

Journal #3161

from sdc

7.22.14

***BLM to Spend \$10M on Contraception for Wild Horses, Burros
Default Rehab: The Biggest Change to Student Loans In Decades
Water Wars and Creeping Privatization
A Mysterious Hole at the End of the World
Congress Passes Legislation Recognizing Libraries in Workforce Development
IMLS 2014 Grantees
Here's what happened last week at Interior
CDBG Deadline Reminder***



[Tommy B. Robinson Photography](#) added 167 new photos to the album <https://>

www.facebook.com/

[photo.php?fbid=798561100175485&set=a.695109090520687.1073741825.100000648076481&type=1](https://www.facebook.com/photo.php?fbid=798561100175485&set=a.695109090520687.1073741825.100000648076481&type=1) — with [Lynwood Hisbadhorse Jr.](#) and [6 others](#).
at the Sheridan WYO Rodeo

[BLM to Spend \\$10M on Contraception for Wild Horses, Burros](#)
[The Bureau of Land Management announced it is planning to award 10 grants of \\$1 million each for wild horse and burro contraception and sterilization for up to five years.](#)
cnsnews.com ·

Jobs

by Bethany Sam

We're hiring for full-time and part-time sales association/buyer positions for back-to-school. Once Upon A Child is not your typical retail job! It is a fun and fast-paced environment that is never boring especially at BTS time.



We are looking for motivated, reliable, outgoing, people. You must have a sense of humor, common sense, and a love of your fellow humans. Retail experience and/or knowledge of kids' product is a plus but not required. Please download an application from our website and bring it to the store to apply. Ask for Jennifer or Lolita.

<http://bit.ly/GQfkud>

[Jobs at a Children's Clothing Store in Reno, NV | Once Upon A Child](#)

Once Upon A Child buys and sells gently used children's clothing, toys, baby furniture, equipment and more! We are the nation's largest chain of children's resale stores. Find career information for... onceuponachildreno.com

Default Rehab: The Biggest Change to Student Loans In Decades

Federal student loan borrowers who are already in default will benefit from one of the biggest changes in decades to the federal student loan program: income-based default rehab. The change will take place on July 1. With as little as \$5 per month, borrowers will have the option to make nine payments to get out of student loan default in a 10-month period and have the default removed from their credit reports. Once these payments have been made, borrowers can request to be returned to repayment status and have a choice of regular repayment plans.

This is great news for defaulted borrowers who could potentially get their wages garnished, miss out on government job opportunities, lose eligibility for new federal student loans to return for grad school, or lose professional licenses.

Why was this change enacted?

The old standards of “reasonable and affordable” were not uniform across all guaranty agencies, the companies that hold defaulted loans. Each agency decided what reasonable and affordable was to them. Someone who’s federal student loan was guaranteed by guaranty agency A might pay a different amount to recover from default than someone who had a loan from guarantee agency B.

For example, when I made payments in the early 2000s to recover from my default on a \$4,000 federal student loan, I had to pay \$200 per month. That was what was deemed reasonable and affordable, although it didn’t feel like it was at the time when I made under \$30,000 per year. I might have had a payment of \$100 with another guarantee agency or I could have had a payment of \$300.

How is the payment calculated?

The payment is calculated using the Income-Based Repayment formula currently in use for loans that are in repayment, except other federal loans aren’t part of the formula. The only difference is someone can’t have a payment of \$0 while still in default. Default rehabilitation. For me, instead of a \$200 payment, I would have had a payment of about \$95. The payment would be the same no matter who my guarantee agency is or was.

“The program is an entitlement. There isn’t a collection agency that can call on or after July 1st and say you owe anything other than that amount if you request a payment under the 15% rule and present income documentation,” says Jacqueline Fairbairn, Vice President, Policy & Regulatory Compliance, Claims & Collections for Great Lakes Higher Education Guaranty Corporation.

What can people do to prevent default now?

It’s scary when you hear that the change to reduce payments for some borrowers won’t occur until December 2015. I talked more about the changes and proposed changes by the president in [*What Obama Can And Can’t Do About Student Loan Debt*](#). But borrowers may get a lower payment by switching to an extended payment plan with even payments throughout the loan repayment term. Income-Based Repayment and Pay as You Earn payments can go up annually. There’s an even a way to guarantee it does rise, if you don’t pay attention. “The key is to make absolutely sure you’re renewing the plan, otherwise you’ll end with the full 10-year repayment the following month,” says Fairbairn. Always ask your servicer about all your options.

They can also take an allowed repayment break such as a forbearance or deferment. These breaks are great for either a temporary financial hardship or to reassess your budget. For instance, if your rent is too high for your income, you might be able to negotiate it to a lower rate at the next

lease signing or find a new apartment. You might also be able to reduce your grocery budget by eliminating spoiled groceries or negotiate your cellphone or cable bill. Finally, you might find cheaper but equivalent home insurance. I've had two friends get their bills in order by doing this. Both saved about \$1,000 per year.

No matter what your situation is, you have options. You can get out of default, you can educate your friends or family who might be in this position, or you can choose an affordable repayment plan. Just don't avoid contacting your servicer if you aren't in default or your guaranty agency if you already are.

Water Wars and Creeping Privatization

Ellen Dannin, Truthout: The newly enacted Water Infrastructure Finance and Innovation Act holds promise for life in a world shaped by climate change. However, privatization proponents are working hard to privatize ownership and control our water infrastructure. [Read the Article](#)

A Mysterious Hole at the End of the World

The Daily Take Team, The Thom Hartmann Program: A giant crater-like hole discovered in the Siberian tundra is believed to be caused by an underground methane explosion. Methane trapped underground in the Arctic is like a giant ticking time bomb. Unless we start seriously fighting back against climate change, giant craters in the Siberian wilderness will be the least of our worries. [Read the Article](#)

July Director's Message from the UpNext Blog: Congress Passes Legislation Recognizing Libraries in Workforce Development

Congress recently took a giant leap forward to improve the delivery of job training and workforce development by passing the Workforce Innovation and Opportunity Act of 2014 (WIOA). Overwhelmingly approved by both the House and the Senate and supported by the President, the legislation is the result of a bipartisan agreement that recognizes the vital role our government plays in providing the services and resources job seekers need to access the kinds of skills training, career information, and education that are required for today's job market.

The bill includes several exciting changes that update past workforce development laws and better coordinate federal resources by modernizing job training and identifying strategic workforce investments. IMLS has long recognized and supported the services libraries provide to help the American workforce rebound. And it is especially gratifying to see lawmakers from both sides of the aisle acknowledge the essential connection of public libraries to communities as career improvement partners in WIOA.

For public libraries, the new bill identifies them as eligible for funds as One-Stop partners with the ability to provide an expansive array of job search services. Also, it recognizes libraries as important providers of federally supported training and employment services for adult education and literacy. The legislation instructs State and Local Workforce Development Boards to boost "digital literacy skills" at training centers—the very definition of "digital literacy" originates from the law that created IMLS and is referenced in WIOA!

We are delighted that the public library's role in improving our workforce development system has been acknowledged. IMLS will continue to support this work with public and private partnerships and grants. As an example, we recently partnered with the U.S. Department of

Education's Office of Career, Technical and Adult Education (OCTAE) to assist the estimated 3 million Americans who are seeking access to federal job information, education, and training by connecting them through resources at their public libraries.

Every day, people in communities across the U.S. are using libraries to access the Web for career development—participating in GED institutes, improving their English literacy and digital literacy, and finding work.

We applaud Congress, especially longtime library supporters Sen. Jack Reed (R.I.) and Rep. Rush Holt (NJ), on passing the Workforce Innovation and Opportunity Act of 2014 and for President Obama's continued leadership in assisting American workers and employers. We also thank them for what it will do to serve our nation's job seekers and help libraries be better equipped to contribute to the country's economic vitality. —Susan Hildreth, Director, IMLS

IMLS 2014 Grantees

Alaska

Chilkat Indian Village - Haines, AK

Contact: Ms. Lani Hotch, Project Director/Collection Development Planner
(907)767-5581; lanihotch@aptalaska.net

The Chilkat Indian Village will conduct a yearlong project to increase the capacity of tribal members to implement museum best practices and install a traditional whale house exhibit using original objects at the Jilkaat Kwaan Heritage Center. Staff from the Alaska State Museum will train tribal members in professional collection handling, interpretation, and exhibit installation. Tribal members will create the interpretive content and work with a consultant to design and install the exhibit using the traditional layout of the whale house interior and original objects. The Whale House exhibit will preserve the Whale House collection and enable the Chilkat Tlingits to share their history, art, and cultural practices with tribal members, clan members, and all audiences viewing the installation.

Sealaska Corporation - Juneau, AK

Contact: Dr. Charles Smythe, Cultural Anthropologist (907)586-9282;
chuck.smythe@sealaska.com

The Sealaska Heritage Institute will engage in a one-year exhibition development process to design an exhibit that showcases Tlingit Indian clan hats from the perspective of the Tlingit people to educate the public about the functions, roles, and uses of clan hats today. The process will include several meetings with exhibit designers and Sealaska Heritage Institute staff to develop the conceptual and final design plans for all aspects of the exhibit. The exhibit will be the inaugural show in Sealaska Heritage Institute's new building in downtown Juneau, Alaska. This exhibit will benefit tribal members and promote cross-cultural understanding as Alaskans and tourists learn more about the cultural significance and artistic characteristics of clan hats and the ways of the Tlingit people.

Seldovia Village Tribe - Seldovia, AK

Contact: Mr. Michael Opheim, Environmental Coordinator (907)234-7898x222;
mopheim@svt.org

The Seldovia Museum will hire a professional curator and engage staff in professional development to improve skills in exhibition design and mount-making. The curator will organize a two-day professional development workshop, to be held at the Pratt Museum in Homer, AK, for ten participants from the Seldovia Museum and other small local museums to learn about aspects of exhibition development. The workshop will be filmed and developed into six brief instructional how-to videos that will be made available online to museum professionals and the public. Following the workshop, staff will create two new temporary exhibits and make environmental improvements to the exhibit gallery to improve collections care.

Arizona

Gila River Indian Community - Sacaton, AZ

Contact: Ms. Monica King Education Curator (520)796-3500x237; monica.king@gric.nsn.us

The Gila River Indian Community's Huhugam Heritage Center will document the tradition of basket weaving through video recording and oral history interviews with tribal members and their families. The knowledge of basket weaving has declined over the past 50 years and there are few weavers left with the proper expertise in this tradition. This project will compile the materials, processes, and techniques associated with basketry into a guide that will increase accessibility to this traditional craft to researchers and community members. The videos and the guide enhance the ability to teach this custom and will inform the tribe's future education, collection, and outreach programs.

California

Yurok Tribe - Klamath, CA

Contact: Ms. Rosie Clayburn, Cultural Resource Manager (707)482-1350x1309;
rclayburn@yuroktribe.nsn.us

The Yurok Tribe will design and fabricate the central exhibit for the opening of the Yurok Visitor Center. This exhibit will display historic Yurok items, including baskets, dresses, nets, canoes, and other artifacts currently not available for public viewing. The project will utilize informational panels, sculptures, photo murals, banners, and multimedia displays to share the history and accomplishments of the Yurok people and the natural beauty of their environment. Through this exhibit, the public and the community will learn about the Yurok people, their cultural values, and tribal ways of life.

Bear River Band of the Rohnerville Rancheria - Loleta, CA

Contact: Ms. Erika Collins, Tribal Historic Preservation Officer
(707)733-1900x233; erikacollins@brb-nsn.gov

Bear River Band of the Rohnerville Rancheria will research, design, and create educational materials by translating and transforming two traditional Wiyot stories into children's storybooks. To provide youth greater access to tribal languages, the books will be written in Wiyot and English, have an accompanying CD, and feature illustrations by community youth. The books will be printed and made available in PDF format to provide greater access to this important component of traditional culture. In addition to the language and early literacy benefits of the

project, telling these traditional stories will help to reconnect youth and their families with aspects of tribal history.

Pechanga Band of Luiseno Mission Indians - Temecula, CA

Contact: Ms. Teresa Lorden, Curator (951)770-8108; tlorden@pechanga-nsn.gov

The Pechanga Cultural Resource Facility will create a virtual museum using the virtual exhibit module of the PastPerfect museum collection management software program. The tribe will create three virtual exhibits primarily focusing upon ethnographic and archaeological objects. The first exhibit will consist of Pechanga's basket collection, and the second and third exhibits will focus upon their pottery and stone tool collections. The virtual museum will be accessed by a kiosk located in the lobby of the Pechanga Tribal Government Center as well as through a portal on the tribe's website.

Hawaii

Papahana Kuaola - Kaneohe, HI

Contact: Ms. Mahealani Merryman, Program Administrator, (808)447-7694; merryman-hawaii@hotmail.com

Papahana Kuaola will teach students and teachers the Hawaiian cultural and historic legacy of the Ko'olau district on O'ahu. A culturally rooted Hawaiian approach to place-based learning will be used in developing and testing a full-day, nine-stop field trip to significant Ko'olau sites with the goal of increasing students' exposure to cultural experiences. Field trips will include the use of site-based activities and student worksheets; take-home materials will also be developed to encourage students to share what they learn with their families. At least 500 students and teachers engaged during the project's first year will have opportunities to increase their understanding of the connection between the land and Hawaiian culture, traditions, and practices.

Hula Preservation Society - Kaneohe, HI

Contact: Ms. Maile Loo, Project Director (808)247-9440; hulapres@hula.net

Working with community elders and other partners, the Hula Preservation Society will develop and present a five-part cultural event series on the hula and musical traditions of four islands (O'ahu, Maui, Moloka'i, and Hawai'i) to address the need for greater collaboration and understanding of these cross-island customs. Fifty multimedia pieces and five high-definition video documentaries will be developed and shared with those attending the cultural events. Each program will be recorded through high-definition video and made be available by the Hula Preservation Society archive to the general public, thereby extending the reach of the event series to a larger audience.

Hawaii Department of Land and Natural Resources - Wailuku, HI

Contact: Ms. Terri Gavagan, Commission Coordinator (808)243-1275; tgavagan@kirc.hawaii.gov

The Kaho'olawe Island Reserve Commission of the Hawaii Department of Land and Natural Resources houses a collection of archival materials, including over 8,500 photographs, 2,500 texts (reports, papers), and 10,000 artifacts/samples that are available for research but generally

unknown to the community. IMLS funds will be used to train interns on the process of scanning archival documents, labeling digital files, and applying proper archival standards for storage of these items. This information will be organized into a searchable database that will be accessible to researchers and the community via a pilot online museum portal, and a series of outreach events will introduce the community to the available online resources. The overarching goal of the project is to sustain Hawaiian heritage, culture, and knowledge for future generations through collections stewardship and educational outreach.

Maine

Aroostook Micmac Council - Presque Isle, ME

Contact: Mr. John Dennis, Cultural Director (207)764-1972; jdennis@micmac-nsn.gov

The Aroostook Band of Micmac Museum will further its “Honoring Our Traditional Families” strategy by implementing a range of activities to professionalize the services it provides to the community. IMLS funds will be used to research, design, fabricate, and install a series of three exhibitions that will recognize and pay homage to Micmac basket-making families. Project activities will also include formalizing the museum's infrastructure and governance, hiring a part-time curator of collections, and caring for the Micmac split-ash basket collection. The exhibit on basket-making families will spearhead the staff’s engagement in heritage preservation, while building ongoing stewardship of the tribal collections. An interpretive plan for the gallery displays and baskets will extend learning opportunities and strengthen visitor engagement.

Michigan

Grand Traverse Band of Ottawa and Chippewa Indians - Peshawbestown, MI

Contact: Ms. Cindy Winslow, Museum Director (231)534-7764; cindy.winslow@gtbindians.com

The Grand Traverse Band of Ottawa and Chippewa Indians’ Eyaawing Museum and Cultural Center will provide professional development training for staff to gain knowledge in book preservation in order to care for the silverbacked copy of the Durant Roll, a community artifact that documents the tribe’s federal recognition. Classes will provide staff with greater technical expertise in collections stewardship that will be used in the preservation of the Durant Roll and historic documents acquired in the future. The overarching goal of the project is to increase the Grand Traverse Band of Ottawa and Chippewa Indian's capacity to preserve and share its tribal culture and history.

Nevada

Fallon Paiute Shoshone Tribes of the Fallon Reservation & Colony - Fallon, NV

Contact: Mr. Nathan Strong, NAGPRA Coordinator (775)426-8626; nagpra@fpst.org

The Fallon Paiute-Shoshone Tribe will create a centralized database of historical and cultural collections, while inventorying and cataloging the artifacts to ensure future access and proper care. The inventory will bring together all cultural items in the possession of the tribe from multiple locations. A collections policies and a procedures manual will be developed and shared with the community, providing the structure and support necessary to manage and preserve both the current collection and any future acquisitions. The grant will also enable the tribe to update and create museum displays to produce a sustainable cultural presence.

North Carolina

Eastern Band of Cherokee Indians - Sylva, NC

Contact: Ms. Anna Fariello, Project Director (828)293-3777; curatorialinsight@gmail.com

The Eastern Band of Cherokee Indians and the Oconaluftee Indian Village will re-create a living history experience of a blacksmith's studio to educate visitors about a traditional Cherokee art form. Project activities include conducting research to expand educational programs; designing and creating an authentic blacksmith studio on-site; providing training for village staff; writing a script for village workers; and creating signage to explain these Cherokee traditions. The project will expand community engagement in Cherokee culture by presenting history, arts and crafts, and language through this new interpretive experience.

Oklahoma

Kaw Nation - Kaw City, OK

Contact: Ms. Crystal Douglas, Museum Director (580)269-2552;
crystal_douglas@kawnation.com

The Kaw Nation's Kanza Museum will create a virtual museum to share the story and culture of the Kanza people. IMLS funds will be used to create three online modules linked directly to the Kaw Nation website, including a virtual timeline of Kanza history; an exhibition featuring tribal cultural objects, regalia, songs, stories, and photographs; and an interactive language feature that will promote learning the Kaw language and illustrate how Native elders teach youth through storytelling. Additionally, an interactive mobile application will be developed to teach Kaw Nation members the Kaw language.

Muscogee Creek Nation - Okmulgee, OK

Contact: Mr. John Beaver (918)549-2434; jbeaver@mcn-nsn.gov

The Muscogee Creek Nation Museum, Archives, and Cultural Center will develop a comprehensive collections management program, purchase archival supplies, and enhance the museum's digital infrastructure. Project activities will support the preservation of collections and improve access to more than 3,000 objects, photographs, and archival materials. This project will facilitate the ongoing care of current artifacts, serve as a foundation for future curatorial endeavors, enable the museum to acquire new items, and allow for a systematic organization of the collection. As a result, the museum will be able to increase accessibility for Muscogee tribal citizens and the public and better serve its mission to advance the presentation and knowledge of Muscogee culture—past, present, and future.

United Keetoowah Cherokee Council - Tahlequah, OK

Contact: Ms. Ernestine Berry, Museum Director (918)456-8698;
eberry@unitedkeetoowahband.org

The United Keetoowah Band of Cherokee Indian's John Hair Museum will build the capacity of staff in museum operations and improve the management of the tribal archive. Staff will participate in professional development opportunities to increase their understanding of museum procedures and operations, and a consultant will be hired to assist staff members in establishing policies and procedures for the archives including care, handling, storage and exhibition of

materials. Grant funds will be used to purchase storage equipment and implement an archival monitoring program to ensure long-term preservation and access to Keetoowah tribal history.

Tonkawa Tribe - Tonkawa, OK

Contact: Ms. Laura Sigwing, Project Coordinator (580)628-2561; lsigwing@tonkawatribe.com

The Tonkawa Tribe will conduct a yearlong project to preserve the Tonkawa language through outreach to youth. With only a few Tonkawa native language speakers alive, this project is focused on teaching the language to children by developing a coloring book with simple pictures and Tonkawa words, a pronunciation guide, and an audio CD with words pronounced by a Tonkawa native language speaker. These materials will be delivered to caregivers at Tonkawa home daycares, Tonkawa Elementary Public School students in pre-kindergarten and kindergarten, and students in the Tonkawa tribal afterschool program. The project will expose tribal members and non-tribal members to Tonkawa language and culture to help preserve the Tonkawa language for future generations.

Washington

Suquamish Tribal Council - Suquamish, WA

Contact: Ms. Janet Smoak, Museum Director (360)394-8495; jsmoak@suquamish.nsn.us

The Suquamish Tribe will care for and further document two significant archaeological collections and additional archaeological artifacts. The artifacts and associated field notes and maps will also be digitally photographed in preparation for a website-based platform, allowing the Suquamish Museum to share images and information about Suquamish history and culture with Suquamish tribal members and researchers. At the conclusion of the project, the Suquamish Museum will have the artifacts, notes, and maps assembled together, which will better provide information about the Suquamish people over the last 4,000 years. Producing a record, eventually available on the Internet, will allow comparative analysis amongst Suquamish sites and other documented Salish sites in the region.

Wisconsin

Bad River Band of Lake Superior Chippewa Indians, Inc. - Odanah, WI

Contact: Ms. Edith Leoso, Historic Preservation Officer (715)682-7123x1662;
thpo@badriver-nsn.gov

The Bad River Band of Lake Superior Tribe of Chippewa will provide 26 four-hour long training sessions for staff on the development, design, and management of exhibitions. This training will educate staff on professional museum practice in order to utilize exhibit spaces located in 11 tribal buildings. During the training, participants will develop an exhibit management plan; conduct an inventory of existing exhibit materials in tribal facilities; and develop an exhibit. As a result, the project will strengthen the museum staff's skills in developing and managing exhibits both during and beyond the grant period.

Here's what happened last week at Interior: philanthropist David Rubenstein donates more than \$12 million to help restore Arlington House, a memorial to George Washington and the home of Confederate General Robert E. Lee; a new report show national parks continue to be

economic engines for the local communities; the Obama Administration is dedicating nearly \$10 million to help tribal communities deal with the effects of climate change; the Bureau of Ocean Energy Management announces the proposed sale of 340,000 acres off the New Jersey coast for wind energy leases; USGS is testing the use of satellites to track polar bear movements in the Arctic; and it's a new global map of the planet Mars. [Click here to watch this week's episode.](#)

HUD's FY2014 **INDIAN COMMUNITY DEVELOPMENT BLOCK GRANT (ICDBG)** NOFA HAS BEEN POSTED TO GRANTS.GOV: Application

deadline is July 29th 2014. Contact your SWONAP Grants Management Specialist for more info. Read the full NOFA at

<http://www.grants.gov/web/grants/search-grants.html?keywords=ICDBG>.

The Caring Hand', Glarus, Switzerland

