



Sustainable Action Fund Grant Program

SMALL PROJECTS - APPLICATION

For applicants requesting \$500-\$5,000. Application deadlines and application instructions can be found in the Small Grant Application Toolkit located on our website www.edu/sustain/proarams/saf/apply/. Submit applications by delivering a hard copy AND emailing a scanned version (including signatures) to the SAF Grant Program Coordinator Johnathan Riopelle at Viking Commons Room 24. Email: johnathan.riopelle@www.edu.

1. PROJECT TITLE: Microadventures: Sustainable and Accessible Adventure Alternatives for All

2. PROJECT TAGLINE (description of project in one sentence): This program will provide microadventures for diverse students to teach them about sustainable travel and how to be eco friendly travelers.

3. TEAM INFORMATION

Project Advisor Information (Faculty or Staff) Student proposals must include a staff or faculty advisor. The role of the advisor is to provide assistance and guidance to the proposal submitter during the development, implementation and post-implementation stages of the proposal process.

Project Lead: There must be at least one team leader assigned to the project.

Name	Department/School	Position	Email
	Students also provide major/minor	Faculty/staff/ student. Students provide expected quarter/year of graduation	
<i>Project Advisor:</i>	Jasmine Goodnow	Assistant Professor of Recreation/Ecotourism	jasmine.goodnow@www.edu
<i>Project Lead:</i>	Hannah Narramore	Student, Spring 2017	narramh@www.edu

* Teams may have two to four people.

4. PROJECT DETAILS

a. Describe your proposed project.

Adventure travel is hopping on a plane and flying to a destination to explore and learn about new cultures.

Adventure travel is immersing oneself into the environment and culture of a new country. It is putting oneself into physical activities and embarking on journeys. Adventure travel however is not for everyone, but there are alternatives.

Microadventures let people explore their own backyards. Gone are the days of flying to exotic places and in are the days of exploring the state you live in. Microadventures are close to home, affordable and short (Humphreys, 2014). Microadventures allow those who have jobs or school to travel and to experience new places while keeping the budget low and allowing to maximize the time they have.

From the moment one steps onto a plane to embark on an international adventure trip, the resulting impact on the environment is equal to a single person's CO2 emission over an entire year (Hollenhorst, et

al., 2015). Adventure travel is an environmentally unsustainable form of travel because of its reliance on plane travel and the environmental impact that occurs when high impact activities and transport occur within the destination. In addition, adventure travel is a privilege only a few can afford. Many people lack the financial resources and free time for leisure (De Graff, 2015). Furthermore, adventure travel is often conducted to or within natural environments, spaces often considered white and masculine (Doran, 2016). Thus, many in our communities are excluded from adventure travel and its benefits. We view adventure travel as both an environmental and social justice issue.

Microadventures are one avenue to combat the environmental and social injustices of traditional adventure travel. Microadventures are described as adventure that is close to "home, cheap, simple, and short" (Humphreys, 2014). This means that they fall within the sustainable tourism paradigm because they exclude plane travel - a significant factor of environmental impact and global climate change - and they can be designed using low carbon alternatives and leave no trace practices. Furthermore, microadventures, by definition, take place close to home so they create local economic stimulus and limit economic leakage. Lastly, they are more accessible to a wider range of people, as they require only a short amount of time, little to no money, and can be custom tailored based on participants' skills, expertise, motivations, and tastes (WTM London 2016).

We propose to conduct focus groups with under-served and marginalized student populations at Western Washington University in order to custom design sustainable microadventures based on their needs and wants. Specifically, we want to break down barriers for the participants and educate students about how to travel sustainably. Grant funding, if received, would fund the actual microadventures during spring quarter 2017. We will serve the student population, provide sustainable tourism education, and promote future sustainable travel instead of traditional high-carbon, high-impact travel. This microadventure project will be a model program that could be adapted and formatted for different audiences in other markets and on other college campuses. We intend to continue this project indefinitely and will continue to seek alternative funding sources. The funding from the grant will help us gather data from our pilot program so we may apply for future external grants. In addition to external grants, Dr. Goodnow plans to apply for Project Development Grants, Mini Grants, and Summer Research Grants through WWU RSP.

The purpose of this proposal is to gain funding to create accessible opportunities and education for those who are often excluded from adventure travel. The biggest barriers to microadventures and adventure travel are the costs of activities/tours and transportation. Lack of inclusion and fear further limit access for people of color, women, LGBTQ, low-income, veterans, and people with disabilities.

This program will provide opportunities, at no cost to the students thanks to the grant, for underserved and marginalized students at the university to learn and experience adventure travel in a safe and judgement-free zone. The program will also promote environmental sustainability by teaching students practical ways to decrease their environmental impact including CO2 and use of plastic. We will present low-carbon and low-impact transportation alternative, activity substitution, lodging alternatives.

While Western has an excellent Outdoor Center that lead their own, small scale microadventures, the programs offered are expensive. Most gear is not provided, and excursions require participants to have moderate to high fitness levels. Students are expected to either already have the gear or rent it from the Outdoor Center. Only students who can afford the trips and gear can go on the excursions, which does not foster a very diverse environment. Our program will encourage a diverse population because the cost will be free, gear will be provided, and the program designed to ensure that microadventures are inclusive.

b. What are the goals and desired outcomes of your project?

<u>Situation</u>	<u>Inputs</u>	<u>Outputs</u>		<u>Outcomes</u>		
		What we do	Who we reach	Short Term	Medium Term	Long Term
Providing free, micro-adventures for underserved students at WWU and teaching them how to be eco-friendly and sustainable travelers.	Staff - Hannah N. - Jasmine G. - Certified guides Partners/ Stakeholders - Hie Outdoor Center Income - SAF Grant - Supplemental Equipment - Personal - From the Outdoor Center Facilities - VU at WWU - Any organization we bring business to	Take students on trips - Horseback riding - Whitewater rafting - Ziplining - Ropes courses - Backpacking Pre-trip meetings to prepare students for the trips Equipment demonstrations LNT lessons Environmental impact lessons	People of color LGBTQ Women Veterans People with disabilities Low-income	Knowledge of leave no trace. Increase environmental ethic Knowledge of low-carbon alternatives Appreciation for sustainable travel	Continuously practice LNT New behaviors and attitudes toward environmental education and micro-adventures Stronger sense of community amongst students	Less environmental impact from tourism and outdoor recreation activities Less leakage by bringing business to local organizations and not corporations

c. Does your project tie into any broader campus sustainability goals or initiatives? If yes, please describe how.

Our program will reinforce many of the goals set forth by the Climate Action Plan. Students will learn how to decrease their carbon emission while traveling and many of these principles and techniques are applicable to

other aspects of life. Our goal is to provide a way for students to extend sustainable practices beyond Western's campus. If we teach students the value of sustainable travel, they can teach their friends and families about it, spreading the importance and knowledge of sustainable travel.

Case Studies

To our knowledge this project is unique in that it is a student-led local travel project that serves and educates other students. The closest case study that we can suggest are field experiences and faculty-led ecotourism classes that are led by our faculty adviser, Dr. Jasmine Goodnow. Dr. Goodnow has created a Neah Bay field trip for REC 479 in which students engage in a three-day, two-night field trip. There they participate in workshops and cultural events led by members of the Makah tribe. Students learn about sustainable community-based tourism by meeting with cultural tourism experts and analyzing their personal experiences. Students report an increase in their environmental ethic and greater knowledge of sustainable tourism practices. The characteristics of this field-trip are very similar to microadventures.

In addition, Dr. Goodnow has taught two study abroad courses in Costa Rica (REC 337b) for Western students. Students learn sustainable tourism practices through first-hand experiences and meeting with sustainable tourism providers. This course fits more within the traditional tourism design and does not meet the criteria for a microadventure because it includes plane travel. It is important to note that the Neah Bay experience provides a similar travel experience and education benefit without the environmental impact by traveling by boat.

d. Provide a chronological timeline listing the steps and tasks it will take to implement this project. Insert additional rows as necessary.

Step/Task	Completed by who	Estimated Completion Date
Talk to clubs about the microadventures	Hannah Narramore	April 5 th , 2017
Plan the two trips based on what the clubs' goals are	Hannah Narramore and Jasmine Goodnow	April 14 th , 2017
Reserve activities, accommodations, and transportation	Hannah Narramore	April 15 th , 2017
Send out pre-trip surveys	Hannah Narramore	A few days before both trips go out.
Go on microadventures	Hannah Narramore	Depends on when the clubs want to have the trips.

e. How will the success of the project be measured? Describe the quantitative and/or qualitative sustainability metrics you will use to measure the success of your project.

Metric (qualitative or quantitative)	Description	Impact
Qualitative	We will create a program eval questionnaire for pre and post trip	

f. Describe your project's education, publicity and outreach plan here. Then complete the table below outlining the proposed results of your education, publicity and outreach efforts. Insert additional rows as necessary.

We will reach out to clubs that are for people of color, LGBTQ+, veterans, and people with disabilities. We will present our pitch to the clubs to see if they are interested in the idea of microadventures. The presentations will show the clubs a general idea of what will happen and what we will teach them. If interested, the clubs can choose from the two trips we have proposed to them. Once chosen, we will work with them to create their optimal trip.

Education, outreach, publicity effort	Who will make this happen?	How will this effort be implemented?	Who is the intended audience?	Frequency of implementation. One-time/daily/weekly?
Emails	Hannah Narramore	We will contact clubs and ask if we can present.	Clubs on campus	Bi-weekly until we can schedule a time to present.
Focus Groups/Presentations	Hannah Narramore and Jasmine Goodnow	We will present our idea to the clubs.	Underserved students.	Weekly

5. PROJECT STAKEHOLDERS

a. How will your project involve students? How many students, or what percentage of the student body, will be affected by the project?

Participants: The major stakeholders of the project would be our participants. We have contacted many campus groups, including the Ethnic Student Center, Queer Writers Club, T.A.G., Western Veterans Community, and the Association for Women in Science, to assess interest in our proposed program. If funding is granted, microadventures will be customer-designed to meet the needs and wants of these groups and others who participate. The two different microadventures will have up to 14 participants per microadventure, totaling in 28 participants. These 28 students will be directly impacted by the microadventure, they in turn will teach their friends and family, spreading the value of microadventures and sustainable travel.

Net Impact: We are currently talking with Net Impact Students, and they hope to be involved in the future with this project.

The Outdoor Center: The Outdoor Center will be part this project in two ways. First, they will be providing necessary gear for our participants. In addition, they have been working to make their programs more accessible, and they are supportive of the microadventure project for this reason. Students who are not able to be served by the Outdoor Center will be referred to the microadventure project. They also have staff who may volunteer in the future if this project takes off. They are already trained to lead trips.

b. If your project involves or requires permission from other organizations, departments, individuals, or stakeholders, list them below. Each stakeholder must provide a signature of approval for this project. Insert additional rows as necessary.

Name	Department or School and Position	Involvement in Project	Stakeholder signature of approval

**** If your project team is proposing a temporary or permanent facility or property modification, then a *Project Owner Form* must be submitted with the application. Form can be found on SAF website: www.edu/sustain/programs/saf/apply**

6. BUDGET

a. Provide an itemized list of the budget items required for this project. Include Equipment and Construction Costs, Education Publicity and Outreach Costs, Personnel and Labor Costs, and any other costs. Insert additional rows as necessary.

Whitewater Rafting in Leavenworth					\$3,081.08
1000	Personnel			\$0.00	
		1100 Supervisor	\$0.00		
		1200 Trip Leaders	\$0.00		
2000	Accommodations			\$510	
3000	Gear			\$0.00	
4000	Food			\$471.00	
		4100 Dinner Out	\$276.00		
		4200 Groceries	\$195.00		
5000	Transportation			\$349.76	
6000	Activities			\$1,750.32	
7000	Outreach Costs			\$0.00	
Ropes Course at Camp Long					\$1,915.76
1000	Personnel			\$0.00	
		1100 Supervisor	\$0.00		
		1200 Trip Leaders	\$0.00		
2000	Accommodations			\$220.00	
3000	Gear			\$0.00	
4000	Food			\$471.00	
		4100 Dinner Out	\$276.00		

	4200	Groceries	\$195.00		
5000	Transportation			\$349.76	
6000	Activities			\$875.00	
	6100	Challenge Course	\$775.00		
	6200	Kitchen Rental	\$100.00		
7000	Outreach Costs			\$0.00	
Total Budget					\$4,996.84
1000	Personnel			\$0.00	
	1100	Supervisor	\$0.00		
	1200	Trip Leaders	\$0.00		
2000	Accommodations			\$730.00	
3000	Gear			\$0.00	
4000	Food			\$942.00	
	4100	Dining Out	\$552.00		
	4200	Groceries	\$390.00		
5000	Transportation			\$699.52	
6000	Activities			\$2,625.20	
	6100	Ropes Course	\$875.00		
	6200	Rafting	\$1,750.20		
7000	Outreach Costs			\$0.00	

b. If the project is implemented, will there be any ongoing replacement, operational, maintenance or renewal costs? If yes, has a source of funds been identified to cover those costs?

No additional costs will need to be covered.

c. Matching Funds. List pending, approved, and denied applications for funding from other sources. List amounts requested from those sources.



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PROPOSAL REVIEW

Once your project proposal is complete, you must print and receive hand-written signatures from the individuals listed below. After signatures are received, applications can be delivered as a hard copy to the SAF Grant Program Coordinator, Johnathan Riopelle at Viking Commons Room 24 or by scanning the application and emailing it to johnathan.riopelle@wwu.edu.

PROJECT TITLE:

7. Please set an appointment with the Sustainable Action Fund Grant Program Coordinator to review your draft proposal before submitting your application. This appointment should take place at least a week before the proposal due date.

Sustainable Action Fund Grant Program Coordinator, Johnathan Riopelle

Viking Commons, Room 24

Available by appointment

Email: johnathan.riopelle@wwu.edu

Phone: (360)650-4501

Signature: _____ **Date:** _____

This signature does NOT indicate that you have received funding, but it does confirm that the proposal has been reviewed and is approved for funding review by the Sustainable Action Fund Committee.

Comments:

8. After meeting with the Sustainable Action Fund Grant Program Coordinator, please set an appointment with the Campus Sustainability Manager who will review and sign your proposal application.

Campus Sustainability Manager, Seth Vidaña

Viking Commons, Room 25

Phone:(360)650-2491

Signature: _____ **Date:** _____

This signature does NOT indicate that you have received funding, but it does confirm that the proposal is approved for funding review by the Sustainable Action Fund Committee.

Comments:

