



Sustainable Action Fund Grant Program

LARGE GRANT - CONCEPTUAL APPLICATION

For applicants requesting over \$5,000. Application instructions can be found in the Large Grant Application Toolkit located on our website www.wvu.edu/sustain/programs/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.

1. PROJECT TITLE: Right to Risk: Outdoor Recreation for Marginalized Populations

2. 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 Students also provide major/minor	Position Faculty/staff/ student. Students provide expected quarter/year of graduation	Email
<i>Project Advisor:</i> Prof. Melissa D'Eloia	Health and Human Development	Faculty	Melissa.deloia@wwu.edu
<i>Project Lead:</i> KP Hartman	Recreation Major (TR)	Student Spring 2018	Hartmal2@wwu.edu
Jillian Hardy	Recreation Major (Outdoor)	Student Fall 2018	Hardyj2@wwu.edu
Logan Fletcher	Recreation Major (TR)	Student Fall 2017	Fletchl7@wwu.edu
Lisa Osadchuk	Recreation Major (Outdoor)	Student Spring 2018	Osadchl@wwu.edu

* Teams may have two to four people.

3. PROJECT DETAILS

a. Describe your proposed project

The wilderness may be the only truly equal playing field. A playing field where everyone is left with only their skills and the equipment they brought with them. No one can outsmart it or beat it. It is people and the social paradigm of who is and isn't capable or allowed in the wilderness that makes it inaccessible. This project is an attempt at changing that, at providing entrance into the wilderness without the barriers that lead up to it. This project is an attempt at making the wilderness an equitable place again.

For many, a wilderness trip requires weeks planning, money, and a lot of time off work and their daily lives. That's where the term microadventure comes in. Coined by Alastair Humphreys, the term microadventure is "the essence of adventure, the wilderness, the challenge, the escape from urban life...and condense them down into something small and achievable for normal people with real lives." (Morley & Yasukawa, 2014)

Steps taken to achieve project goals:

- Form focus groups of students with disabilities and womxn of minority. (Two separate groups).
- Establish a consensus of recreation and leisure pursuits.
- Microadventures will then be facilitated based on the consensus found in the focus groups.
- Data will be collected at focus groups, on the adventure, and at a post-trip gathering.

- A documentary will be made with the support and assistance of participants.
- A public showing of the documentary with a panel of participants will be held as the culmination of the project.
- The project team also hopes of publishing papers regarding the project and presenting at conferences and TedxWWU.

b. Describe the purpose of your proposal.

Using focus groups to identify motivators, enablers and barriers pertaining to specific recreation activities with regards to the aspirations of the population participating. Thus, providing the most accessible programs encompassing the data gathered through focus groups. This project will be the platform for a research project that will be reviewed by an ethics committee. Throughout the program, data will be collected via focus groups, journals, and surveys. The research team will write a paper regarding the program and the results of the data. We hope that this project becomes a call-to-action for other universities and institutions to follow-suit.

c. Provide a rough budget estimate. An estimated range is acceptable here. Provide the source documentation of how you came up with this estimate.

Estimated budget of: \$30,700

Pre-Adventure Focus Groups: \$300

Microadventure: \$17,000

Post-Adventure Programming: \$400

Conferences: \$13,000

d. How does your proposal align with the Sustainable Action Fund Grant Program mission?

Our mission is to provide students the opportunity to engage in microadventures that are shaped to their needs. Both groups of focus are marginalized populations that face a multitude of barriers to outdoor recreation. The microadventures themselves will be a form of experiential learning for each individual. The goal is to increase confidence, strengthen relationships, maximize group involvement, and provide education on recreational resources, which will all come together to create a gateway of access to outdoor adventure for the populations of focus.

By focusing on specific groups of marginalized peoples, we hope provide an equitable experience rather than equal experience. Thereby, breaking down archaic stereotypes of who gets to be there and who does not. By making the experience free, we open the doors to a larger group of potential participants and remove the financial barrier faced by many in pursuit of outdoor recreation.

Outdoor recreation has proven to be of immense benefit to mental, emotional, and physical health of people participating. Participation in outdoor recreation has also shown to increase appreciation to the natural world and create place attachment therefore leading people to take better care of their natural surroundings.

The project team believes that our project touches on all four of the Sustainable Action Plan Pillars with heavy emphasis in social and economic equity.

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

Yes, the campus has recently been creating initiatives to further support marginalized students and provide services for students with disabilities. There has been talk of providing a microadventure based study abroad programs for students who cannot attend traditional study abroad programs due to financial and/or physical barriers.

4. CASESTUDIES

Find at least one example of the type of project you are working on at another institution and describe what make them successful. Additional case studies will strengthen your proposal.

Project home institution, title, and start date	Purpose of project, size and scope of project, players and stakeholders involved, how the project is progressing now & results.
WWU, 2017 <i>Microadventures: Travel Local</i>	Small grant via SAF. Microadventures provided for marginalized and underrepresented students. Considered a completed project. Team: Hannah Narramore, Prof. Jasmine Goodnow.
WWU, 2017 Outdoor Center	WWU Outdoor Center has started to provide Womxn only mountain biking trips. No data or results to report.

5. PROJECT TEAM, PARTNERS AND STAKEHOLDERS

a. Using the table below describe how each of your team members can contribute to the success of this project

Name	Relevant experience or knowledge for this project. Also detail the roles and responsibilities of each project partner.
Project Advisor: <i>Prof. Melissa D'Eloia</i>	Prof. D'Eloia is a CTRS and the therapeutic recreation professor at WWU. She is an expert in the field including a long history of adaptive outdoor recreation. Prof. D'Eloia will be acting as the advisor for the project.
Project Lead: KP Hartman	A therapeutic recreation student with seven years' experience working in the social justice sector. Experience working with folks with disabilities in a recreation setting. KP has also worked leading outdoor recreation trips for three years and has spent most of their life participating in outdoor recreation. KP will be co-team leader with Jillian Hardy. They will be spearheading the project and delegating tasks to the rest of the team. KP's focus will be in working with students with disabilities and recreational professionals.
Jillian Hardy	An outdoor recreation student with 2 years' experience working with community members as a climbing facilitator in the indoor and outdoor recreation setting. Along with education on ecotourism, outdoor and community recreation. Jillian will be a co-team leader with KP. They will be taking on the project together and delegating tasks to the rest of the team. Jillian's focus will be working with female identified students of minority and providing microadventures that focus on womxn empowerment in the outdoors.
Logan Fletcher	Experience working with Outdoor for Alls providing adaptive outdoor recreation opportunities. Therapeutic recreation student. Logan will be assisting in outreach, preliminary research, and adapting the chosen activities as necessary.
Lisa Osadachuk	An outdoor recreation student with experience as a Special Olympics speed skating coach and hokey coach for the Stick it to Violence program. She is also a disabled athlete- equestrian, hockey, wheelchair rugby/basketball. Experiences as a 1:1 aid for a young woman with autism. Lisa will be assisting in research, running the focus groups, and program development.

b. List the stakeholders and project owners that your project will need to work with if your team is approved to write a final application.

Stakeholder/Project Owner	Describe how each listed stakeholder/project owner will be impacted by or involved in this project. Will their permission be required for your project to move forward?
DRS	DRS will assist in outreach to students with disabilities. Their permission will not be required for the project to move forward.
Outdoor Center	A possible partnership with WWU Outdoor Center is being considered. Possibly contracting them out to run the micro adventure for the trips created for female-identified students of minority. Their permission is not required to move forward.
Outdoors for All	A possible partnership with Outdoors for All is being considered. They may be contracted for running the micro adventure for students with disabilities. We may also choose to rent adaptive equipment from them as well. Their permission is not required to move forward.
Focus group participants (Three groups: students with disabilities, womxn of minority, and professionals in the field associated to the adventure students with disabilities want to run)	Focus group participants will be directly impacted by the project as the microadventure will be designed to serve their needs and assist them in breaking down barriers to outdoor recreation. Their permission will be needed to run the microadventure itself and produce the documentary. Consent will also need to be obtained for research purposes.



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Applicant Team/Advisor Partnership Agreement

An Applicant Team / Advisor partnership is a relationship of substance between the project applicant(s) and a faculty or staff advisor involving shared responsibilities and mentoring in undertaking the project funded by the SAF Grant Program. To ensure that the project runs smoothly and achieves its objectives, the SAF Committee requires project applicants and the faculty/staff advisor to demonstrate their commitment to the project by acknowledging the principles of good partnership practice set out below and identifying the nature and role of the partners.

Principles of Good Partnership Practice

1. Project partners must have read the Rules of Operation for the SAF Program (found on this webpage: www.edu/sustain/programs/saf/about/), reviewed the Large Grant Application Toolkit, and understand what their role in the project will be before signing the partnership statement.

2. The project lead must consult with the partners regularly and keep them fully informed of the progress of the project.
3. Substantial changes to the project should be agreed upon by the partners before being submitted to the SAF Committee. Where no such agreement can be reached, the applicant must indicate this when submitting changes for approval.
4. The partners authorize the project lead to sign the proposal application and represent them in all dealings concerning the project's development, review, and implementation.
5. Project partners must have read the project proposal before signing the completed application.
6. All partners must receive copies of any report submitted to the SAF Committee.
7. All project partners agree to be present during the team's presentation to the SAF Committee in case input is needed or requested.
8. If the grant is awarded, partners shall take part in the development, implementation and review of the project under clearly identified roles and responsibilities.

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Once your conceptual project proposal is complete, you must print and submit a final copy with hand-written signatures.

PROJECT TITLE: Right to Risk:

Project Lead Name (print): _____

Project Lead's Signature: _____ **Date:** _____

By signing this document you agree that all information is true to the best of your knowledge. You also agree that this information may be shared with the public and members of the Sustainable Action Fund Committee.

Staff/Faculty Advisor's Name (print): _____

Staff/Faculty Advisor's Signature: _____ **Date:** _____

By signing this document you agree that all information is true to the best of your knowledge.

Comments:

After completing the final draft of your Conceptual Application proposal, please set an appointment with the Sustainable Action Fund Grant Program Coordinator to have your proposal reviewed and signed.

Sustainable Action Fund Grant Program Coordinator, Nate White

Viking Commons, Room 24

Available by appointment

Email: Johnathan.Riooellel@wwu.edu

Phone: (360) 650-4501

Signature: _____ **Date:** _____

This signature does NOT indicate that you have received funding, but it does verify that you have fulfilled all the requirements and have successfully submitted a completed Project Proposal by the deadline.

Comments: