



Tribal Temporary Assistance for Needy Families

March 2023 – Volume 26 Issue 3

As Graduations Approach, Native American Students Assert Right to Wear Eagle Feathers

By Karin Giron, Education Coordinator, SCTCA TANF Escondido

In the past decade, Native American students throughout California have increasingly asserted their right to wear traditional cultural regalia during high school graduation ceremonies.

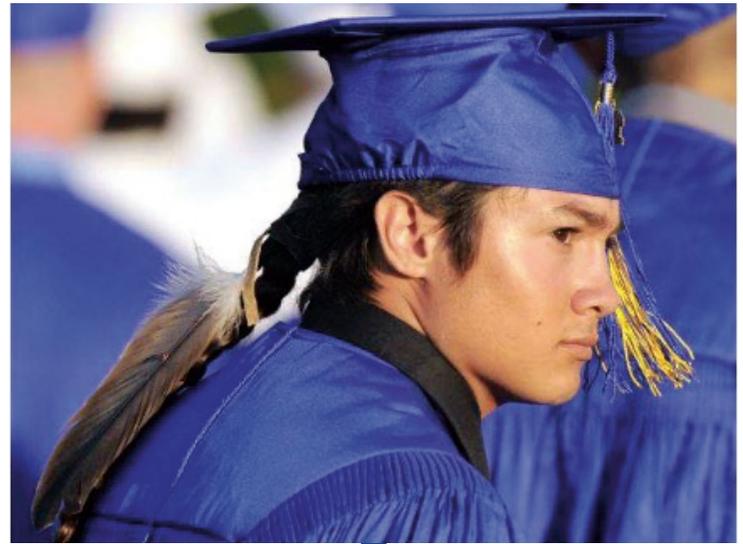
This has included wearing Eagle feathers on their caps or gowns, an honor bestowed by tribes commemorating a student's graduation. Many high schools now allow Native American students to celebrate their cultural tradition of wearing an Eagle feather or some other display of their heritage.

But it hasn't always been this way.

Until 2016, most high school administrators or principals in California refused to allow Native Americans to wear any cultural display on their caps or gowns, citing school policies.

But late that year, a short documentary at California State University San Marcos (CSUSM) was screened by Arts and Technology Professor Kristine Diekman. In one of her classes, she had encouraged students to partner with community partners to create short documentaries featuring social justice issues. One of the student groups partnered with California Indian Legal Services (CILS) to bring awareness to the legal right of American Indian high school students to wear an eagle feather or beaded cap as part of their graduation regalia.

The short documentary featured two American Indian high school students who faced opposition from their schools with regards to them donning eagle feathers on their caps at graduation. When Christian Titman from the Pit River Tribe



Christian Titman, Pit River Tribe

graduated in 2015, his school district denied his family's repeated request to allow Christina to wear his eagle feather during graduation.

Titman's family sought council from CILS, who along with the Native American Rights Fund and the American Civil Liberty Union (ACLU) of Northern California sued the school district after their initial request to allow him to wear his eagle feather was denied. According to the ACLU's website, in addition to

(Continued on page 2)



Native American students from the UCSD School of Medicine

At UCSD, A Dynamic Emphasis on Native American and Indigenous Studies

By Kristi Dilallo, University of California San Diego Photos by UCSD

Editor's note: The following excerpts are from an article published on the UC San Diego (UCSD) website in January.

There is an exciting momentum at UC San Diego that is enhancing community spaces for Native American students, advancing research led by Indigenous scholars and inviting the next generation of tribal youth to experience what the university has to offer.

This year, the Intertribal Resource Center (ITRC) will move to a larger location and expand staffing with the addition of an assistant director. In the spring, UC San Diego will host the Dream the Impossible Native Youth Conference, welcoming over 500 middle and high school Native American youth to learn about college readiness.

(Continued on page 8)



The Southern California Tribal Chairmen's Association (SCTCA) publishes the Tribal Temporary Assistance for Needy Families (TANF) Newsletter throughout the year at:

SCTCA / TANF
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Valley Center, CA 92082
E-mail: gtaylor@sctca.net
(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 |
| Ewiiapaayp | Pala | Sycuan |
| Inaja/Cosmit | Pauma | Torres Martinez |
| Jamul | Rincon | Viejas |
| La Jolla | San Manuel | |
| La Posta | San Pasqual | |

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Rebekah Israel, Lone Pine Paiute-Shoshone Tribe

winning their suit, as part of the settlement agreement, the district will work with Christian Titman and his family to discuss ways to better respond in the future to requests from students for religious expression during graduation. According to Titman, "The eagle feather represents the pride I have for my tribe, my people and my heritage."

Unfortunately, Rebekah Israel, from the Lone Pine Paiute-Shoshone Tribe, faced similar opposition from her school when she graduated in 2016. Several months before graduation, Rebekah's family sought and received approval from her teacher and the school's upper management for Rebekah to wear her eagle feather on her cap at graduation.

On her graduation day Rebekah was questioned by multiple teachers, but was left alone after she assured them that she had approval to wear her eagle feather. As Rebekah's made her way across the stage, her family watched in complete dismay

as her once in a lifetime moment was robbed from her when a school administrator publicly shamed her by reprimanding her for wearing the feather. While Rebekah, once again, tried to explain that she had approval to wear the feather, the school administrator attempted to grab the feather off her cap. After protecting her feather, Rebekah walked across the stage in tears to receive her high school diploma.

Rebekah's mom, Kiana Davis, said: "We thought we had done everything right. We thought that we protected her. Her teacher was extremely apologetic for the administrator's actions, and the school has reached out to me; however, this moment is gone for my daughter and our family, no matter how many apologies we are given. I hope that one day we will have policy across the board that will protect our children and prevent this from happening again."

According to CILS's website, every year school authorities deny Indian students from wearing traditional and cultural regalia during their graduation ceremonies in violation of their right to freedom of expression. What school officials don't understand is that State and Federal law protect freedom of expression and recognize the religious significance of eagle feathers for American Indians.

In a letter of support for Christian Titman, André P. Cramblit, past President of California Indian Education Association, stated, "American Indian students' right to wear eagle feathers is guaranteed under the American Indian Religious Freedom Act (American Indian Religious Freedom Act) and the American Indian Civil Rights Act. They also have the right to wear feathers as it is considered to be a mark of academic distinction much like gold National Honor Society cords. The traditional gifting of a feather is an honor shared with the public to mark the importance of the achievement of the recipient."

California students also have broad free speech rights under the Education Code, and the California Constitution has stronger protections for free speech than the U.S. Constitution. And Native American students have been increasingly using those rights in the past few years to express their cultural traditions at high school graduations.

Where the Jobs Are: In 2023, Many Positions Available – And No College Degree Required

Contributed by U.S. News Best Job Rankings

Editor's note: In 2023, there are thousands of jobs that do not require a college degree. In some cases, not even a high school diploma is required. The following excerpts are from U.S. News Best Jobs Without A College Degree. It provides a brief summary of the top five jobs in this category, for both non-Natives and Native Americans:

1. **Medical records technicians** might also be called coders, coding specialists or coding representatives. These professionals "abstract information from medical record documentation, assigning the appropriate diagnosis and procedure codes," says Lisa Manesis, coding quality coordinator at the University of Iowa Hospitals and Clinics. "These codes are then used for a number of different purposes including, among others, reimbursement, planning, research, and by public health officials to track and monitor disease patterns."

Average annual salary: \$46,000

2. **Wind turbine technicians**, also known as wind techs, are the professionals in charge of inspecting and maintaining wind turbines. That means that most of their days are spent way up high in a turbine performing maintenance or troubleshooting the turbine's electrical, mechanical or hydraulic components and replacing or fixing malfunctioning components.

Average annual salary: \$56,000

3. **Community health workers** are the health advocates for their communities. They work with both their community and health professionals to provide health and promote wellness. As such, a CHW's job can take on many forms. At-risk kids, the HIV population and prospective college students are just a few examples of groups they help.

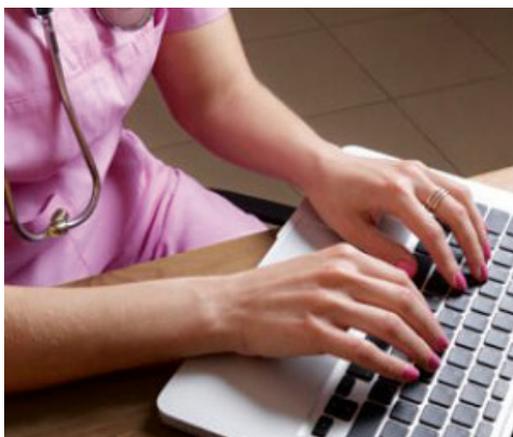
Average annual salary: \$47,000

4. **Landscaper and Groundskeeper** are sometimes used interchangeably, but they define two separate jobs with distinct responsibilities. "A landscaper is more involved with the horticultural maintenance of facilities, while a groundsworker might be involved with refuse removal and snow removal," says Donald Bottger, director of facility and environmental services for the San Diego Convention Center Corporation. Other landscaper duties include planting trees and shrubbery, fertilizing and watering plants and constructing patios and walkways. No high school diploma required.

Average annual salary: \$34,000

5. **Home health aides** provide personal care for individuals in the client's home. They assist other professionals – such as nurses, social workers or therapists – by reinforcing things like the individual's eating schedule and exercise regimen. Home health aides also help with activities around the house as needed and allowed by the client.

Average annual salary: \$29,000



DISPATCHES

Rincon



Rincon Tribal Government Center

In late November, the state of California reached a historic agreement with the Rincon Band of Luiseno Indians.

Two months later, the details emerged.

As noted by Lauren J. Mapp, in a January front-page story in the San Diego Union-Tribune:

"A 500-member tribe in northern San Diego County has become the first in California to opt out of state oversight of its gambling operations in favor of federal supervision."

"The move by the Rincon Band of Luiseno Indians ends nearly two decades of legal wrangling rooted in the way California assesses regulatory costs. It could also herald the beginning of the end of the state's hold on some tribal gaming operations, which last year paid \$67 million into a state fund to regulate tribal gaming."

Rincon Tribal Chairman Bo Mazzetti said the agreement means that "Basically, making it simple, the middleman is being taken out."

In this case, the middleman is California.

The agreement is historic because, as Mazzetti pointed out, "We're the first (tribe) to go through the full process and help develop the process where the state has agreed to opt out from regulatory oversight of our gaming operations."

According to the Union-Tribune, a 2004 lawsuit filed by Rincon against the state of California reached the United States Supreme Court in 2011. In its ruling, the Supreme Court let stand an earlier lower court decision that declared the state had violated federal tribal gaming law by demanding in its gaming compacts casinos make payments into the Indian Gaming Special Distribution Fund. The payments were made in exchange for the ability to add more slot machines.

Tribal gaming compacts are agreements between individual tribes and states that are then approved by the federal government allowing Class III gaming – slot machines, house-banked games like blackjack and electronic games of chance – on tribal lands, the Union-Tribune reported.

Now – more than a decade after the Supreme Court decision in its favor – Rincon and the state have reached an agreement in which both sides agreed California's regulatory role would permanently shift to the National Indian Gaming Oversight Commission.

The tribe's agreement with the commission was completed in early January, effectively ending the state's regulatory authority over Rincon.

Elizabeth L. Homer, a tribal gaming attorney in Washington, D.C., said the state's withdrawal doesn't necessarily mean there will be less regulatory oversight at Rincon.

"Does this mean that there is less oversight, or is this going to be a more poorly regulated facility because the state isn't performing that function? I would say, not really. I think there's going to be robust regulation regardless," she told the Union-Tribune.

But from now on, oversight of Rincon's tribal gaming operations shifts away from the state and to the federal government. And that is what the tribe has wanted for more than two decades.

— Gary P. Taylor

Portrait of the Young Artists: Children Create Paintings, Illustrations and Drawings

By Gary P. Taylor, SCTCA TANF

At the Rincon Community Child Development Center, there are dozens of colorful pieces of artwork displayed on the walls, and on tables, and on window ledges.

There are paintings with dramatic splashes of reds and purples and pinks and yellows. There are drawings and illustrations and little pieces of stand-alone artwork of rain and sunshine made with tubes and yarn and sticks and cotton balls and dried pasta.

All of this, done by children who are two, three and four years old.

“We had a lot of time to complete these pieces,” said Denise Wille, who has been a teacher at the Development Center for nine years. “It rained so much in January – the kids were inside all the time.”

Some of the artwork requires a lot of patience to complete, Wille noted. But at other times, she said, “the children just make something quickly by themselves, and it looks really good.”

At the center, the children spend their days not only on art but on learning about numerous subjects, including numbers, reading, spelling, coloring, shapes, computers and arts and crafts. The center’s two classrooms are also filled with the children’s artistic creations. Outside the classrooms, there is a large playground behind the classrooms, complete with a colorful blue and red slide and other toys.

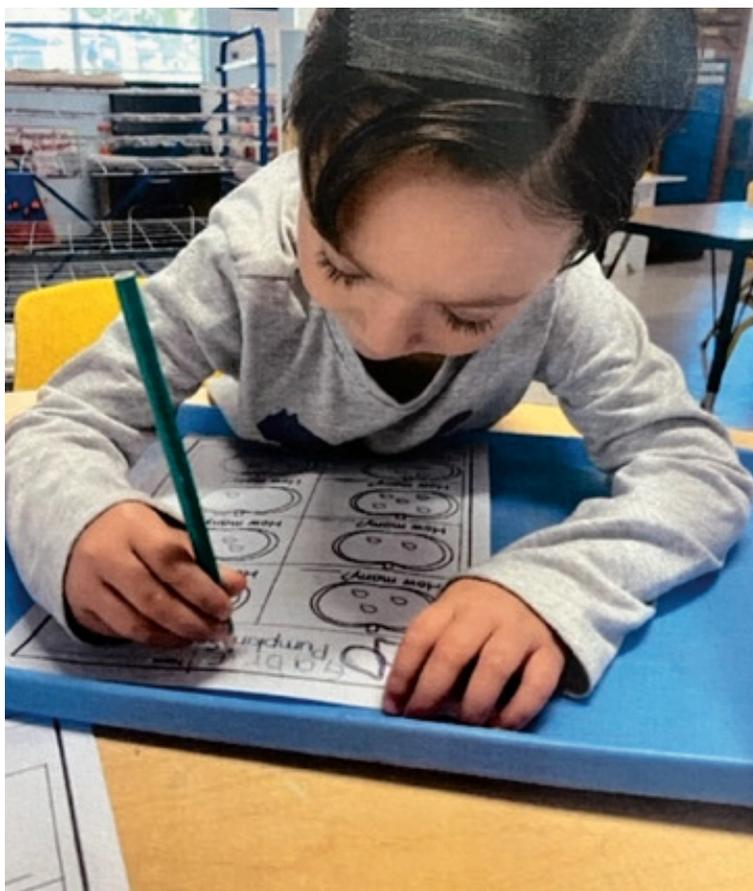
The center currently has 10 children enrolled in its pre-school program, said Kimberly Lopez, Site Supervisor. “I’d like to get to at least 15,” she added. Lopez said the center also provides numerous snacks and meals throughout the day.

As of now, the center is open Monday through Friday from 7 a.m. to 4 p.m. There are some days, though, when she has to close at noon because of the need for an additional teacher, Lopez said.

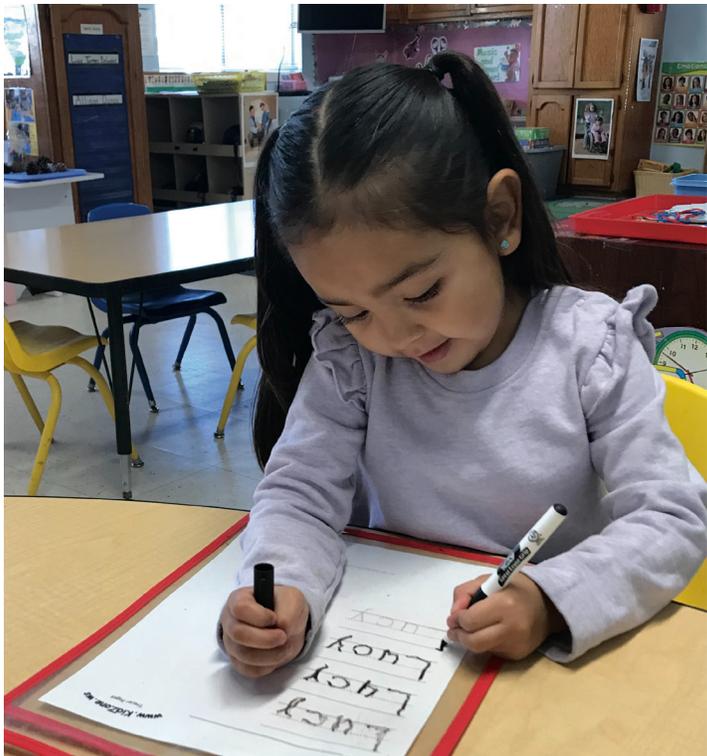
Anyone interested in placing their child in the program should call Lopez at (760) 749-1080. Children must be at least two years old and potty-trained.



Allison



Gabriel



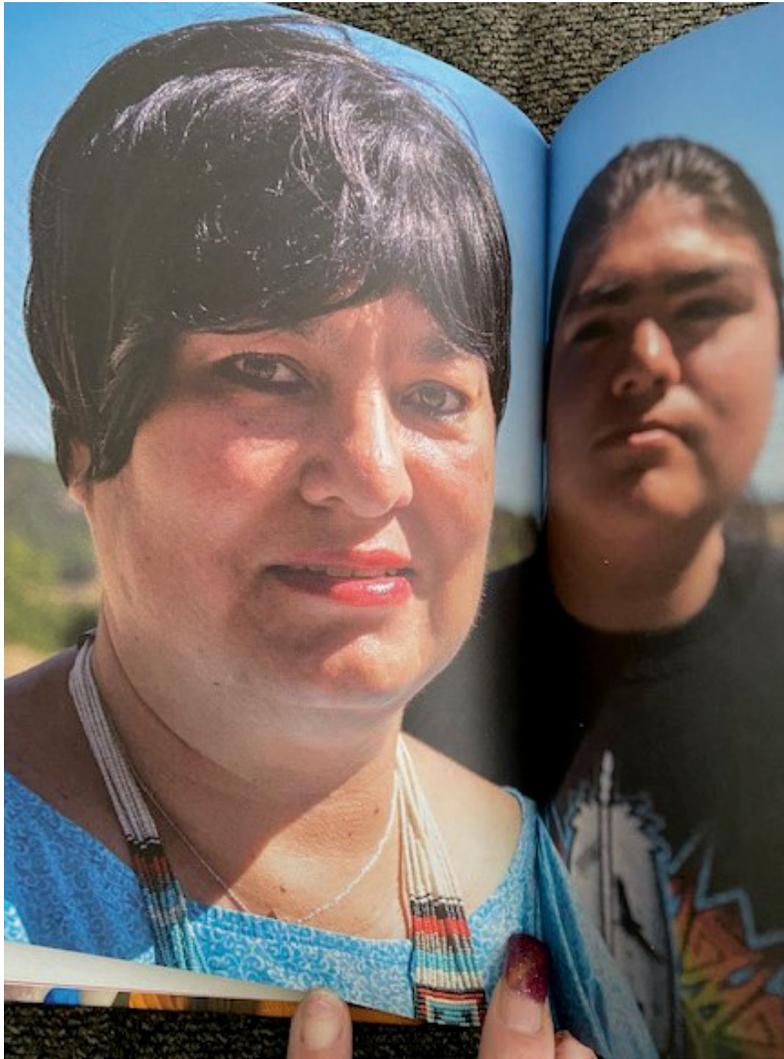
Lucy



Color Art

In *Stories of the Heart*, Iipay Nation Tribal Member Tells Her Story

By Gary P. Taylor, SCTCA TANF



In 2006, Brandie Taylor was just 32 years old when she was diagnosed with congestive heart failure.

Just a few months earlier, she had given birth to her son Hunter. As she neared the end of her pregnancy, she began having shortness of breath and fatigue – but these symptoms were initially dismissed as pregnancy-related.

Just a few months later, after her condition significantly worsened, she was given a life-saving heart transplant.

Taylor's story – titled "Brandie: Keeping the Beat Alive" – is now part of a 137-page book, *Stories of the Heart*, compiled by Tenaya Therapeutics and published by Living by the Light. The book is a collection of stories about individuals across America who have overcome potentially life-threatening heart ailments or diseases.

Taylor – an Iipay Nation tribal member and former Tribal Chairwoman – told her story to Tenaya in the summer of 2021. The publication devotes 12 pages to Taylor, including several photographs of her and Hunter outside their home on the Santa Ysabel Indian Reservation.

Among the passages in the story is one in which Taylor is at Sharp Hospital in San Diego when her worsening condition became an emergency:

"I was told I was having complete heart failure," she recalled. She was transferred into the intensive care unit (ICU) where she and her unborn baby remained under strict observation. Her siblings and her mother took turns staying with her in her room until things took a turn. "I heard them announce a code blue over the intercom," says Brandie. "I thought, 'I need to pray for whoever that is.' Brandie said. To her surprise a team of nurses rushed into her room – she was coding."

In another passage, Taylor recounts thinking about the possibility of her death at a young age: "I didn't want to ask for too much. I prayed I live long enough to see my son become a man. I didn't ask to grow old or be an elder."

Taylor survived the medical scare – she was diagnosed with cardiomyopathy and congestive heart failure – and gave birth to Hunter. Now, nearly 17 years later after her heart transplant, she and her son are living on the reservation. She still has to closely watch her medications and frequently visits the hospital – sometimes unexpectedly – so doctors can monitor her heart condition.

Next year, Hunter will turn 18. It will mark a milestone – one that his mother, in her hospital bed all those years ago, has always hoped to see.

"They told me, 'You're eight months pregnant,' and gave me an inhaler," Brandie recalls. While all tribal members living within the borders of the United States are granted free healthcare through IHS, the system is notoriously understaffed. "They don't have specialists," says Brandie. "They didn't have a cardiologist I could visit. They didn't even have an OB/GYN. I saw a different person every time I went." Lacking real continuity of care, Brandie's concerns were not taken seriously.

A few days later Brandie and her mother drove to a larger hospital in Escondido. Brandie needed to be pushed in a wheelchair, but again, she was told to go home. "At this point I thought I was going crazy," she says. "Everyone is telling me that I'm fine." As a new mother, Brandie fought against assumptions of her own weak willpower or incompetence. Determined to get the care she deserved, she and her mother drove to Sharp Memorial Hospital in San Diego.

At Sharp, the tone was noticeably different. "I was told I was having complete heart failure," remembers Brandie. She was transferred into the intensive care unit (ICU) where she and her unborn baby remained under strict observation. Her siblings and mother took turns with her in the room over the next two days until things again took a turn. "I heard them announce a code-blue over the intercom," says Brandie, "I thought, 'I need to pray for whoever that is.'" To her surprise a team of nurses rushed into her room—she was coding. There was little time to



serve her community as an elected leader. In 2020, she was elected Chairwoman for the tribe, just in time to handle the myriad of challenges wrought by the COVID pandemic. In 2021, she stepped down from her position. Even before the pandemic, Brandie's job was difficult. Tribal politics are complex and require patience. She managed numerous projects on the reservation concerning all areas of life while also navigating generations-old disputes between families. "Imagine you're a mayor at meetings with all your cousins! That's how it is."

For Brandie, returning to the reservation became paramount in 2005 when she learned she was pregnant. "I came back because I couldn't imagine raising my son in the big city of San Diego." She wanted to instill the values and experiences that she had growing up on the reservation. Her intuition spoke loudly. "I knew I was having a boy," says Brandie. "I knew the responsibility that came with that. Our boys are the only ones who can sing. He was going to have to carry on that tradition."

WHILE PREGNANT, BRANDIE CONTINUED A BUSY LIFE, attending tribal meetings, but felt noticeably off. "I was really tired. I couldn't sleep. I had shortness of breath. I would cough all the time. My feet were swollen." At eight months, things reached a breaking point and she visited Indian Health Services (IHS).

Brandie:
Keeping the Beat Alive
HEART FAILURE AND
TRANSPLANT SURVIVOR
Day Nation of Santa Ysabel, California | Born January 1974

"I didn't want to ask for too much. I prayed that I live long enough to see my son become a man. I didn't ask to grow old or to be an elder."



These points of connection, collaboration and support for the Native American community are happening across the university, from offering a new Native American and Indigenous Studies (NAIS) program to improving Indigenous doctor education and infusing Native American cultures into the university's public art program. This infusion includes the addition of KAHNOP • TO TELL A STORY, an 800-foot-long stone path of words that features a Kumeyaay poem "Yeechesh Cha'alk" ("A Woman's Heart") down its center. The poem was written by UC San Diego doctoral alumnae Eva Trujillo and Alexandria Hunter.

"There is tremendous value in sharing and studying Native American and Indigenous cultures," said Chancellor Pradeep K. Khosla. "The convergence on our campus of many distinctive voices, concepts and experiences brings new ideas to longstanding challenges in science, technology, health and human interaction. This earnest exchange promotes inclusion, sparks innovation and helps develop more equitable solutions that benefit the many rather than the few."

A place of welcome

UC San Diego's Intertribal Resource Center (ITRC), one of six campus community centers led by the Office of the Vice Chancellor for Equity, Diversity, and Inclusion, serves as an important space for students to connect and find belonging. Elena Hood (Absentee Shawnee, Choctaw, Luiseño), director of the ITRC, calls the space "a home away from home" for Native American students—a familiar place where they can stop by to study, connect with others, ask for assistance or refuel between classes.

Since joining UC San Diego in 2016, Hood has worked tirelessly to ensure that the ITRC offers a sense of belonging to Native American students on campus. Students are invited to celebrate their accomplishments in ways that are culturally relevant as well as participate in larger events including the UC San Diego Powwow, California Native American Day, the American Indian Writing Circle, Native American Heritage Month and culture workshops focused on making art and building community.

Academic programs improve access and promote cultural understanding

In addition to fostering a sense of belonging and community for Native American students, UC San Diego has developed a dedicated curriculum for students who are interested in advancing health equity for Native American people.

Alec Calac (Luiseño), a fifth-year MD/PhD candidate in the School of Medicine and Herbert Wertheim School of Public Health and Human Longevity Science and national president of the Association of Native American Medical Students, helped establish UC San Diego's Program in Medical Education – Transforming Indigenous Doctor Education (PRIME-TIDE).

The purpose of the program, along with its partner program at UC Davis, is to equip medical students at UC San Diego to serve the health needs of California tribes.

"At UC San Diego, we have seen tremendous changes in the climate for Native American students on campus," said Calac, who has advocated for years for increased access and inclusion for Native American medical students. "Changes include new curricula for all medical students focused on

Native American health, a blessing and blanket ceremony for incoming Native American medical students, and new clinical training opportunities with Tribal and Urban Indian Health Clinics.”

For those interested in engaging in Native American and Indigenous scholarship, both graduate and undergraduate students can enroll in the Native American and Indigenous Studies (NAIS) program within the Department of Ethnic Studies. Professor Andrew Jolivette (Atakapa-Ishak, Hiyekti Band, Tskip Clan), director of the NAIS program, said, “You can’t really get a top tier education from a world-renowned public institution and not have training in Native American and Indigenous Studies.”

Advancing research through an Indigenous lens

Outside of the classroom, UC San Diego faculty researchers have been engaging Indigenous scholars in the community. The work is led by the university’s Indigenous Futures Institute (IFI), co-directed by Assistant Professor of Education Studies Theresa Ambo (Tongva/Luiseño) and Assistant Professor of Anthropology Keolu Fox (Kānaka Maoli).

Currently, IFI is supporting a community-driven project titled, “Unmapping UC Motkoolahooee,” which examines the history and cultural significance of present-day La Jolla through the collection of archival research and oral histories from members of the Kumeyaay Nation. The project got a big boost with a recent \$400,000 grant from the Lumina Foundation’s Racial Justice and Equity Fund.



What do I need to report on my MER?

The amount received from your tax return

(not required for Non-Needy families)

What do I need to submit?

The forms filed with your taxes
(Federal 1040 & State 540)

Will my tax return affect my cash aid?

Tax return income is exempt income for 90 days from the date you received it.

After 90 days, any remaining tax return income will be counted as an available resource.



Contact your Eligibility Specialist

for further questions

www.sctca.net



SOUTHERN CALIFORNIA
TRIBAL CHAIRMEN'S ASSOCIATION
TRIBAL TANF

T A X S E A S O N



Class of 2023

SAVE THE DATE

Southern California Tribal Chairmen's Association
High School Graduation Ceremony

Thursday, May 11, 2023

more details to come by invitation

* If you are a High School Senior Tribal member of a SCTCA Consortium Tribe, graduating in 2023, contact your Tribal office to be honored at the Ceremony.

SCTCA
PRESENTS

ART CONTEST

For SCTCA TANF Participants
&
Resource Center Participants

Winners to be announced on
Friday, September 1st 2023

Entries of winners
will be displayed in
the 2024 participant
calendar!



THEME: COMIC

\$25 gift card for
each page winner,
up to 12 winners

1 winner will receive
a \$100 gift card for
cover page artwork

Contest Guidelines & Requirements

DEADLINE: Friday, May 19th 2023

Calendar Pgs:

- Dimensions: 5 x 7, Color or Black & White
- Format: JPEG & PDF
- Artwork showing how TANF is the superhero or how it has helped you or your family in a positive way?
- All submissions to be evaluated

Calendar Cover Pg:

- Dimension: 8.5 x 11, Color or Black & White
- Format: JPEG & PDF
- Artwork showing TANF as the super hero for the communities.
- All submissions to be evaluated



(Artwork to be submitted by email only; please include your first and last name along with a contact number.)

Email: scamacho@setca.net

Have Qs? Call (760) 742-8690 Ext. 120



SCTCA Website
QR Code

Public Release: Participation in Contest and/or acceptance of a Prize constitutes permission for SCTCA to use, without notice or further compensation, any Eligible Participant's Entry, photo in any and all media for any purpose, including without limitation, advertising and promotional purposes as well as in on or in connection with the Website or the Contest or other promotions, and Eligible Participants hereby releases the Contest Entities from any Liability with the respect there to (each a "Publicity Release").

Class Calendars

Two Directions, Inc.
January 1 2023-June 30 2023

2 0 2 3 C L A S S S C H E D U L E

| 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.
January 1 2023-June 30 2023

2 0 2 3 C L A S S S C H E D U L E

| 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 11:30-12:30 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.
January 1 2023-June 30 2023

2 0 2 3 C L A S S S C H E D U L E

| 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, QuickBooks, 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



MARCH 2023 CALENDAR
BG ASSOCIATES INC.
 (NEW ADDRESS)
 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 DUE TO COVID-19 RESTRICTIONS.

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 8:30AM-4PM (VARIES BY CLIENT)</p> <p>VIRTUAL CLASSES</p> <p>IN PERSON AND VIRTUAL</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>ABE/GED 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</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 8:30AM-4PM (VARIES BY CLIENT)</p> <p>VIRTUAL CLASSES</p> <p>IN PERSON AND VIRTUAL</p> <p>SELF-SUFFICIENCY: FINANCIAL FREEDOM 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>ABE/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 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) SELF MOTIVATION 9-11 AM WORKPLACE ETIQUETTE 11:30AM-1:30PM</p> <p>ABE/GED 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</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 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>COMPUTER SKILLS (GENERAL) 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>MATH/ENGLISH REFRESHER 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 8:30AM-4PM (VARIES BY CLIENT)</p> <p>VIRTUAL CLASSES</p> <p>ED2GO.COM/ COURSES IN PERSON AND VIRTUAL</p> <p>SPANISH 9AM-11AM (available online/app & can be tracked by instructor)</p> <p>PHILLIP ROY: WELDING TERMS 9AM-11AM (lessons can be emailed)</p> <p>KEYBOARDING 9AM-12PM (available online & can be tracked by instructor)</p> <p>ABE/GED 9AM-11AM (via Zoom, Google Meet, or other form of virtual face to face meeting)</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> |

March 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

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

TUESDAY

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

3/14 | 6:00-8:00pm
 Sacred Pipe TUPE at Ballard Cultural Night

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

3/15 | 10am -12pm
 Career Training
 By Appointment Only

THURSDAY

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

3/2 | 4:00pm-5:30pm
 Sacred Pipe TUPE at SDAIYC Ballard Garden
 3/16 | 4:00pm- 5:30pm
 Sacred Pipe TUPE at SDAIYC Ballard Garden

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

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 March 2023



| COMMODITY DISTRIBUTION SCHEDULE FOR MARCH 2023 | | |
|--|---------------------------------|--|
| DATE | LOCATION | TIME |
| MARCH 6, MONDAY | PALA | 9 AM – 11 AM |
| MARCH 8, WEDNESDAY | MANZANITA/LA POSTA OLD CAMPO | 9:30 AM – 10:45 AM 11:30 AM -12:30 PM |
| MARCH 9, THURSDAY | VIEJAS BARONA | 9 AM – 10 AM 11 AM – 12 PM |
| MARCH 13, MONDAY | MESA GRANDE SANTA YSABEL | 9 AM – 10 AM 11 AM – 12 PM |
| MARCH 14, TUESDAY | CAMPO | 10 AM – 12 PM |
| MARCH 16, THURSDAY | SAN PASQUAL | 8 AM – 12 PM |
| MARCH 20, MONDAY | LOS COYOTES LA JOLLA | 8:30 AM – 9:30 AM 11 AM – 12 PM |
| MARCH 22, WEDNESDAY | RINCON | 8 AM – 12 PM |
| MARCH 23, THURSDAY | PECHANGA PAUMA | 9 AM – 10 AM 10:30 AM –11:30 AM |



Coming in April:

- SCAIR: Remembering a Collection of Stories
- A Preview of the Dream the Impossible Conference
- Acorn Mush as a Traditional Food