the help of her mom, who helped her with childcare. Her biggest struggles while in school were time management, stress, finances, raising three children, helping them with homework and trying to maintain her overall health. All of this was very challenging.

After graduation, Christina interviewed with Cottage Hospital and was offered a full-time position as a Post-Acute Care Management Coordinator. Previously, Christina was a medical assistant. Both her medical assistant certification and her degree helped her to secure this position. She is currently in the process of applying to graduate programs. She would like to obtain her Master's degree in Clinical Psychology and eventually, complete a doctorate program.

At Santa Ynez TANF, Christina's case closed at the end of January. As sad as we are to see her go, we are so proud of her success and what she has accomplished!

Christina's children and her mom are equally as proud. Her son Mason said he is proud of how hard-working his mother is – and he's also excited she will be making more money. He stated his mother's new job encourages him to establish a good career when he gets older. Her son Caden is happy that she got through schooling in one piece! And her daughter Laraya said her mother's determination and success makes her want to become a doctor so she can help the sick.



After Years Of Difficulties, A Mother of Four Has A New Beginning

By Josh Murphy, Two Directions, Inc. High School Diploma/HiSet/ABE Instructor



Leslie Flores has seen some things.

Of note: she fought off a violent dog attack, assisted in the delivery of a baby goat- and survived the gutter of drug addiction. Later, she became pregnant as a teenager after dropping out of high school (the first of several times).

Now she is a devoted wife and mother of four – Charlie, 18; Anthony, 13; Jaycob, 11; and Tala, 9. Leslie embodies loyalty, grit, and a capacity to overcome what many would find too much.

Bluntly, she is a survivor, a protector, and, at last, a graduate.

Of course, there are lots of second chance tropes that traffic in missed opportunities, poor decisions, and conquering adversity. But for Leslie, the journey to better her own life is unique because it flowed from a sincere selflessness and sacrificial love by and for her family. A worthy trade-off by her account, but one that nonetheless led to the postponement of her own dreams for over two decades.

Encouraged by her husband, Jayson - whom she cannot credit enough - she gave notice at her job, quit, and looked for the quickest route to working at a veterinary clinic. Her kids were now older, and she had developed a solid reputation for patching up injured animals of all types around the reservation. It was time to try school again.

(Continued on page 7)

(Continued from page 6)

Enter Adult Education, often the home of second, and in some cases, fifth chances. As a Native, Leslie also had the help of Southern California Tribal Chairmen's Association (SCTCA) TANF and the classrooms and resources at Two Directions, a community partner of Escondido Adult School. With this assistance, Leslie was able to enter an individualized study program that afforded her the support and feedback she needed to finally succeed in school. After a mere six months, she was a graduate.

Speaking from the main theater stage at the California Center for the Arts last May, Flores' graduation speech touched on the many factors that make her story a true "one of one." She addressed her life on the San Pasqual Indian Reservation, the years of hard drug use and partying, being kicked out of multiple schools, the shame of falling short, and the joy of getting back up because you have a reason to do so. She has a family that not only believes in her, but also supports her.

As for those dramatic animal encounters, Leslie's sacrifice for others is not limited to people. After postponing her own educational and career goals for the larger benefit of her family, Leslie was finally able to take the first step toward a career that she had longed to start in a field that is close to her heart. Presently, she is scouting out Veterinary Technician schools and can't wait to take her "unofficial" experiences to a professional setting.

It's been a few years since that dog attack, and Leslie still wears the scars. But like many of the other battles she's endured, they've healed up quite nicely.

And yes, the goat is doing well too.

After postponing her own educational and career goals for the larger benefit of her family, Leslie was finally able to take the first step toward a career that she had longed to start in a field that is close to her heart.

At SCTCA Escondido TANF, A Participant In Need Now Has A Car

By Gary P. Taylor, SCTCA TANF



Willow Wakanwolf has only had one car in her life. Now she has her second.

Willow – a TANF participant at Southern California Tribal Chairmen's Association (SCTCA) Escondido TANF - picked up a white Hyundai Elantra sedan in early January. The 24-year-old mother of one was able to pay for the car through the use of TANF Emergency Funds, said Mark Eugenio, Caseworker at SCTCA Escondido TANF.

"In the short amount of time that Willow has been on TANF, I am impressed with her resilience and determination to improve the quality of life for her and her daughter," Eugenio said. "Willow's ability to follow through with a positive attitude has led her to accomplish so much. I look forward to seeing her continue to achieve her goals and aspirations in the upcoming months."

For her part, Willow said she was thrilled to get a car. She said it's only the second time in her life she's had one.

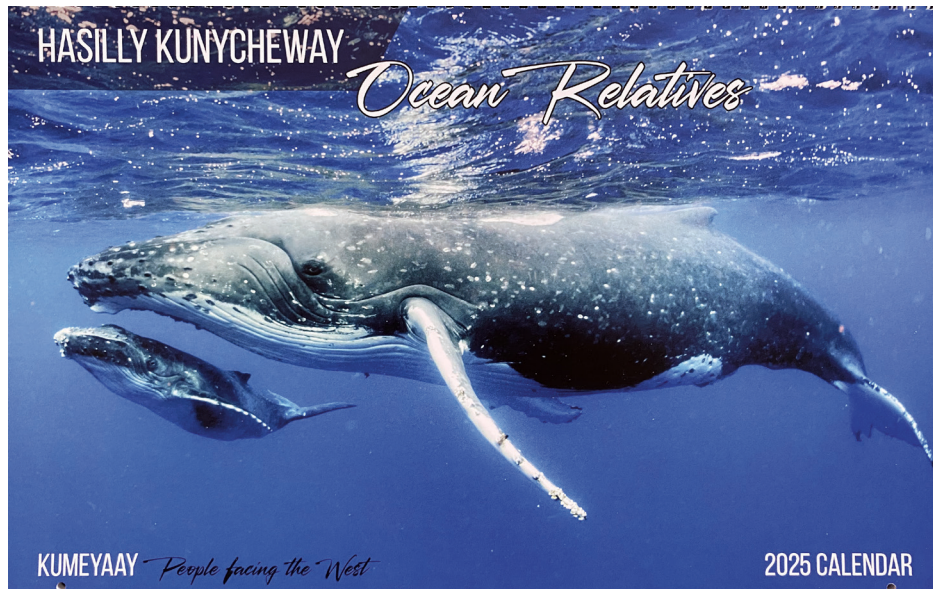
"It's been rough without a car," Willow admitted. Now that she now has one again, "that is going to make everything so much easier."

Willow said she was especially grateful to TANF – and not just for obtaining the car.

"TANF has literally helped me so much," she said. "They helped me get my license. I've been going to different classes. And now the car. Oh my gosh, TANF has been such a help!"

Ocean Relatives is the Theme for the 2025 Kumeyaay and Luiseño Calendars

By Gary P. Taylor, SCTCA TANF



On the cover of both the Kumeyaay and Luiseño 2025 calendars, a whale and her baby swim through the deep blue of the ocean.

It is one of many striking colorful photographs of sea life included in the calendars, which this year have a theme of *Ocean Relatives*. (In Kumeyaay, the word for whale is 'eshpank'; in Luiseño it is *koyóowut*).

Throughout the calendars are photographs of dolphins, sea turtles, otters, sharks, fish and other forms of life under the ocean. In both the Kumeyaay (*People Facing the West*) and *Payomkawichum* Luiseño (*People of the West*) calendars, there is an explanation of the relationship between Indigenous Peoples and ocean relatives:

"For millenia, the Indigenous Peoples of Southern California have maintained deep connections to the coastal regions. Some of our ancestral principal villages were located along the coast, and many of our stories and songs speak to this enduring relationship.

"One such story from the Payomkawichum tells of a great competition between the Mountain People and the Ocean People. This tale describes a contest to determine who would become Mookat's messenger. In the end, the competition ended in a tie, symbolizing the importance of all relatives. Each demonstrated their unique strengths, endurance, and speed.

"Similarly, the Kumeyaay have many coastal creation stories, including one about the emergence of plant relatives and their connection to specific landscapes. For instance, a story describes a battle between what would come to be known as Torrey Pines and Oak Trees, explaining why certain plants thrive on the coast but not in the mountains.

"These stories, like this year's calendar theme, remind us

of what we are – and always have been – People of the Land and the Sea."

As in previous years, the calendars include words for the days, weeks and months in the languages of the Luiseño and Kumeyaay. (In Luiseño, the month of May is *Ta'smuyil* (*Big, Rain Comes And Grass Sprouts Month*). For the Kumeyaay, May is *Halatai*). Each month is similarly noted at the top of the calendar page. The two calendars also provide a history of its people (Luiseño) and an interpretation of the year (Kumeyaay).

The *Payomkawichum* Luiseño calendar was produced by Hunwut M. Turner and Tishmal Turner. Thank you to Southern California Tribal Chairmen's Association (SCTCA); Rincon Indian Education Board of Directors; Luiseño Tribal Elders; Tribal Technical Solutions; and the Rincon Indian Education Center, Inc. Special thanks to Eric Elliot; Elie Keim; and Dr. Theresa Gregor, California State University Long Beach. Archives Credits: Aquarium of the Pacific, Long Beach; Birch Aquarium at Scripps Institution of Oceanography, UC San Diego.

The Kumeyaay calendar was also produced by Hunwut M. Turner and Tishmal Turner. Thank you to Rincon Education Center, Inc.; Southern California Tribal Chairmen's Association (SCTCA); Tribal Technical Solutions; Lorraine Orosco; Nan Renner, Birch Aquarium at Scripps Institution of Oceanography, UC San Diego. Special thanks to: Dr. Theresa Gregor; Stan Rodriguez; Elie Keim; Mike Connolly; Pat Curo; Mandy Curo; and Kumeyaay Tribal Elders. Archival credits: Aquarium of the Pacific, Long Beach; Birch Aquarium at Scripps Institution of Oceanography, UC San Diego.



haasilly nyemtaay
Sea Lion

páatingal
Dolphin



Native American Teens Cautioned About Dating Violence

Contributed by the National Indigenous Women's Resource Center and StrongHearts

Editor's note: This article first appeared in the SCTCA TANF Newsletter in 2021.



Across Indian Country, Teen Dating Violence Awareness Month (TDVAM) in February was an important opportunity to listen to and talk with youth and teens about healthy relationships and dating violence.

Teen Dating Violence (TDV) is a pattern of violent, coercive, or manipulative behaviors to gain power and maintain control over another person in a relationship. Abuse can happen online or in person and includes physical, sexual, emotional and verbal abuse, financial control, stalking and violence.

As Native people, relationships represent our sacred connections with each other, grounded in the traditional understanding that 'we are all related.' However, we also know relationships are challenging and especially so for Native youth and teens that are exploring romantic relationships for the first time. Our young relatives deserve healthy, respectful love.

As advocates, parents and teachers, it is important we listen to and center the needs of Native youth, providing safe, non-judgmental spaces for our young relatives to talk about dating violence and healthy relationships. As adults, we can provide guidance and support on traditional ways of caring for each other and teach Indigenous values of compassion, kindness, honor and respect. Strengthening and balancing the relationships in our lives cannot be done alone- it is up to all of us to support and listen to the next generation.

Because we are connected in the sacred circle of life, violence against youth and teens affects us all. Nationally, nearly 1 in 11 female and approximately 1 in 15 male high school students report having experienced physical dating violence in the last year, and about 1 in 9 female and 1 in 36 male high school students report having experienced sexual dating violence in the last year. No one deserves to be abused in any way. Romantic relationships should be grounded in respect, not based on power and control masked as love. *Dating violence is not our tradition. Our young relatives deserve healthy, respectful love.*

Some signs of dating violence can include when a partner:

- Acts extremely jealous or possessive of you or follows you home or to school or shows up wherever you are unannounced
- Is annoyed or upset when you spend time on the phone with other people
- Tells you who you can or cannot be friends with or starts rumors or threatens to start rumors about you
- Excessively texts you or sends non-stop DMs
- Checks your phone for who texts or calls you
- Tags you in hurtful social media memes, posts or pictures
- Criticizes your dreams, goals, family or friends
- Tells you what to wear or how to dress
- Explodes in anger toward you or acts aggressively when they are upset
- Kisses, grabs or touches your body without your permission
- Forces you to take sexually explicit selfies or videos
- Threatens to hurt themselves or commit suicide if you don't do what they want

If you know a young relative that is being abused:

- If you or your young relative need to talk, call StrongHearts Native Helpline at **1-844-762-8483** or chat at stronghearts.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.

About the National Indigenous Women's Resource Center:

The National Indigenous Women's Resource Center, Inc. (NIWRC) is a Native-led nonprofit organization dedicated to ending violence against Native women and children. NIWRC provides national leadership in ending gender-based violence in tribal communities by lifting up the collective voices of grassroots advocates and offering culturally grounded resources, technical assistance and training, and policy development to strengthen tribal sovereignty. niwrc.org

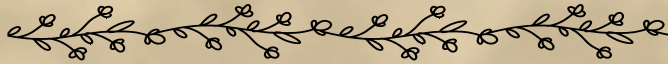
What is Self Love?



Self love is something we don't talk about much but is a major part of mental health. It is the practice of caring for your own wellbeing and happiness.

We are taught to be kind to others but what about ourselves? Self-love involves showing yourself that same kindness and understanding that you would give a loved one.

Below are some ways to identify and show self love.



- Connect to your heart by touching your hand to your heart. Feel it beating.
- Check in with yourself. Connect with your inner dialogue and work on changing those negative thoughts into positive ones. This isn't easy and takes lots of practice but once you start changing the negative thoughts you will see how much better you feel.
- Forgive yourself for mistakes and move forward taking with you what you can learn so you try not to make the same mistake again.
- Set healthy boundaries with others and stick to them. It is okay to say no. and not feel guilty about it.
- Don't compare yourself to others. Each of us is on a separate path. What we see in others lives may not be the reality.
- Identify your needs and try to fulfill them. Do you need a break, to eat something, fresh air, a nap or maybe a hug?
- Write in a journal daily to help you stay focused and include the following:
 - 3 things you did really well today.
 - What you did to take care of yourself today.
 - One mistake I made today, what I learned from the mistake and what can I do next time to avoid making the same mistake.
 - A boundary that you put in place and a boundary that you are working on,
 - 3 things you are grateful for.
- Eat healthy and exercise, it really will help your mental and physical well being.

Self love takes time, care, and continued practice. It is not a destination but a journey.

"You yourself, as much as anybody in the entire universe, deserve your love and affection."—Buddha

If you have any questions or would like to discuss this further please contact
Cyndie Gilliam LMFT TANF Therapist @
760-330-3913 or cgilliam@sctca.net





Class of 2025

SAVE THE DATE

Southern California Tribal Chairmen's Association
High School Graduation Ceremony

Thursday, May 8, 2025

more details to come by invitation

* If you are a High School Senior Tribal member of a
SCTCA Consortium Tribe, graduating in 2025,
contact your Tribal office to be honored at the Ceremony.

Class Calendars

Two Directions, Inc.

Feb. 1st—Feb 28th , 2025



2025 CLASS SCHEDULE

| Monday 8:00am-4:30pm | Tuesday 8:00am-4:30pm | Wednesday 8:00am-4:30pm | Thursday 8:00am-4:30pm | Friday 8:00am-4:30pm |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| In Person / Virtual / Distance Learning classes offered daily | | | | |
| <p>Computer Training offered but not limited to: Word, Excel, PPoint, QuickBooks, Job Search, Office Skills, Keyboarding (In Person 9:00am-12pm)</p> <p>ABE / Diploma / HiSet / GED</p> <p>Second Language</p> <p>Life Skills offered but not limited to: Financial Literacy, Parenting, Soft Skills, Social Skills and more...</p> <p>Culture and Beading</p> <p>Career Training offered but not limited to: Resume Building, Career Exploration, Classes per specific career goals like small business, or web design, and more</p> | <p>Computer Training offered but not limited to: Word, Excel, PPoint, QuickBooks, Job Search, Office Skills, Keyboarding</p> <p>ABE / Diploma / HiSet / GED</p> <p>Second Language</p> <p>Life Skills offered but not limited to: Financial Literacy, Parenting, Soft Skills, Social Skills and more...</p> <p>(In Person 9:00am-11:00am) Culture (In Person 11:15 am-1:15pm)</p> <p>Drivers Education / Behind the Wheel Training (In Person 11:15 am-1:15pm)</p> | <p>Computer Training offered but not limited to: Word, Excel, PPoint, QuickBooks, Job Search, Office Skills, Keyboarding (In Person 9:00am-12pm)</p> <p>ABE / Diploma / HiSet / GED</p> <p>Second Language</p> <p>Life Skills offered but not limited to: Financial Literacy, Parenting, Soft Skills, Social Skills and more...</p> <p>Culture and Beading</p> <p>Career Training offered but not limited to: Resume Building, Career Exploration, Classes per specific career goals like small business, or web design, and more</p> | <p>Computer Training offered but not limited to: Word, Excel, PPoint, QuickBooks, Job Search, Office Skills, Keyboarding</p> <p>ABE / Diploma / HiSet / GED</p> <p>Second Language</p> <p>Life Skills offered but not limited to: Financial Literacy, Parenting, Soft Skills, Social Skills and more...</p> <p>(In Person 9:00am-11:00am) Beading (In Person 11:15 am-1:15pm)</p> <p>Career Training offered but not limited to: Resume Building, Career Exploration, Classes per specific career goals like small business, or web design, and more</p> | <p>Computer Training offered but not limited to: Word, Excel, PPoint, QuickBooks, Job Search, Office Skills, Keyboarding (In Person 9:00am-1:15pm)</p> <p>ABE / Diploma / HiSet / GED –</p> <p>Assessment Testing (In Person 9:00am-1:15pm)</p> <p>Second Language</p> <p>Life Skills offered but not limited to: Financial Literacy, Parenting, Soft Skills, Social Skills and more...</p> <p>Beading (In Person 9:00am-11:00am)</p> <p>Career Training offered but not limited to: Resume Building, Career Exploration, Classes per specific career goals like small business, or web design, and more</p> |

Two Directions, Inc. offers classes based on Assessment Testing, Educational, and Career Goals.

*Additional Tutorial Assistance Available by appointment

7041 West Tribal Road, CA

S# 8 and #39

Phone (760) 749-1196 Fax(760) 749-9152

Email : staff@twodirections.com

Manzanita Tribal Training Program

February 2025

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----|
| | | | | | | 1 |
| 2 | 3 8 to 10 am Work Study 10 to 1:00 pm Life Skills: Cultural Entrepreneurship 1 to 2:30 pm Life Skills: Communication/Emotional Skills 1 to 2:30 pm Job Prep: Applying for a Job 2:30 to 4:30 pm Work Study | 4 8 to 10 am Work Study 10 to 11:30 am Computer/Technology Literacy; Word MO 100 11:30 to 1 pm GED Prep: Language Arts 1 to 2:30 pm Life Skills: Relationship Skills 2:30 to 4:30 pm Work Study | 5 8 to 10 am Work Study 10 to 11:30 am GED Prep: Language Arts 10 to 11:30 am Life Skills: Gardening for Self-Sustainability 11:30 to 1 pm GED Prep: Math 1 to 2:30 pm Job Prep: Applying for a Job 2:30 to 4:30 pm Work Study | 6 8 to 10 am Work Study 10 to 11:30 am Computer/Technology Literacy; Word MO 100 11:30 to 1 pm GED Prep: Math 1 to 2:30 pm Life Skills: Communication/Emotional Skills 2:30 to 4:30 pm Work Study | 7 8 to 10 am Work Study 10 to 11:30 am Job Prep: Project Management 101 11:30 to 4:30 pm Work Study | 8 |
| 9 | 10 8 to 10 am Work Study 10 to 1:00 pm Life Skills: Cultural Entrepreneurship 1 to 2:30 pm Life Skills: Communication/Emotional Skills 1 to 2:30 pm Job Prep: Applying for a Job 2:30 to 4:30 pm Work Study | 11 8 to 10 am Work Study 10 to 11:30 am Computer/Technology Literacy; Word MO 100 11:30 to 1 pm GED Prep: Language Arts 1 to 2:30 pm Life Skills: Relationship Skills 2:30 to 4:30 pm Work Study | 12 8 to 10 am Work Study 10 to 11:30 am GED Prep: Language Arts 10 to 11:30 am Life Skills: Gardening for Self-Sustainability 11:30 to 1 pm GED Prep: Math 1 to 2:30 pm Job Prep: Applying for a Job 2:30 to 4:30 pm Work Study | 13 8 to 10 am Work Study 10 to 11:30 am Computer/Technology Literacy; Word MO 100 11:30 to 1 pm GED Prep: Math 1 to 2:30 pm Life Skills: Communication/Emotional Skills 2:30 to 4:30 pm Work Study | 14 8 to 10 am Work Study 10 to 11:30 am Job Prep: Project Management 101 11:30 to 4:30 pm Work Study | 15 |
| 16 | 17 <i>Closed—No Classes Martin Luther King Jr Day</i> | 18 8 to 10 am Work Study 10 to 11:30 am Computer/Technology Literacy; Word MO 100 11:30 to 1 pm GED Prep: Language Arts 1 to 2:30 pm Life Skills: Relationship Skills 2:30 to 4:30 pm Work Study | 19 8 to 10 am Work Study 10 to 11:30 am GED Prep: Language Arts 10 to 11:30 am Life Skills: Gardening for Self-Sustainability 11:30 to 1 pm GED Prep: Math 1 to 2:30 pm Job Prep: Applying for a Job 2:30 to 4:30 pm Work Study | 20 8 to 10 am Work Study 10 to 11:30 am Computer/Technology Literacy; Word MO 100 11:30 to 1 pm GED Prep: Math 1 to 2:30 pm Life Skills: Communication/Emotional Skills 2:30 to 4:30 pm Work Study | 21 8 to 10 am Work Study 10 to 11:30 am Job Prep: Project Management 101 11:30 to 4:30 pm Work Study | 22 |
| 23 | 24 8 to 10 am Work Study 10 to 1:00 pm Life Skills: Cultural Entrepreneurship 1 to 2:30 pm Life Skills: Communication/Emotional Skills 1 to 2:30 pm Job Prep: Applying for a Job 2:30 to 4:30 pm Work Study | 25 8 to 10 am Work Study 10 to 11:30 am Computer/Technology Literacy; Word MO 100 11:30 to 1 pm GED Prep: Language Arts 1 to 2:30 pm Life Skills: Relationship Skills 2:30 to 4:30 pm Work Study | 26 8 to 10 am Work Study 10 to 11:30 am GED Prep: Language Arts 10 to 11:30 am Life Skills: Gardening for Self-Sustainability 11:30 to 1 pm GED Prep: Math 1 to 2:30 pm Job Prep: Applying for a Job 2:30 to 4:30 pm Work Study | 27 8 to 10 am Work Study 10 to 11:30 am Computer/Technology Literacy; Word MO 100 11:30 to 1 pm GED Prep: Math 1 to 2:30 pm Life Skills: Communication/Emotional Skills 2:30 to 4:30 pm Work Study | 28 8 to 10 am Work Study 10 to 11:30 am Job Prep: Project Management 101 11:30 to 4:30 pm Work Study | |

OFFICE CLOSURES:

Monday, February 17, 2025
for President's Day

FEBRUARY 2025 CALENDAR

BG ASSOCIATES INC.
210 S. JUNIPER ST., SUITE 212
ESCONDIDO, CA 92025

PH: (760) 737-0113
FX: (760) 737-0581
WWW.BGASSOCIATESINC.COM
MONDAY-FRIDAY
8:30AM-4:00PM

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

CLASSES & TIMES ARE SUBJECT TO
CHANGE.



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

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>IN PERSON CLASSES</p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS / DRIVER'S PREP 8:30AM-4PM (VARIES BY CLIENT)</p> <p>VIRTUAL CLASSES</p> <p>IN PERSON AND VIRTUAL</p> <p>ABE/GED 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>SPANISH 9AM-11AM (available online/app & can be tracked by instructor)</p> <p>PHILLIP ROY: HEALTH CARE TERMS 9AM-11AM (lessons can be emailed)</p> <p>KEYBOARDING 9AM-12PM (available online & can be tracked by instructor)</p> <p>APPLIED SKILL PRACTICE (GED) 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>*TUTORING ASSISTANCE (BY APPOINTMENT ONLY) via Zoom, Google Meet, or other form of virtual face to face meeting)</p> | <p>IN PERSON CLASSES</p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS / DRIVER'S PREP 8:30AM-4PM (VARIES BY CLIENT)</p> <p>VIRTUAL CLASSES</p> <p>IN PERSON AND VIRTUAL</p> <p>ABE/GED 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>SPANISH 9AM-11AM (available online/app & can be tracked by instructor)</p> <p>KEYBOARDING 9AM-12PM (available online & can be tracked by instructor)</p> <p>APPLIED SKILL PRACTICE (GED) 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>*TUTORING ASSISTANCE (BY APPOINTMENT ONLY) via Zoom, Google Meet, or other form of virtual face to face meeting)</p> | <p>IN PERSON CLASSES</p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS / DRIVER'S PREP 8:30AM-4PM (VARIES BY CLIENT)</p> <p>VIRTUAL CLASSES</p> <p>ED2GO.COM/ COURSES IN PERSON AND VIRTUAL</p> <p>LIFE SKILLS: (via Zoom, Google Meet, or other form of virtual face to face meeting) WHAT COLOR IS MY PARACHUTE 9-11AM PRACTICAL LIFE SKILLS 11:30AM-1:30PM</p> <p>SPANISH 9AM-11AM (available online/app & can be tracked by instructor)</p> <p>COMPUTER SKILLS (GENERAL) 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>KEYBOARDING 9AM-12PM (available online & can be tracked by instructor)</p> <p>*TUTORING ASSISTANCE (BY APPOINTMENT ONLY) via Zoom, Google Meet, or other form of virtual face to face meeting)</p> | <p>IN PERSON CLASSES</p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS / DRIVER'S PREP 8:30AM-4PM (VARIES BY CLIENT)</p> <p>VIRTUAL CLASSES</p> <p>IN PERSON AND VIRTUAL</p> <p>COMPUTER SKILLS (GENERAL) 9AM-12PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>SPANISH 9AM-11AM (available online/app & can be tracked by instructor)</p> <p>PHILLIP ROY: HEALTH CARE TERMS 9AM-11AM (lessons can be emailed)</p> <p>SELF-SUFFICIENCY: FINANCIAL FREEDOM 12:30PM-2:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>KEYBOARDING 9AM-12PM (available online & can be tracked by instructor)</p> <p>*TUTORING ASSISTANCE (BY APPOINTMENT ONLY) via Zoom, Google Meet, or other form of virtual face to face meeting)</p> | <p>IN PERSON CLASSES</p> <p>*OPEN LAB / JOB SEARCH / APPLIED SKILLS / DRIVER'S PREP 8:30AM-4PM (VARIES BY CLIENT)</p> <p>VIRTUAL CLASSES</p> <p>ED2GO.COM/ COURSES IN PERSON AND VIRTUAL</p> <p>ABE/GED 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>SPANISH 9AM-11AM (available online/app & can be tracked by instructor)</p> <p>PHILLIP ROY: HEALTH CARE TERMS 9AM-11AM (lessons can be emailed)</p> <p>KEYBOARDING 9AM-12PM (available online & can be tracked by instructor)</p> <p>APPLIED SKILL PRACTICE (GED) 11:30AM-1:30PM (via Zoom, Google Meet, or other form of virtual face to face meeting)</p> <p>*TUTORING ASSISTANCE (BY APPOINTMENT ONLY) via Zoom, Google Meet, or other form of virtual face to face meeting)</p> |

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



SCAIR
Southern California American Indian Resource Center, Inc.

SCAIR Weekly Calendar
Serving the Native American
Community Since 1997

FEBRUARY 2025

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8:00am-4:30pm | 8:00am-4:30pm | 8:00am-4:30pm | 8:00am-4:30pm | 8:00am-4:30pm |
| <p>Daily services: Available 8:30-4:00 Career Training Typing Practice Microsoft Training Computer Training Academic Tutorial Life Skills Training Youth Services</p> | <p>Daily services: Available 8:30-4:00 Career Training Typing Practice Microsoft Training Computer Training Academic Tutorial Life Skills Training Youth Services</p> <p>Coffee with the Director 2/4: 10:00am</p> <p>TUPE at SCAIR 2/18, 3:30-5:30</p> | <p>Daily services: Available 8:30-4:00 Career Training Typing Practice Microsoft Training Computer Training Academic Tutorial Life Skills Training Youth Services</p> <p>TUPE at Ballard 2/19, 6:00-8:00</p> | <p>Daily services: Available 8:30-4:00 Career Training Typing Practice Microsoft Training Computer Training Academic Tutorial Life Skills Training Youth Services</p> <p>TUPE at SDIYC 2/13, 4:00-5:30</p> | <p>Daily services: Available 8:30-4:00 Career Training Typing Practice Microsoft Training Computer Training Academic Tutorial Life Skills Training Youth Services</p> |



SCAIR Program Flyers

By appointment only:
Counseling Services
Youth Academic Tutorial Services
County Approved Typing Tests
*After hour tutoring and counseling requests available based on availability of instructors and clinicians

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

- Native Networks Program
- Tribal TANF Program
- American Indian Education Center (AIEC) Program
- Sacred Pipe Tobacco-Use Prevention Education (TUPE) Program
- HOWKA Community Service Block Grant (CSBG) Program

Santa Ynez

Santa Ynez – SCTCA TANF • 185 W. Highway 246, Suite 102, Buellton, CA. 93427
 Phone: (805) 688-1756 • Fax: (805) 688-6827

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--------------|-----------------------------------|-------------------------|-----------------------------------|--------------|
| JOB SEARCH** | CAREER DEVELOPMENT 10AM - 1PM* | PARENTING 1PM - 3PM* | CAREER DEVELOPMENT 10AM - 1PM* | JOB SEARCH** |
| | JOB SEARCH** | JOB SEARCH** | JOB SEARCH** | |

* By Appointment Only

** Must be Pre-Approved

Commodity Distribution Schedule February 2025

USDA FOOD DISTRIBUTION SCHEDULE FOR FEBRUARY 2025

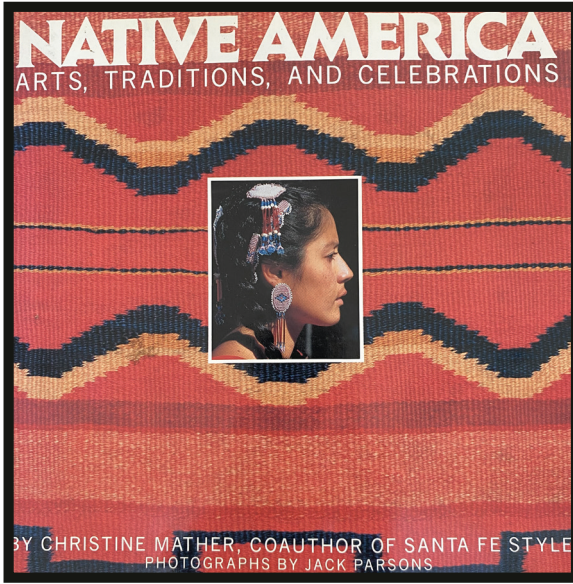
| <u>DATE</u> | <u>LOCATION</u> | <u>TIME</u> |
|----------------------------------|---------------------------------|-----------------------------------|
| FEB 5 th , WEDNESDAY | RINCON | 8 AM – 12 PM |
| FEB 6 th , THURSDAY | PECHANGA PAUMA | 9 AM – 10 AM 11 AM – 12 AM |
| FEB 10 th , MONDAY | PALA | 9 AM – 11 AM |
| FEB 11 th , TUESDAY | MANZANITA/LA POSTA OLD CAMPO | 9:30 AM – 10:30 AM 11AM -12 PM |
| FEB 13 th , THURSDAY | VIEJAS BARONA | 9 AM – 10 AM 11 AM – 12 PM |
| FEB 18 th , TUESDAY | MESA GRANDE SANTA YSABEL | 9 AM – 10 AM 11 AM – 12 PM |
| FEB 19 th , WEDNESDAY | CAMPO | 10 AM – 12 PM |
| FEB 24 th , MONDAY | SAN PASQUAL | 8 AM – 12 PM |
| FEB 25 th , TUESDAY | LOS COYOTES LA JOLLA | 9 AM – 10 AM 11 AM – 12 PM |

OFFICE CLOSURES: PRESIDENTS' DAY – MONDAY FEBRUARY 17th

A HOUSEHOLD CANNOT PARTICIPATE IN THE FOOD COMMODITY PROGRAM IF THEY ARE ON THE CALFRESH (FOOD STAMPS) PROGRAM. YOU CAN PARTICIPATE IN ONLY ONE OF THE ABOVE PROGRAMS.

WRONG INFORMATION ON APPLICATION, DUAL PARTICIPATION, SELLING OR EXCHANGING USDA FOOD COMMODITIES COULD BE A BASIS FOR DISQUALIFICATION FROM THE FOOD COMMODITY PROGRAM.

IF YOU DO NOT PICK UP ON YOUR SCHEDULED RESERVATION DAY, YOU MUST MAKE AN APPOINTMENT TO PICK UP AT THE WAREHOUSE. CALL OUR OFFICE FOR AN APPOINTMENT.



Coming in March:

- A Book on Native American Art and Traditions
- A Collection of Recipes for Spring and Summer
- Archives: A Visit from a Native American Artist

SOUTHERN CALIFORNIA
TRIBAL CHAIRMEN'S ASSOCIATION
Tribal Temporary Assistance for Needy Families
P.O. Box 1470 Valley Center, Ca 92082

