

*Celebrating 31 years of community service
to our Native Communities*

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Congrats to the High School Class of 2025!

AIR Summer 2025 / Starting June 23rd

Utilizing Tribal Culture and Climate Science

AIR Summer project will be starting on June 23, 2025. We continue our yearly AIR Summer programming to our Native Communities and look forward in engaging our Native Youth by integrating Tribal concepts of environmental stewardship with ideals on Tribal economic development! Further, we will be introducing concepts that relate to STEM based ideals and how this integrates with our developing tribal communities.

Don't forget that its summer, so most of all, we look forward in making new friends, continuing our old friendships and having fun!

Visit our website at www.airprograms.org and see you this summer!!!



American Indian Recruitment Programs

SUMMER PROGRAM 2025



STARTING:
June 23, 2025
through
July 21, 2025
*Every Monday
and Wednesday*

This year's focus:
**Science, Engineering,
and Tribal Economic
Development.**
Students will learn
how science can
support future
innovation by
integrating
traditional knowledge
into tribal
development.

Space is limited!
Grades 5th-12th
(recommended)

Submit Summer
Applications on our
website:
www.airprograms.org

Rooted in Culture, Powered by Science

Our meetings will take place within San Diego county, on campus at San Diego State University, with off-campus locations. For more information, please use resources listed below.
www.airprograms.org | info@airprograms.org



We thank San Pasqual Band of Kumeyaay Indians & Southwestern Community College for your support

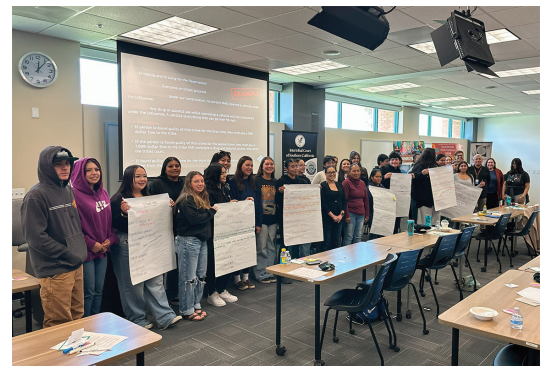
Tribal Law Day

Honoring Law Day through a Tribal Lens (Contributed by Lorraine Mazzetti)

May 1st is recognized, nationwide, as "Law Day" — a time to reflect on the importance of our democratic system and the individual rights and liberties it protects. Each year, courts, judges, and legal institutions across the country come together to educate their communities. For the last 3-years, AIR Programs and Intertribal Court (ICSC) has sought to elevate tribal representation by highlighting how tribal, state, and federal governments coexist and intersect under the framework of the U.S. Constitution. This year, our Annual Law Day event centered on a tribal restorative justice perspective. Intertribal Court, Chief Judge Gregory Thompson welcomed students from the Valley Center and Bonsall Unified School Districts, setting the tone for a day of learning, empowerment, and cultural recognition.

Thirty high school students participated in the event, which featured engaging presentations and hands-on workshops designed to deepen their understanding of tribal governance. Lorraine Mazzetti (Rincon Band of Luiseno Indians and ICSC Wellness Advocate), presented on tribal jurisdiction and the unique legal landscape within Public Law 280 states. This session guided students through the process of identifying laws specific to their own reservations, exploring how tribal citations are issued and enforced, and understanding the role of tribal law enforcement in their communities.

(Continued on Pg3)





Tribal Law Day (Cont. from Pg2)

Temyal Lomayesva (Iipay Nation of Santa Ysabel and ICSC Wellness Advocate), led the interactive workshop on tribal restorative justice. Here, state systems that often emphasize punitive measures such as incarceration or fines, whereas a tribal restorative approach often prioritize healing and community accountability. Elena Weaver (Gabrielino-Tongva / NAYLIP Coordinator~ICSC), led our final workshop that will allow students to draft their tribal codes based on what they learned from our previous workshops.

The day concluded with a mock trial modeled after the ICSC Tribal Youth Court program. Students stepped into the roles of attorneys, jurors, and community representatives to hear a fictional case and craft restorative justice outcomes for youth offenders. Their sentencing models included innovative ideas such as assigning cultural hours, where youth engage in traditional practices, and incorporating community service that promotes accountability and healing within their tribal communities.

We would like to thank the Honorable Devon L. Lomayesva, Superior Court Judge of California (Iipay Nation of Santa Ysabel) and the Honorable Angela Medrano, Pro Tem Judge (Cahuilla Band of Indians) from the Intertribal Court of Southern California for their engagement with our students and a powerful example of Native leadership in the judiciary.

We also extend our heartfelt thanks to Superintendent Ron McCowan, Assistant Superintendent Mark Hailwood, Valley Center High School Principal Nicole Clymer, Stephanie Martinez, Maysa Bitar, Ph.D. Director of Special Projects and Starr Greensky from the Bonsall Unified School District for their continued support and commitment to uplifting Native youth.

Tribal Youth Peer Court Updates

June marks the completion of our Spring quarter course “AMIND 120 Writing and Rhetoric: Utilizing Tribal Governance topics”. This course covers the development of Tribal Governance from the Indian Reorganization Act to present, concentrating on the development of Tribal Constitutions and Tribal Law development. The course itself is offered through SDSU as 3-unit course. Overall, our students performed extremely well (see statistics matrix of results from courses over the last 4 years).

We post our results for these trainings/courses, as all our courses, are offered online (but within our hybrid methodology). In a study of West Point students taking online course in 2020, “Final grades for online students dropped by 0.215 standard deviations; a result apparent in both assignments and exams and largest for academically at-risk students. A post-course survey finds that online students struggled to concentrate in class and felt less connected to their instructors and peers”. Through our program we offer our courses in a hybrid/AIR model. We offer support to our students in academic services and mentoring and with the combined topical “Native” content that forms an intrinsic motivation for their success.

This methodology has resulted in our students achieving over 90% passage rates despite passage rates for American Indians in California being below the average.

We congratulate all the students on their great work!



*We thank the Procopio and the Soboba Band of Luiseno Indians for supporting our AIR Programs, bringing needed services to our Native Communities.
Thank you SCTCA for your support and collaboration for our programs over these many years!*

AIR PROGRAMS UPDATES

Has our methodology worked? Yes, with great results.

In a 2020 study, passage for online adults in Community College, in CA ~60-65%.
"Programs with 70%+" were considered high achieving ...
(https://www.ppic.org/content/pubs/report/R_615HJR.pdf)



Thank you, to UCSD Extension for your support and collaboration towards giving our Native Youth the opportunity towards a greater future



Course	*Indicates Covid-19 challenges in implementation	Pass Rates
Introduction to Legal Systems-UCSD: <u>lipay</u> Nation of Santa Ysabel / Hopi / Morongo Band of Mission Indians		83%
Introduction to Tribal Legal Studies (UCSD): San Pasqual Band of Mission Indians / Pechanga Band of Luiseno Indians / Mesa Grande Band of Mission Indians / Chickasaw		75%*
Writing and Rhetoric and Tribal Governance (SDSU): San Pasqual Band of Mission Indians / Morongo Band of Mission Indians / Chickasaw / Pechanga Band of Luiseno Indians / Pomo Dry Creek Rancheria / Delaware and Cherokee people		77%*
Introduction to Legal Systems-UCSD: San Pasqual Band of Mission Indians / Pechanga Band of Luiseno Indians / Graton Rancheria / Jamul Indian Village / Navajo / Cahuilla Band of Indians		94%*
Introduction to Tribal Legal Studies (UCSD): (San Pasqual Band of Mission Indians / Pechanga Band of Luiseno Indians / Graton Rancheria / Jamul Indian Village / Navajo / Cahuilla Band of Indians / Viejas Band of Kumeyaay Nation)		83%*
Writing and Rhetoric and Tribal Governance (SDSU): San Pasqual Band of Mission Indians / Pechanga Band of Luiseno Indians / Graton Rancheria / Jamul Indian Village / Navajo / La Jolla Band of Luiseno Indians / Pauma Band of Mission Indians		90%*
Introduction to Legal Systems-UCSD: <u>lipay</u> Nation of Santa Ysabel / Pechanga / Graton Rancheria / Apache / Pauma Band of Mission Indians		100%*
Introduction to Tribal Legal Studies (UCSD): <u>lipay</u> Nation of Santa Ysabel / Pechanga / Graton Rancheria / Apache / Pauma Band of Mission Indians		100%*
Writing and Rhetoric and Tribal Governance (SDSU)		82%*
Coun110 College Success Skills (Palomar College): Hopi Tribe / Pala Band of Luiseno Indians		87%
Introduction to Legal Systems-UCSD: Pechanga Band of Luiseno Indians / Graton Rancheria / Apache / Viejas Band of Mission Indians / Choctaw / <u>Fernandeño Tataviam</u> Band of Mission Indians		100%
Introduction to Tribal Legal Studies (UCSD): Pechanga Band of Luiseno Indians / Graton Rancheria / Apache / Viejas Band of Mission Indians / Choctaw / <u>Fernandeño Tataviam</u> Band of Mission Indians / Los Coyotes Band of Luiseno Indians		90%
Writing and Rhetoric and Tribal Governance (SDSU – Spring 23): San Pasqual Band of Mission Indians / Federated Indians of Graton Rancheria / Pechanga Band of Luiseno Indians / Pala Band of Mission Indians / Pauma Band of Luiseno Indians / La Jolla Band of Mission Indians / <u>lipay</u> Nation of Santa Ysabel / Rincon Band of Luiseno Indians / Choctaw		100%
Introduction to Legal Systems- (UCSD – Fall 23): Pechanga Band of Luiseno Indians / Graton Rancheria / San Pasqual Band of Mission Indians / Manzanita Band of Kumeyaay Indians		100%
Introduction to Tribal Legal Studies (UCSD – Fall 23): Pechanga Band of Luiseno Indians / Graton Rancheria / San Pasqual Band of Mission Indians / Manzanita Band of Kumeyaay Indians / Yurok Tribe		90%
Writing and Rhetoric and Tribal Governance (SDSU – Spring 24): San Pasqual Band of Mission Indians / Federated Indians of Graton Rancheria / <u>lipay</u> Nation of Santa Ysabel / Navajo / Yurok / Blue Lake Rancheria		80%
Introduction to Legal Systems- (UCSD – Fall 24): Pechanga Band of Luiseno Indians / Graton Rancheria / San Pasqual Band of Mission Indians / Manzanita Band of Kumeyaay Indians / <u>lipay</u> Nation of Santa Ysabel / Texas Band of Yaqui Indians / Pauma Band of Luiseno Indians		100%
Introduction to Tribal Legal Studies (UCSD – Fall 24): Pechanga Band of Luiseno Indians / Graton Rancheria / San Pasqual Band of Mission Indians / Yurok Tribe / Texas Band of Yaqui Indians / Manzanita Band of Kumeyaay Indians		90%
Writing and Rhetoric and Tribal Governance (SDSU – Spring 25): Pechanga band of Indians / Manzanita Band of the Kumeyaay Nation / San Pasqual Band of Mission Indians / Federated Indians of Graton Rancheria / <u>lipay</u> Nation of Santa Ysabel / Rincon Band of Luiseno Indians / Pala Band of Mission Indians / Texas Band of Yaqui Indians / Hopi Tribe		93%
Totals: Tribal Nations Participating / Ave. Passage Rates:		23+ / 90%

Calendar of AIR Events:

June 27th - AIR Sponsored Cornell University site visit
June 23rd through July 21st - AIR Summer Program
August 2nd – Santa Ysabel Traditional Gathering / tabling event
Sept. 22nd – Start of AIR/ICSC Intro to Tribal Legal Studies (projected)
Oct. 23rd – AIR Programs Annual Honoring Banquet



Thank you to the Pechanga Band of Indians for their support and work in making our program successful!

Cornell University Visits Local Native Students

For the first time in recent memory—if not ever—an Ivy League admissions officer visited Valley Center High School to meet with Native American students from the surrounding community. This rare and meaningful opportunity was made possible when Cornell Admissions reached out to coordinate a special visit focused on Native outreach and college access.

With the support of school staff and tribal education advocates, AIR and Intertribal Court of Sothern CA arranged a meeting where students could learn directly from an Ivy League representative on admissions and what Cornell can offer at one of them most prestigious universities in the country. The visit marked a historic moment for Valley Center High School and local Native students—many of whom may not have considered Ivy League schools as a viable option until now.

The Ivy League, a group of eight elite colleges in the Northeastern United States, is known for academic excellence, prestige, and low acceptance rates. These schools have a long and storied history, but Native student representation within them has historically been limited. That's why Cornell's visit was so powerful, bringing direct access to information and resources to students in a rural tribal-serving region.

Cornell University, founded in 1865 by Ezra Cornell, has a mission rooted in access and opportunity. A former farmer and self-made businessman, Ezra Cornell envisioned a university where "any person can find instruction in any study." This founding principle continues to guide the university today, especially through its strong commitment to supporting Indigenous students.

The Cornell Admissions officer was able to give a specialized presentation to our Native Students emphasizing Cornell's Native American and Indigenous Studies Program (NAIS) and the American Indian and Indigenous Student Organization (AIISO). The recruiter also highlighted academic pathways in agriculture, engineering, law, and other fields where Native students can lead and thrive.

We're also excited to announce that Cornell will soon be visiting us again on June 27th—this time at San Diego State University—to meet with more Native students from the greater San Diego region. Families are invited to join us for a special luncheon with Assistant Director Wayva Lyons, where they'll have the chance to ask questions, learn about Cornell's Native student support, and explore how higher education can empower future generations.

We are incredibly grateful to Cornell University for building these bridges and showing our Native youth that the Ivy League is not out of reach—it is within their path.



Congrats to our College Grads!!!

We end our Newsletter to congratulate our Former Honors Project Students who are graduating from SDSU and UCSD. The proof is here, where our community rallies around our youth, they truly can accomplish anything they want to!!!




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