

**Journal #2670**

**from sdc**

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***National Funding Opportunities***

Support for Education, Health, and Sustainability Initiatives

**[Verizon Foundation](#)**

The Verizon Foundation, the philanthropic arm of Verizon Communications, is focused on using technology to solve critical social issues in the areas of education, healthcare, and sustainability. The Foundation provides support to nonprofit organizations throughout the United States that address one of the following funding priorities: increasing student interest and achievement in Science, Technology, Engineering, and Math (STEM); preventing domestic violence and helping victims gain independence; improving healthcare through innovative technology-based programs; fostering smart energy practices; and inspiring good environmental citizens among schools and communities. The average grant size ranges from \$5,000 to \$10,000. The application deadline is October 14, 2012. Visit the Foundation’s website to submit an online application.

Social Justice Programs in the U.S. and Abroad Funded

**[Jewish Helping Hands: Tikkun Olam Grant Program](#)**

Jewish Helping Hands’ Tikkun Olam Grant Program is intended to advance the goal of inspiring and supporting tzedakah, justice, and righteousness throughout the world. The grant program supports projects that focus on reaching needy and vulnerable populations in the United States and abroad, particularly those that have been overlooked or marginalized. Grants are provided to nonprofit organizations that show clear promise to achieve one or more of the following: address basic causes of injustice and foster systemic change, promote self-help and empowerment within communities, and respond to unmet needs of those who are poor and/or marginalized. Grants of up to \$5,000 are provided. Letters of application must be submitted by October 1, 2012. Visit the Jewish Helping Hands website to learn more about the program.

Grants for Youth Service-Learning Projects Addressing Obesity

**[Youth Service America: UnitedHealth HEROES Service-Learning Grants](#)**

UnitedHealth HEROES Service-Learning Grants, administered by Youth Service America, provide support to schools and other community-based nonprofit organizations for service-learning projects that take place throughout the U.S. Grants of up to \$1,000 are available for youth-led service-learning projects which aim to combat childhood obesity through walking, running, or hiking programs. Funded projects should launch on Martin Luther King, Jr. Day of

Service (January 21, 2013) and end on Global Youth Service Day (April 26-28, 2013). The application process will open on September 4, 2012 and will close on October 15, 2012. Visit the Youth Service America website for online application guidelines.

#### K-12 Science and Math Programs Supported

##### **Toshiba America Foundation**

The mission of the Toshiba America Foundation is to promote quality science and mathematics education in U.S. K-12 schools. The Foundation provides grants through the following two initiatives: The Grants Program for K-5 Science and Math Education provides grants of up to \$1,000 to teachers in public or private schools in order to improve the teacher's science and math teaching units. The application deadline is October 1, 2012. The Grants Program for 6-12 Science and Math Education provides small grants of up to \$5,000 and large grants of over \$5,000 to teachers who are passionate about making science and mathematics more engaging for their students. Applications for small grants may be submitted throughout the year. The annual application deadlines for large grants are February 1 and August 1. Visit the Foundation's website for details about each of the grant programs.

#### ***Regional Funding Opportunities***

#### Funds for Habitat Protection Programs in the Great Lakes Basin

##### **Freshwater Future Grant Programs**

The Freshwater Future Grant Programs promote activities that strengthen the role of community groups working locally to protect habitats in the Great Lakes Basin. The Project Grant Program provides support for grassroots groups engaging in activities to protect local lakes, rivers, wetlands, and other aquatic habitats. The application deadline for the fall cycle is September 30, 2012. The Climate Funding Program offers grants to encourage local communities to engage in projects and promote decision-making that take climate change related impacts into account. The application deadline for this program is November 15, 2012. The Healing Our Waters Grant Program provides support to aid in the development of the Great Lakes Restoration Initiative and other federal projects by organizations working on impacting Great Lakes aquatic resources. This program has a rolling deadline, and grants are awarded on a first come, first served basis. The Insight Services Grant Program provides support for organizational development and strategy assistance through access to Freshwater Future's professional services. Requests for this program may be submitted at any time. Visit Freshwater Future's website to learn more about the funding priorities and application guidelines for each of these programs.

#### Grants for K-12 Schools in Arizona

##### **Arizona Diamondbacks Foundation: D-backs Give Back \$150,000 School Challenge**

The D-backs Give Back \$150,000 School Challenge, an initiative of the Arizona Diamondbacks Foundation and the University of Phoenix, will provide grants of \$5,000 to public, private, and nonprofit charter K-12 schools throughout Arizona. Grants will be awarded in the following categories: Education Programs, Innovation and Technology, Nutrition and Fitness, and Campus Improvements. The application deadline is September 14, 2012. Visit the Arizona Diamondbacks website to learn more about the School Challenge Program.

#### Support for Health and Arts Initiatives in New Jersey

##### **The Horizon Foundation for New Jersey**

The mission of the Horizon Foundation for New Jersey is to promote health, well-being, and quality of life in communities throughout New Jersey. In the Health category, the Foundation provides grants of \$10,000 to \$50,000 for programs that promote wellness, prevention, education, and awareness, and that facilitate good health. In the Arts category, the Foundation provides grants of \$10,000 to \$20,000 for art education programs, art initiatives that target a senior audience, and general operating support for arts organizations. Applications must be submitted by September 30, 2012. Visit the Foundation's website to review the grant application procedures and submit an online application.

Airline Ticket Donations for Hospitals in Company Communities

**[Southwest Airlines Medical Transportation Grant Program](#)**

The Southwest Airlines Medical Transportation Grant Program provides complimentary, roundtrip tickets to nonprofit hospitals in communities served by the airline as well as to nonprofit medical transportation organizations. The tickets are distributed by the organizations to deserving patients and their caregivers who must travel for medical care. Organizations interested in applying must be either a nonprofit hospital offering specialized care located within 40 miles of a city that is served by Southwest Airlines, or a nonprofit medical transportation organization whose primary mission is to assist patients with their transportation needs. The application deadline is September 30, 2012. Visit the Southwest Airlines website to learn more about the program and submit an online application.

***Federal Grant and Loan Programs***

\*Funds Available for Energy Research by Small Businesses

**[Department of Energy](#)**

The Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) Phase I program encourages scientific excellence and technological innovation through support of small businesses. Research areas of interest include, but are not limited to, clean energy, basic science and engineering, and nuclear security. Supported small businesses keep the rights to any technology developed and are encouraged to commercialize the technology. Letters of intent are due September 4 and December 17, 2012. The application deadlines are October 16, 2012, and February 5, 2013.

\*Support Provided for Community Service and Volunteering Activities

**[Corporation for National and Community Service](#)**

The RSVP Competition provides support to community service programs that can demonstrate community impact and solve community problems. Interests include education, healthy futures, veterans and military families, environmental stewardship, economic opportunity, and disaster services. The program places emphasis on projects that support volunteers 55 years of age and older serving in a diverse range of activities that meet specific local and community needs. The application deadline is October 11, 2012.

Innovative Conservation Strategies Supported

**[Department of Agriculture: Natural Resources Conservation Service](#)**

The Conservation Innovation Grants program provides support to stimulate the development and adoption of innovative conservation approaches and technologies, while leveraging the Federal investment in environmental enhancement and protection in conjunction with agricultural

production. The program currently offers an adaptation to drought category, with support provided to projects that demonstrate or enhance system resilience to drought. The application deadline is October 15, 2012.

Wetlands Conservation Funded

### **Fish and Wildlife Service**

The North American Wetlands Conservation Act U.S. Small Grants program provides support to public-private partnerships carrying out projects in the United States that further the goals of the North American Wetlands Conservation Act. These projects must involve long-term protection, restoration, enhancement, or establishment of wetlands and associated uplands habitats for the benefit of all wetlands-associated migratory birds. The application deadline is October 25, 2012.  
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## **“Be Honest About the History of Our Country”: Remembering the Historian Howard Zinn at 90**

Amy Goodman and Juan Gonzalez [Democracy Now!](#) / Video Report Sunday 26 August 2012

“After serving as a bombardier in World War II, Zinn went on to become a lifelong dissident and peace activist.”

The late historian, writer and activist Howard Zinn would have turned 90 years old today. Zinn died of a heart attack at the age of 87 on January 27, 2010. After serving as a bombardier in World War II, Zinn went on to become a lifelong dissident and peace activist. He was active in the civil rights movement and many of the struggles for social justice over the past 50 years. In 1980, Howard Zinn published his classic book, "A People's History of the United States," which would go on to sell more than a million copies and change the way we look at history in America. We air an excerpt of a Zinn interview on Democracy Now! from May 2009, and another from one of his last speeches later that year, just two months before his death.

**JUAN GONZÁLEZ:** We end today’s show with a tribute to the late historian, writer and activist Howard Zinn. He was born on August 24th, 1922. He would have turned 90 years old today. Zinn died of a heart attack at the age of 87 on January 27, 2010. After serving in World War II, he taught at Spelman College, the historically black college for women, and became deeply involved in civil rights and antiwar movements.

**AMY GOODMAN:** In 1980, Howard Zinn published his classic work, *A People’s History of the United States*. The book would go on to sell over a million copies and change the way we look at history of the United States.

Howard Zinn was a frequent guest on *Democracy Now!* We spoke to him in [May of 2009](#) when he was in New York to launch a new edition of *A Young People’s History of the United States*, and I asked him to respond to a question he had frequently been asked about the book: Is it right to be so critical of the government’s policies, of the traditional heroes of the country?

**HOWARD ZINN:** It is true that people have asked that question again and again. You know, should we tell kids that Columbus, whom they have been told was a great hero, that Columbus mutilated Indians and kidnapped them and killed them in pursuit of gold? Should we tell people

that Theodore Roosevelt, who is held up as one of our great presidents, was really a warmonger who loved military exploits and who congratulated an American general who committed a massacre in the Philippines? Should we tell young people that?

And I think the answer is: we should be honest with young people; we should not deceive them. We should be honest about the history of our country. And we should be not only taking down the traditional heroes like Andrew Jackson and Theodore Roosevelt, but we should be giving young people an alternate set of heroes.

Instead of Theodore Roosevelt, tell them about Mark Twain. Mark Twain—well, Mark Twain, everybody learns about as the author of Tom Sawyer and Huckleberry Finn, but when we go to school, we don't learn about Mark Twain as the vice president of the Anti-Imperialist League. We aren't told that Mark Twain denounced Theodore Roosevelt for approving this massacre in the Philippines. No.

We want to give young people ideal figures like Helen Keller. And I remember learning about Helen Keller. Everybody learns about Helen Keller, you know, a disabled person who overcame her handicaps and became famous. But people don't learn in school and young people don't learn in school what we want them to learn when we do books like *A Young People's History of the United States*, that Helen Keller was a socialist. She was a labor organizer. She refused to cross a picket line that was picketing a theater showing a play about her.

And so, there are these alternate heroes in American history. There's Fannie Lou Hamer and Bob Moses. There are the heroes of the civil rights movement. There are a lot of people who are obscure, who are not known. We have it in this *Young People's History*. We have a young hero who was sitting on the bus in Montgomery, Alabama, refused to leave the front of the bus. And that was before Rosa Parks. I mean, Rosa Parks is justifiably famous for refusing to leave her seat, and she got arrested, and that was the beginning of the Montgomery Bus Boycott and really the beginning of a great movement in the South. But this 15-year-old girl did it first. And so, we have a lot of—we are trying to bring a lot of these obscure people back into the forefront of our attention and inspire young people to say, "This is the way to live."

**AMY GOODMAN:** Now we turn to [one of Howard Zinn's last speeches](#).

**HOWARD ZINN:** But remember, this power of the people on top depends on the obedience of the people below. When people stop obeying, they have no power. When workers go on strike, huge corporations lose their power. When consumers boycott, huge business establishments have to give in. When soldiers refuse to fight, as so many soldiers did in Vietnam, so many deserters, so many fraggings, acts of violence by enlisted men against officers in Vietnam, B-52 pilots refusing to fly bombing missions anymore, war can't go on. When enough soldiers refuse, the government has to decide we can't continue. So, yes, people have the power. If they begin to organize, if they protest, if they create a strong enough movement, they can change things.

That's all I want to say. Thank you.

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**10 American Colleges That Are Totally Unique**

The search for the perfect college can be overwhelming, but also a lot of fun. [Finding schools](#) that mesh with your personality, study habits, educational preparation, and expectations for adventure is satisfying in a holistic sort of way. These schools take that philosophy to the next level. From colleges that cater to students in a particular field like engineering to universities that promote personal enlightenment as much as academics, these are some of the most unique colleges in the U.S.

1. **[Hampshire College](#)**: Located in Amherst, MA, Hampshire College allows its 1500 students to design their own curriculum. Favoring customized programs instead of “off-the-shelf” majors, Hampshire organizes students into three levels of study rather than categorizing students as freshmen, sophomores, juniors or seniors. Division I introduces students to basic principles and ideas in highly specialized classes, allowing them to experiment before settling into a concentration in Division II. Division III challenges students to complete an individual project and even teach and mentor other students while taking graduate-level courses.
2. **[Evergreen State College](#)**: Collaborative learning is one of Evergreen State’s most important values, practiced through active seminars and group projects. Each year, students at the Washington State campuses work with faculty to design their own Academic Plan that satisfies their changing interests and involves team teaching initiatives that fuel collaboration between different discipline, or “academic pathways.” Programs can be designed in areas like energy systems, the humanities, management and business, visual and performing arts, mathematics, computer science, and more, and students must complete self-evaluations as part of their assessment.
3. **[Alverno College](#)**: Milwaukee’s Alverno College fosters an “ability-based curriculum,” meaning that it foregoes standardized tests and exams in favor of personal assessment and measurement. Students strive to meet eight cornerstone concepts through their studies, preparing them to be effective contributors “in the worlds of work, family, and civic community.” These cornerstones are: communication, analysis, problem solving, valuing in decision making, social interaction, developing a global perspective, effective citizenship, and aesthetic engagement. Although traditional grades aren’t part of the Alverno College tradition, the school is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, plus many other discipline- and industry-specific agencies.
4. **[St. John’s College](#)**: This Annapolis, MD-based university — there’s also a campus in Santa Fe — is famous for ditching traditional classes, textbooks and teaching styles. Professors act more like tutors, guiding students as they read the classics from disciplines like literature, mathematics, music, laboratory sciences, philosophy and political science — what’s called the school’s “great books” curriculum. There are no majors; instead, all students take four years of language — Ancient Greek and French — mathematics, and interdisciplinary study; three years of a laboratory science; one year of music; two elective discussions; and a school-wide weekly lecture. “Thoughtful conversation” is valued as a key ingredient to producing educated, well-rounded graduates.

5. **Naropa University**: This Buddhist-inspired university located in Boulder, CO, marries the philosophies and academic traditions of Classical Greece and Classical India, promoting East-meets-West values and perspectives. In addition to pursuing four-year undergraduate degrees and graduate programs, students are encouraged to explore their own purpose in the world. The school offers 11 majors total, including Contemplative Psychology, Peace Studies, Traditional Eastern Arts, Environmental Studies, Music, Early Childhood Education, and Writing and Literature. Contemplative education is another mission of the university, requiring students to take meditation and pursue similar mind-awakening practices like t'ai-chi ch'uan and yoga.
6. **Olin College**: Officially named Franklin W. Olin College of Engineering, this school, located in Needham, MA, opened in 2002 and enrolls just over 300 students, total. Majors are offered in electrical and computer engineering, mechanical engineering and general engineering, and it is well-ranked by the U.S. News & World Report and Princeton Review for rigorous academics and high-quality engineering programs. Designed to promote innovation and 21st-century thinking, the curriculum combines science and engineering fundamentals with entrepreneurship and the liberal arts, giving students the chance to start experimenting and collaborating from their first year.
7. **Berea College**: Proudly known as the greenest school in Kentucky, Berea College was also founded in 1855 as the first interracial and coed school in the South. Most students are from the surrounding Appalachia region and who have demonstrated the potential for academic success but who may not have been able to afford college without Berea's no-tuition policy. While the cost of education per student is estimated at \$23,000 per year, students trade their free tuition for 10 hours of work per week in campus and service jobs.
8. **New College of Florida**: This "public honors college for the liberal arts" is located in Sarasota, FL, and pushes students to direct their own educational programs. There are over 30 concentrations to choose courses from, and students are encouraged to take a broad range of classes to satisfy their interests. Independent Reading Projects are offered each semester, giving students the chance to study one-on-one with a professor or in small groups and focus on research, community involvement or even study abroad. "Narrative evaluations" replace grades, as professors assess projects and student performance in coursework and tutorials.
9. **Deep Springs College**: Only three long-term professors are employed by Deep Springs College, all all-male alternative college on a cattle-ranch and alfalfa farm in eastern California. Founded in 1917 on three main values — academics, labor and self-governance — 26 students are selected to attend for two years on a full scholarship, which the college estimates at over \$50,000 per year. The three professors are from three different fields and live next to the dorms, also tutoring their students in areas like knitting, stargazing and bread making. All students must also practice public speaking, and they usually attend well-recognized four-year colleges after graduating.
10. **Oberlin College**: Ohio's Oberlin College is a well-respected liberal arts college and music conservatory that's known as the first American university to award bachelor's

degrees to women studying in a coed environment. The highly selective school includes a Winter Term — four weeks in January — in which normal courses are suspended in favor of self-directed education. Students can choose courses or direct one of their own, by themselves or with other students. Oberlin’s Creativity and Leadership Project also allows students from any major to practice entrepreneurship skills, including concept development and business development. The ExCo: Experimental College program is a separate department that lets students, faculty and the public teach courses not offered by the university’s other departments.

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**Desert solitaire: Las Vegas bets big on rural water**  
**By Heather Hansen, [Red Lodge Clearing House](#)**

A water mining project that’s been a quarter-century in the making took a major step forward last week, when the Bureau of Land Management (BLM) recommended approval of a plan for diverting groundwater from three counties in eastern Nevada to Sin City.

In its [final environmental impact statement](#) (FEIS), the BLM looks at [six alternatives](#) for the Southern Nevada Water Authority’s (SNWA) plan to siphon water from several rural valleys and to transport it 300 miles south. The BLM’s preferred alternative “F” (the plan they recommend implementing) was crafted, they say, in response to public comments submitted on the draft EIS, as well as input from the SNWA.

Alternative F of the “Clark, Lincoln and White Pine Counties Groundwater Development Project” appears to differ from the proposal submitted by SNWA in a few key ways. While SNWA asked for a 96-inch pipeline to transport 176,655 acre-feet per year (AFY) of groundwater from five basins in northeastern Nevada, the BLM recommends an 84-inch main pipeline to transport up to 114,000 AFY from four of those basins — Spring, Delamar, Dry Lake and Cave valleys. Diverting water from the fifth basin, Snake Valley, which straddles the Nevada/Utah border, is not included in Alternative F. In 2009, the states had reached an agreement on sharing the water in the hotly-contested Snake Valley, but Utah ultimately never signed the deal.

For those whose oppose the project overall—and there are many different groups that do—the BLM’s recommendation to extract less water from the region is scant acknowledgement of the environmental, economic and cultural issues that have been raised since 2004, the year the SNWA first asked the BLM for the rights-of-way needed to construct the pipelines (and related infrastructure including roads, wells, power lines and production facilities). Since then, the BLM has been reviewing the potential impacts on federal land.

Map of originally proposed pipeline, courtesy of SNWA

Compared to Vegas, east-central Nevada may seem like a no-man’s land with resources ready for the taking. It’s rural, and part of the Great Basin where snow-shrouded mountains drop to arid lowlands dominated by sagebrush and desert shrubland. Ranchers and farmers live off this land. Other features in the area include several towns, wilderness areas, national forests and Great Basin National Park.



Much of it this area is also [historic Goshute Indian territory](#); their present tribal lands are located slightly northeast of Spring Valley. The FEIS states that, “Potential short- and long-term effects to traditional cultural properties, sacred sites, and areas of cultural or religious importance could occur during the construction period.” In a statement released when the project was still in the draft phase, vice-chair of the Goshute Tribal Council, Madeline Greymountain [said](#), “Las Vegas might believe it has hit the jackpot with [this] decision, but the tribe has no intentions of letting this go without more fight. Goshute people are determined to protect the abundant life that exists in Spring Valley. These natural resources are vital to our existence, spiritual balance and well-being.”

Map of Goshute territory, compliments of the Confederated Tribes of the Goshute

The proposed pipeline is estimated to take 12 years to complete and cost between \$3.5 and \$12 billion. Its route crosses the ranges of antelope, elk, mule deer and desert bighorn sheep and would alter the habitats of special status species including the desert tortoise, sage-grouse, pygmy rabbit, western burrowing owl, bald eagle, golden eagle, ferruginous hawk, bats, dark kangaroo mouse, Gila monster and Mojave Poppy Bee. Because of the complex hydrology of the aquifers underlying these valleys, the proposed drawdown of 27.4 billion gallons of groundwater will likely also affect fish and invertebrates in unanticipated ways. The pipeline infrastructure would be visible from two scenic byways and from Great Basin National Park.

According to the [Great Basin Water Network](#), more than 300 individuals, families, farmers, ranchers, local governments (including Indian tribes), businesses and conservation groups from Nevada and Utah have filed petitions for judicial review appealing the Nevada State Engineer’s [permitting earlier this year](#) of 84,000 AFY of groundwater from the four valleys, which was a key step in driving the project forward.

Given such adamant opposition, why would southern Nevada risk making enemies of its northern neighbors? Desperation and determination are some of the chips laying on the table. Las Vegas currently gets most of its water from Lake Mead, compliments of the overburdened Colorado River. Growing demand and persistent drought has made that tightly regulated supply highly unreliable (by some estimates, Lake Mead will be dry by 2021). The SNWA sees the pipeline as a reasonable, perhaps even ingenious way, to secure alternative sources to meet their needs.

When he ruled on the groundwater rights, Nevada State Engineer Jason King [said](#), “... Southern Nevada needs a water resource that is independent of the Colorado River and...it would not be advisable for the Applicant to continue to rely upon the Colorado River for 90 percent of Southern Nevada’s water when that resource is over-appropriated, highly susceptible to drought and shortage, and almost certain to provide significantly less water to Southern Nevada in the future.” The allocation was the culmination of a lengthy pursuit; SNWA’s predecessor, the Las Vegas Valley Water District, had applied for those rights first in 1989.

No doubt SNWA’s leader, Pat Mulroy, would have preferred the BLM approve the original plan, which included the infrastructure to drain groundwater from Snake Valley. But she is nevertheless pleased BLM's Alternative F. Mulroy [commented to](#) the *Las Vegas Review-Journal*, “This project is now sitting out there as a safety net if the [Colorado] [R]iver really goes

south... We now have the necessary water resources and the rights of way to protect southern Nevada.” One of the reasons she may be happy with that option is that it actually allows for the transport of more water than southern Nevada currently has the right to take. SNWA has the groundwater rights to 84,000 AFY but Alternative F allows for moving 114,000 AFY.

Mulroy still has her eye on getting the Snake Valley water excluded by the BLM's alternative. In their [press notice](#) following the FEIS release, the SNWA said, “...this alternative does not preclude the SNWA from pursuing its groundwater applications in the Snake Valley Hydrographic Basin at some future time.” The *Salt Lake Tribune* [reported on Monday](#) that an e-mail Mulroy sent to SNWA board members recommended taking the issue of Utah’s inaction on the 2009 Snake Valley agreement all the way to the U.S. Supreme Court.

The SNWA says the groundwater from the four valleys is enough to water 300,000 households in the Las Vegas Valley (LVV) annually. That seems improbable. According to the [Las Vegas Wash Coordination Committee](#), a family of five in southern Nevada uses slightly more than [one acre-foot](#) (325,851 gallons) of water per year, which puts the figure closer to 84,000 households..

Considering everything that’s at risk by draining four valleys, and potentially a fifth in the future, should we be gambling on this pipeline? Not according to Goshute Tribal Chairman, Ed Naranjo, who [said recently](#), “I fear [the Nevada state engineer]’s decision...might literally wipe out our tribe. Goshute people never damaged the earth, we never messed with the balance, but others are out to destroy us, and seemingly for only one reason: the almighty dollar.”

The 5,000-page FEIS is now [open for public comment](#) before the federal agency issues a final record of decision on the project, likely this September.

*Essays in the Range blog are not written by High Country News. The authors are solely responsible for their content.*

*Heather Hansen is an environmental journalist working with the [Red Lodge Clearinghouse](#) / Natural Resources Law Center at CU Boulder, to help raise awareness of natural resource issues.*

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**RCAC receives \$200,000 grant for rural community development**      *August 27, 2012*

Agriculture Secretary Vilsack announced that RCAC will receive \$200,000 through USDA’s Rural Community Development Initiative Program (RCDI).

RCAC will use the grant to work with rural and tribal communities in four states: Big Sandy Rancheria, California; Mora, New Mexico; Enterprise, Oregon; and Green River, Utah. RCAC will work with the communities to develop a wide range of community development projects.

Each of the selected communities will develop capacity through community leadership development workshops and on-site technical assistance to address housing, renewable energy, sustainable development and infrastructure needs.

RCAC's leadership development training creates a core of trained volunteer leaders in rural communities. The training develops the skills of existing leaders and gives emerging leaders skills to be more effective in organizing community projects.

"We are excited to again be selected by Rural Development for an RCDI award. The intensive community development relationships funded by the program are designed to have substantial and long lasting impact on the quality of life in the target communities," said Stanley Keasling, RCAC chief executive officer.

Forty-one community-based organizations, federally recognized Indian tribes and other groups were selected for funding to help promote economic growth in low-income, rural communities.

"These grants are investments that will help organizations build the capacity and expertise of local businesses, which in turn will spur economic activity and strengthen rural economies," Vilsack said.

About RCAC >> <http://www.rcac.org/doc.aspx?41>

For a complete list of the awardees and their projects >> <http://www.rurdev.usda.gov/SupportDocuments/rdRCDIRecipientsAugust2012.pdf>

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### **EPA launches first waste to biogas mapping tool**

Promotes Using Organic Waste for Generating Energy

Press release: June 2012

SAN FRANCISCO – The U.S. Environmental Protection Agency's Pacific Southwest Region has launched an online "waste to biogas mapping tool" to support the use of organic waste for energy projects. [Read more and access mapping tool >>](#)

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### **Making Media Work for You: A workshop for small businesses and non-profits**

Saturday, September 15 at 9:45am at Reynolds School Of Journalism

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The Geothermal Energy Association will host the **Geothermal Energy Expo on Sept. 30-Oct. 3** at the Peppermill Resort and Casino. The expo will showcase national geothermal projects and will open up discussion about future plans for geothermal programs. More than 2,000 people are expected to attend. To register for the event, visit <http://www.gifttool.com/registrar/ShowEventDetails?ID=1872&EID=12336>. Learn more about the event on Twitter by following the Geothermal Energy Association @geoenergist and search for hashtag #GEAExpo.