

Journal #4200 from sdc 7.16.18

Quality Control

Trump Just Remade Ocean Policy—Here's What That Means

In about 20 years, half the population will live in eight states

Trump administration has a new argument for dismantling the social safety net

There Could Be Eight Times More Coal Mining Near Bryce Canyon National Park

Irish Parliament Makes History With Vote to Divest Country Fully From Fossil Fuels

A Canadian Museum Promotes Indigenous Art. But Don't Call It 'Indian.'

PHOTOS: Reawakening the Great Basin Draws Crowds to NMA

from old NEA files

University of Nevada, Reno, starts physician assistant program

By 2018, 60 percent of job openings will require college education

New UNLV program focuses solutions for real-world problems

Master's in Peace and Justice Leadership

Zimbabwe's Chiefs Revive Tradition to Save the Country's Last Pangolins

Nonprofit files plan to remove four Klamath dams

Orcas have been on the endangered species list since 2005

The Killing of a Blue Whale Reveals How Disconnected We Are From Nature

49 questions/answers from HUD's Healthy Homes Production Grant Program webinar

All Work and No Pay: The Great Speedup



Gaylor Lake (Yosemite)

(Some of us need to cool off!)

Quality Control

Long time “Journal” readers know that at every “00” issue is one in which I ask readers to provide “quality control” information. Are articles of interest or helpful? Are there topics that are not being covered? Are there topics that should not be included?

Please do check in (by hitting reply button) even if you do not comment. So many people have changed emails that I need to “clean it”. If you don’t respond, your email may be considered obsolete and dropped.

And thanks for putting up with all the little boo-boos,,,,wrong date/no date, unfinished table of contents.....

Do remember that archives are at www.shaynedel.com, complete with search engine. Try it and share your results.

And lastly, thanks to the correspondents who forward articles of interest from their areas, particularly EN in Utah, MM in Minnesota, CS in Maine and of course, DennisM. Thanks, sdc

Trump Just Remade Ocean Policy—Here’s What That Means National Geographic
Among other things, the new order erases requirements to include indigenous voices in decision making. [Read the full story](#)

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***Time for aggressive land acquisition planning.....***

**In about 20 years, half the population will live in eight states**

Thirty-four states will be home to 30 percent of the country. [Read more »](#)

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More convoluted logic. Goodbye Headstart, Trio Programs, Social Security, etc.....all Trump voters and the 75% of the voting eligible population who did not vote should be very pleased with themselves.....and tribes should be planning their independent economies. sde

The Trump administration has a new argument for dismantling the social safety net: It worked.

Poverty experts are skeptical of the push for work requirements and accuse the White House of understating the scope of the problem.

Declaring War on Poverty 'Largely Over,' White House Urges Work Requirements for Aid

Jim Tankersley and Margot Sanger-Katz, The New York Times

Excerpt: "President Trump's Council of Economic Advisers declared on Thursday that America's long-running war on poverty 'is largely over and a success,' as it made the case for imposing new work requirements on Americans who benefit from federal safety net programs." [READ MORE](#)

By Jeff Stein, Tracy Jan • [Read more »](#)

An analysis by Arizona’s Salt River Project (SRP) water agency found that overall water use among SRP consumers has fallen by one-third since 1980, despite a growing

population. According to SRP officials, the decrease in use is due to conservation, wastewater recycling, and recharging groundwater. [AZCentral](#)

In context: [Saving water lowered rates in two Arizona cities.](#)

There Could Be Eight Times More Coal Mining Near Bryce Canyon National Park if Trump's Administration Has Its Way

Brian Maffly, The Salt Lake Tribune

Maffly writes: "There could be eight times more coal mining near Bryce Canyon National Park under a revised leasing plan from the Trump administration's Bureau of Land Management."

[READ MORE](#)

FOCUS: Bill McKibben | Irish Parliament Makes History With Vote to Divest Country Fully From Fossil Fuels

Bill McKibben, 350.org

McKibben writes: "Friends, I'm writing this with a Guinness clutched in one hand, because today the government of Ireland gave us big reason to celebrate: it became the first nation on earth committing to divest fully from fossil fuel companies." [READ MORE](#)

A Canadian Museum Promotes Indigenous Art. But Don't Call It 'Indian.' *By TED LOOS*

Will a debate over terminology at the Art Gallery of Ontario help the progress of artists who are underrepresented in United States museums?

PHOTOS: Reawakening the Great Basin Draws Crowds to NMA

July 15, 2018 Ty O'Neil Twitter

<http://thisisreno.com/2018/07/photos-reawakening-great-basin-draws-crowds>

from old NEA files:

NEA shines light on 'invisibility factor' experienced by AI/AN students

Provides resources [for National American Indian Heritage Month](#)

Celebrating American Indian Heritage Boosts Achievement

Learning and preserving their history and culture is key to [Native American student success](#)

Law Inhibits Growth of Indigenous Teachers

Learn more about the [loss of indigenous teachers](#).

Native Trailblazers

Highlighting the lives of [contemporary Native Americans](#).

NEA President Discusses American Indian/Alaska Native Education Issues

NEA President Dennis Van Roekel delivered a message of hope, collaboration and cultural preservation during the [American Indian/Alaska Native Issues Conference](#).

A PBS provocative five-part mini-series and multi-media project that establishes Native history as an essential part of American history.

- [Find out more](#)
- [Go behind the scenes](#)
- [Watch the series preview](#)

[American Indians/Alaska Natives: Education Issues](#)

The AIAN community faces educational issues similar to other minority groups, including the need for adequate funding for schools serving minority and disadvantaged students

[American Indians/Alaska Natives: Community Issues](#)

Regaining and maintaining the right of self-determination and governance

[American Indians/Alaska Natives: Demographics](#)

There are 4 million U.S. citizens who identified themselves as having AIAN ancestry

[Asian American and Native American Pacific Islander Serving Institutions](#)

The schools receiving the first grants as Asian American and Native American Pacific Islander Serving Institutions

American Indians/Alaska Natives (AIANs) are the indigenous people of this land. While many native people have migrated to different locations, there is archeological evidence of inhabitants on the North American continent for over 10,000 years. Because of this AIANs have a strong attachment to place.

American Indians maintain a unique status as sovereign nations within a nation due to the treaties signed with the U.S. government.

The United States recognizes tribal rights as sovereign in Article 6 of the U.S. Constitution. Treaties guarantee tribes their lands and certain rights including hunting and fishing in usual and accustomed places and economic development on their lands. This also explains why a few tribes have established gaming casinos as one means of economic development.

There is tremendous diversity within the AIAN population. Though AIANs comprise 1 percent of the total U.S. population, they represent 50 percent of the nation's languages and cultures. There are 562 tribes in the United States.

American Indian and Alaska Native languages and cultures exist nowhere else on the face of the Earth, and too many are in jeopardy of disappearing altogether. Policy and resources are needed to restore and preserve native languages and cultures.

Over 93 percent of AIAN students attend public schools. Less than 10 percent of AIAN students attend Bureau of Indian Affairs schools, which is a system of 184 schools spread over 23 states.

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*Lessons of Our Land*, a curriculum developed to offer quality Indian land tenure educational opportunities for Head Start, K-12, college, adult and community education, tribal leaders and Indian landowners. [Find out more!](#)      [This is Why We Are](#) (2924.92 KB)

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**[University of Nevada, Reno, starts physician assistant program](#)** By [Jessie Bekker](#) / RJ

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**By 2018, 60 percent of job openings will require college education**

In general, college graduates earn more than twice as much as those without a high school degree.

By ELI AMDUR July 14, 2013 -

Divides.

Human history is, among other things, a story of divides. It is a story of disparities in income, health, commerce and education. For the most part, the story is about crossing those divides and closing — or at least narrowing — those gaps. That's what we call progress.

Careful, though. Although the education gap has been narrowing for centuries (especially in the 20th), there is — unless you are aware of it and are prepared to take concrete steps — a possibility that this divide will widen. Although 63 percent of all job openings by 2018 will require workers with at least some college education (source: Projection of Jobs and Education Requirements Through 2018, Georgetown University, 2010), public support of education is down in 48 states and, at the same time, employers are cutting back (or at least not expanding) their training programs. They are, in essence, expecting candidates to show up fully qualified.

The Bureau of Labor Statistics projects that total employment is expected to increase by 20.5 million jobs from 2010 to 2020, with 88 percent of detailed occupations projected to experience employment growth. In the midst of all this, jobs requiring a master's degree are expected to grow the fastest, while those requiring a high school diploma will experience the slowest growth over the 2010- 20 time frame.

Straight lines

Further, the Bureau of Labor Statistics' Current Population Survey, which tracks data for full-time wage and salary earners age 25 and over, shows that there are strong correlations among educational attainment, income and unemployment.

With the unemployment rate for people 25 and older at 7.1 percent (lower than the total population because of high unemployment of those under 25), the unemployment rates by education level in 2012 are as follows: less than a high school diploma, 12.4; high school diploma, 8.3; some college but no degree, 7.7; associate degree, 6.2; bachelor's degree, 4.5; master's degree, 3.5; doctoral degree, 2.5; and professional degree, 2.1.

A straight line, if ever there was one.

Concurrently, median weekly earnings for the same categories are: less than a high school diploma, \$471; high school diploma, \$652; some college but no degree, \$727; associate degree, \$785; bachelor's degree, \$1,066; master's degree, \$1,300; doctoral degree, \$1,624; and professional degree, \$1,735.

Another straight line.

All signs pointing the same way

Alongside the above clear and compelling data, consider the increased emphasis on teaching STEM curricula — science, technology, engineering and math — all of which require higher educational attainment levels.

The National Science Foundation broadly defines STEM degrees to include chemistry, computer technology and information science, engineering, geosciences, life sciences, mathematical sciences, physics and astronomy, psychology, social sciences, and education and research.

Just the mention of these areas is enough to justify the effort, but the urgency is further underscored by Teach for America, for example. On its website, the organization states: “American students lag far behind their international peers in science, technology, engineering and math. Currently, the United States ranks 25th in math and 17th in science among developed nations. Teach for America is addressing the urgent need to improve math and science education by recruiting, training and supporting outstanding corps members (teachers) to become effective leaders in STEM education in low-income urban and rural communities.”

Teach for America reports that the number of incoming secondary STEM corps members (first-year teachers) increased from 630 in 2006 to 1,640 in 2011, and that the number of students affected by these teachers rose from more than 50,000 to more than 120,000.

Today, more than 3,200 first- and second-year STEM corps members are teaching math and science, making Teach for America one of the largest providers of math and science teachers in the country.

More than STEM: hard and soft skills

The above makes it clear that technology skills are crucial — to the individual, the employer and to the nation. These are called “hard skills.”

However, there has always been a need for what is known as “soft skills,” such as communication, team building, problem solving, decision making, creative thinking and general interpersonal skills — skills that are transferable across industries and occupations. Surveys abound that show that employers are equally concerned with finding job candidates with soft skills that complement their hard skills.

Who’s got skin in the game?

Teach for America is only one example of an organization that has revved up the drive to teach STEM courses. Four-year colleges and universities are developing focused curricula and, with the collaboration of their career centers, are meeting the demands of employers. In the process, they are placing outstandingly high amounts of graduates.

Pennsylvania College of Technology in Williamsport, for example, boasts that 70 percent of its students have job offers in hand by graduation day, compared with a little more than 40 percent among all schools nationwide (based on data supplied by the National Association of Colleges and Employers). Further, 95 percent of its graduates secure jobs within six months of graduation.

While emphasizing STEM curricula, Penn College of Technology places equal emphasis on developing soft skills, thereby producing graduates capable of filling higher-level jobs and of continuing their own self-learning.

The Penn College of Technology is not alone. Not only do many other four-year higher education institutions follow the same path, community colleges are at the forefront as well. The American Association of Community Colleges reports on its website that the Advanced Technological Education program “focuses on preparing technicians for careers in high-tech fields that drive the nation’s economy.” The website also mentions: “Grants support technician education and faculty professional development.”

Community colleges typically offer hundreds of courses (if not more) that prepare workers for 21st century jobs and do it at affordable cost and with flexible scheduling, including self-paced online courses. As a result, according to the community college association, “Community colleges serve close to half the undergraduate students in the United States.”

Further, it reports, “Community colleges also provide access to education for many nontraditional students, such as adults who are working while enrolled. The average age of a community college student is 29, and two-thirds of community college students attend part time.”

In other words, the group states that “Community colleges are diverse institutions that serve a wide variety of needs. These include the students who attend to upgrade their skills for a particular job, students who are pursuing an associate degree to transfer to a four-year institution and students who attend to pursue a hobby (such as learning a language).”

Getting there from here in five steps

Success in the 21st century workplace and, more immediately, this decade — for the individual, the employer and the nation — depends on narrowing the educational divide. For those looking for jobs and, more long term, planning careers, a five-step approach is vital.

First, identify those skill sets that are in demand and that you are willing to pursue. Second, assess your skill sets to define — clearly and honestly — where the divide is. Third, identify the institution(s) that can help you develop those skills. Fourth, put together your plan to “get there from here.” And fifth, execute that plan.

Career success requires a plan, of course, but also the will and perseverance to follow it through.  
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## **New UNLV program focuses solutions for real-world problems**

By [Natalie Bruzda](#) / Las Vegas Review-Journal July 6, 2018

A new doctoral program beginning this fall on UNLV’s campus wants to churn out community problem solvers.



The professional doctorate of public policy will be a departure from theory and research — the hallmarks of a traditional Ph.D. program — to instead focus on practical solutions to real-world problems.

“It’s very unique at this level,” said Chris Stream, director of UNLV’s school of Public Policy and Leadership.

Stream said governmental entities within Nevada tend to hire out-of-state consultants to help create solutions to in-state problems.

“We felt that was expensive,” he said. “As a university, we should be able to help the state make better decisions.”

The program is designed for working professionals, with courses planned for the evenings and weekends, said Patricia Cook-Craig, associate professor at UNLV.

“These are leaders in their field, but they are also looking to enhance their skills and knowledge to be able to do a better job,” she said.

Stream said the new program also connects nicely with the MGM Public Policy Institute that is housed at UNLV.

“We have policy-interested folks who can engage with policy-interested students,” he said.

The think tank’s focus — middle class and social mobility — can lead to an array of policies in areas like education, workforce training, financial literacy and affordable housing, Stream said.

“We see this as an opportunity for students to propose innovative ideas which can be tested on a small scale,” he said, adding that a concept like the federal minimum wage, began on a small stage.

“We want to be creating policy at the local level, testing it there, and then having it expand across the region, the state, and expand nationally,” Stream said. “We clearly believe we are leading the way in this space.”

**UNLV is accepting applications for the program until Aug. 1.**

Contact Natalie Bruzda at [nbruzda@reviewjournal.com](mailto:nbruzda@reviewjournal.com) or 702-477-3897. Follow [@NatalieBruzda](https://twitter.com/NatalieBruzda) on Twitter.

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**In an online world, postcards help preserve Las Vegas history — PHOTOS** By John Przybys / RJ

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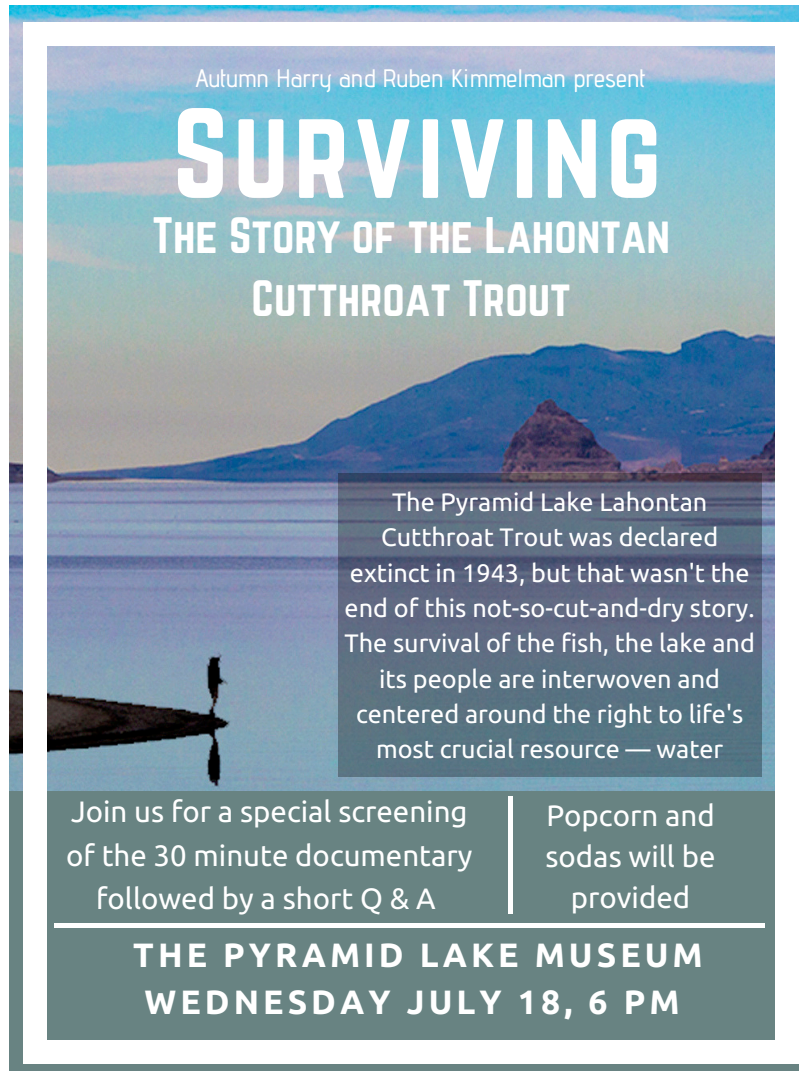
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### [Zimbabwe's Chiefs Revive Tradition to Save the Country's Last Pangolins](#)

*Andrew Mambondiyani, Mongabay*

Mambondiyani writes: "Christopher Zimunya, a 72-year-old leader of the indigenous VaJindwi people in eastern Zimbabwe, beamed as he spoke about pangolins. Sitting on the veranda of his

small, thriving convenience shop at 22 Miles Business Centre, Zimunya told Mongabay that pangolins are revered in this part of the country, an area known as Zimunya communal land."

[READ MORE](#)

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### **Nonprofit files plan to remove four Klamath dams**

By George Plaven, Capital Press, 7/10/18

The Klamath River Renewal Corporation has filed its "Definite Plan" with the Federal Energy Regulatory Commission to remove four hydroelectric dams on the lower Klamath River.

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– **Orcas have been on the endangered species list since 2005** and despite human efforts which have protected and grouped these mammals into pods, the Pacific Northwest has seen zero births in three years. As the years pass on, less and less of these majestic ocean dwellers continue swimming the ocean blue, which is highly concerning for ecosystems and environmentalists alike. (NYT)

### **The Killing of a Blue Whale Reveals How Disconnected We Are From Nature**

*Philip Hoare, Guardian UK*

Hoare writes: "This week an Icelandic whaling company, Hvalur hf, caused uproar when it was revealed that it had killed a blue whale." [READ MORE](#)

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### **Study: Over 10,000 Indigenous Colombians Rights Violated** *teleSUR*

Excerpt: "Colombia's National Indigenous Organization reported that in Colombia '66% of Indigenous peoples are facing extinction.'" [READ MORE](#)

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**Additional 49 questions and answers from the June 20, 2018 webinar on HUD's**

### **Healthy Homes Production Grant Program for Tribal Housing**

An additional 49 questions with answers from the June 20, 2018 webinar, *U.S. Department of Housing and Urban Development (HUD) — Healthy Homes Production Grant Program for Tribal Housing, Review of the Scope of Work and Question & Answer Session* are now available here: [HUD Tribal Housing NOFA Webinar Supplemental Q&As \(PDF\)](#)

To view all information on the Healthy Homes Production Grant Program for Tribal Housing click here: [Healthy Homes Production Grant Program for Tribal Housing](#)

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### **All Work and No Pay: The Great Speedup – Mother Jones**

<https://www.motherjones.com/politics/2011/.../speed-up-american-workers-long-hours...>

Yes, year after year, *Americans* wring even more value out of each minute on the ... If the median household income had kept pace with the economy since 1970, ... I can't complain of *overwork*, because everyone is competing to get enough ...

### **Overworked America: 12 Charts That Will Make Your ... - Mother Jones**

<https://www.motherjones.com/politics/.../speedup-americans-working-harder-charts/>

*Overworked America: 12 Charts That Will Make Your Blood Boil ...* (Also read our essay on the great speedup and harrowing first-person tales of *overwork*.) ... If the median household income had kept pace with the economy since 1970, ..