Sustainable Action Fund Grant Program
LARGE GRANT - FINAL APPLICATION

For applicants requesting over $5,000. Submit applications via email to the SAF Grant Program Coordinator johnathan.riopelle@wwu.edu

1. PROJECT TITLE: Campus Community Collaborative for Sustainability

2. **PROJECT TAGLINE** (*description of project in one sentence):* Connecting students with community sustainability needs for a more sustainable, engaged, socially just, and empowered campus and region.

Name	Department/School Students also provide major/minor	Position Faculty/staff/ student. Students provide expected quarter/year of graduation	Email
Project Lead: Shaylen Widom-North	Western Student, Geography Major	Community Ambassador from 2017	shaylenwnorth@smail.com
Project Lead: Alyssa Webster	Western Student, Environmental Science Major with a Terrestrial Ecology Emphasis and Anthropology and Biology minors	Community Ambassador from 2017	webstea5@wwu.edu or arweb@live.com
Project Advisor: Natalie Baloy	Salish Sea Institute at Canada House	Assistant Director, Canada House	Natalie.Baloy@wwu.edu, 360-650-4871
Project Advisor: Julia Burns	Enrollment & Student Services	Coordinator of Campus Community Coalition & New Student Program Initiatives	Tulja.Burns@wwu.edu, 360-650-6863
Project Advisor: Lindsey MacDonald	Office of Sustainability	Coordinator of Sustainable Communities Partnership	Lindsey.MacDonald@wwu.edu, 360-650-3824
Project Advisor: Travis Tennessen	Center for Community Learning	Assistant Director of the Center for Service-Learning	Travis.Tennessen@wwu.edu, 360-650-2446

4. PROJECT DETAILS (*reflecting any changes since conceptual application)*

a. Describe your proposed project. (1 paragraph]

This project will create eight paid summer internships for students to engage in cohort-based, Salish Sea bioregion, sustainability work. There will be two positions at each of the following organizations: East Whatcom Regional Resource Center, York Community Farm, Sustainable Connections, and City of Bellingham. The students will work approximately 8-10 hours/week (mostly at their host site], from June 25 to September 15, at which point they will focus their work on translating what they learned to the broader campus community. Working about five hours/week, the students will prioritize campus education and impact work until December 1. The students will meet with four Western staff leads and peers every two weeks to learn

from each other on the topics of social justice, sustainability, and community engagement, as experienced and understood within their work. On alternating schedules to the cohort meetings, the students will meet with a Western staff lead and their community host supervisor. As a result of these positions, we envision developing 1] stronger campus-community connections, 2] a model for sustainability education and work training for students on a longer-term basis into the future, and 3] increased collaborative potential between the Office of Sustainability and other Western offices with overlapping missions.

b. Describe the purpose of your project proposal. (1 paragraph]

With the complexity of social and environmental challenges on today's warming planet and in our country's landscape of increasing inequality, we desperately need systems thinkers, engaged community members, effective communicators, compassionate educators, and agents for positive social change. We believe this collaborative supports this imperative. More specific to the challenges within WWU, students have acknowledged that it can be difficult to find community that is not focused on drinking around Western's campus; that paid internships are hard to find, which makes completing internship requirements in areas of interest very challenging for students who cannot afford to work for free; and that joining student clubs can feel intimidating. Our cohort-based model addresses all of these student needs, provides paid internships to address equity issues, creates opportunities for students to engage in sustainability work, and builds a more robust system of collaboration on and beyond Western's campus.

c. What are the goals and desired outcomes of your project? (Bullet format]
   • To create a model of equitable internship opportunities in sustainability work.
   • To provide increased clarity for student interns about career pathways relating to sustainability, as well as ways they can participate as engaged community members in general.
   • To develop stronger pathways for collaboration between Western and sustainability oriented community organizations.
   • To engage 500+ students during fall sustainability events on and off campus. To strengthen collaborations between the Office of Sustainability and other WWU offices with overlapping missions to better serve students and address community needs

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

As mentioned in the conceptual application, this project speaks to the below items within the Sustainability Action Plan. These items should be guiding the initiatives happening across campus.
   • "Western is internally organized to support university and community engagement to advance sustainability."
   • "Western's culture and community engagement efforts reflect a strong commitment to environmental stewardship and sustainability."
   • "Increase student participation in service learning and civic engagement that connects to SEE sustainability." (SEE: integrating social, economic, and ecological justice practices]
   • "Through structured community and campus-based co-curricular learning experiences, students gain knowledge and insight of sustainability in practice."
   • "Provide resources and opportunities for the campus and community to increase understanding and engage in sustainable food practices."
        o York Farm and East Whatcom Regional Resource Center.

Although WWU's strategic plan is not solely focused on sustainability, there are a number of elements that align very closely with this project:
   • As part of goal #1: "Western's educational experience will continue to be rooted in an active teaching and learning environment with a liberal arts and sciences foundation and robust co-curricular, internship, research, creative, and community engagement opportunities."
   • As part of goal #2 : "At Western, we seek to engage place in all of its complexity. Place calls us to recognize debts and obligations to indigenous and Native nations, to the environment and

sustainability, and to diverse and rich cultures within and across borders. Place inspires us to study with rigor and precision the complexity, vibrancy, and beauty of land and sea in Washington State and in the Pacific Northwest. Place moves us to think and act thoughtfully and creatively about where we are and how we connect with the wider world."

- o "E. Weave the ecological, social, and economic dimensions of sustainability into and through the University's practices,
- o F. Give all students educational experiences both in and beyond the classroom that help them develop the knowledge, skills, and abilities to nurture and create the conditions for people and planet to thrive."
- As part of goal #4: "H. Expand and support respectful collaborative relationships with community partners and underrepresented groups to advance equity and social justice. "

Lastly, this project connects to the work happening within all of the advisor offices/centers listed on the project.

e. 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
Recruit students	WWU Advisors	May 27-June 2
Recruit students	WWU Advisors	June 3-June 9
Identify candidates	WWU Advisors, Community Host	June 10-June 16
Interview and select candidates	WWU Advisors, Community Host	June 17-June 23
Hiring paperwork/ orientation	WWU Advisors	June 24-June 30
Community site orientation	Community Host	June 24-June 30
Supervise students for 8hrs/week, meet with advisors every other week	Community Host	July 1-September 15
Site visits: meet with hosts and students every other week	WWU Advisors	July 1-September 15
Facilitate cohort meetings 2hrs every two weeks	WWU Advisors	July 1-September 15
Support event planning on campus (Sustainability Fair, club fair, Sharing Event, one to be chosen by each student in addition to the above listed - could be co-hosted with urban planning club, happy club, SEED, ESC, Students for Sustainable Food, or others)	WWU Advisors	September 15-November 15
Support community event planning (Harvest Fest, emergent ideas that come from student work and cohort meetings)	Community Host	September 15-November 15

Please see below for a more detailed timeline that more effectively shows who is engaging in what and when. In the weeks that students and staff do not meet as a large cohort, staff, students, and host supervisors will check-in at the host site. One Western staff person will be work with one pair of students and their host site in this capacity.

Week	Student Work: Off-Campus	Student Work: On-Campus	Advisor Responsibilities	Host Responsibilities
May 27- Jun 2			Recruit students	
Jun 3-9			Recruit students	
Jun 10-16			Identify candidates	Identify candidates
Jun 17-23			Interview and select candidates	Interview and select candidates
Jun 24-30	5 hours	5 hours	Hiring paperwork / orientation	Host students for site orientations
Jul 1-7	8 hours		Site visits: meet with hosts and students	Supervise students Meet with advisors
Jul 8-14	8 hours	2 hours: campus cohort meeting	Meet with student cohort	Supervise students
Jul 15-21	8 hours		Site visits: meet with hosts and students	Supervise students Meet with advisors
Jul 22-28	8 hours	2 hours: campus cohort meeting	Meet with student cohort	Supervise students
Jul 29- Aug4	8 hours		Site visits: meet with hosts and students	Supervise students Meet with advisors
Aug 5-11	8 hours	2 hours: campus cohort meeting	Meet with student cohort	Supervise students
Aug 12-18	8 hours		Site visits: meet with hosts and students	Supervise students Meet with advisors
Aug 19-25	8 hours	2 hours: campus cohort meeting	Meet with student cohort	Supervise students
Aug 26- Sep 1	8 hours		Site visits: meet with hosts and students	Supervise students Meet with advisors
Sep 2-8	8 hours	2 hours: campus cohort meeting	Meet with student cohort	Supervise students
Sep 9-15	8 hours		Site visits: meet with hosts and students	Supervise students Meet with advisors
Sep 16-22		2 hours: campus cohort meeting	Meet with student cohort	Supervise students
Sep 23-29		3 hours: Summer closing reflection	Facilitate closing reflection session	Closing reflection with students and advisors
Sep 30- Oct 6		2 hours: plan for events		
Oct 7-13		5 hours: tabling at Sustainability Fair		
Oct 14-20	2 hours: plan for Fall events off-campus	1 hour: event planning		
Oct 21-27	4 hours: harvest party / site celebrations	1 hour: event planning		Participate in and/or host site celebrations

Date				
Oct 28-Nov 3		5 hours: event planning		
Nov 4-10		5 hours: Sharing Event 1		
Nov 11-17	5 hours: Sharing Event 2			Participate in and/or host sharing event
Nov 18-24		2 hours: Reflection prep		
Nov 25- Dec 1		5 hours: Fall closing reflection session	Facilitate closing reflection session	Closing reflection with students and advisors
Total	104 hours	46 hours		

5. METRICS AND MEASURABILITY

a. 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. Insert additional rows as necessary.

Metric *(qualitative or quantitative)*	Description	Impact
Example: Energy Saved in kWh/year	*We plan to replace the 1 incandescent lamp in our office with an LED lamp. Will measure the energy savings/year*	*Total =2,500 kWh of savings per year. (Incandescent lamp uses 3,000kWh per 50,000 hours and LED lamp uses 500kWh per 50,000 hours of usage. Source = www.EPA.LEDlamps.org)*
Number of paid hours worked in community & on campus	Each student will record the hours they work, and the focus of their work within those hours.	We see it as an avenue for advancing community work in places that do not necessarily have funds for this kind of justice/sustainability work. We also see it as a way to encourage quality campus events on campus in the fall.
Number of campus events hosted by students	In the fall, when students plan/implement events based on their community work, they will provide write-ups on the details of the events (number, attendees, other anecdotes]	Although hard to measure, the goal is to have more students engaged in sustainability initiatives around campus, which translates to a sustainability ethic and behaviors that are taken away with students wherever they go beyond school.
Experience of paid students	A pre- and post-survey will be administered to participating students to get at current perspectives, motivations, goals, and impact.	We see paying students as a way to allow students who cannot afford an unpaid internship to engage in this work. We think students will be better qualified for paid work beyond college as a result of this engagement We also believe students will grow certain skills and acquire new knowledge that support them in being more effective at making change for social justice and sustainability within their communities.

Number of applications for positions	The goal is to get as many applications from across campus as possible. The more applications, the more students know about the opportunity. We want this to be accessible.	This metric doesn't have direct sustainability impact, but does indicate how comprehensive the outreach was, which is an important component of making the positions accessible.
Host site evaluation	An evaluation will be administered to the host site supervisor, which will ask about impact made possible by the students' work, their experience supervising the position, and any other anecdotes they would like to share.	This metric will likely be different for every host site. Some possible examples include: increased pounds of produce grown, youth participant sense of well-being, increase food accessibility, additional resources being filtered to rural communities, strengthened community relationships (WWU to community, and rural to urban], etc..
Metrics as determined by participating students	Since each host site is different, and since part of the cohort experience will be designed for students to think critically about sustainability from a systems thinking perspective, students will spend some time designing their own metrics for the work they do over the course of the summer.	Impact will vary by metric.

b. 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.

There will be a significant outreach effort to distribute the position announcements at the end of May. The positions will be shared with club contacts, amongst the networks of the four staff advisors involved (social media, listservs, meetings], via Western Today, and with all departments on campus that require internships for graduation. See above timeline for specific date targets on this outreach.

While students are in their positions over the summer, the focus will be on their own education, and the education they provide to the individuals with which they interact throughout the summer. The student learning will come mostly in the form of experiential education with dialogue and discussion within cohort meetings and host site check-in meetings. The goal is to empower the students with the information they need in order to be allies, advocates, and educators among WWU peers when students return to the campus in the fall.

There will undoubtedly be good stories to tell about the student experience and impact made throughout the summer. These stories could be shared via University Communications. Students will also be encouraged to take pictures, when appropriate, throughout their experience.

When students return in the fall, the student interns will be planning for/implementing the other significant outreach component of this project. This will include participation in the Sustainability Fair, the Club Fair,

hosting a sharing event that showcases all of the work done over the summer, a fall harvest event out in the community, and other initiatives that arise through cohort-learning throughout the summer and fall. There could be some fantastic collaborations with the Urban Planning Club, Students for Sustainable Food, the ESC, the Happy Club, or SEED, just to name a few avenues for campus engagement.

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/week iy?
Club outreach for distribution of position descriptions	Four staff advisors.	Advisors will split up lists of club contacts, and distribute right away after hearing that funding is available.	As many club contacts as possible (Students for Sustainable Food, Urban Planning Club, Happy Club as starting points, but will plan to hit a much broader list than that] - getting to prospective student interns	One-time, with a follow up reminder.
Outreach to contact lists of engaged programs	Four staff advisors	The staff advisors will distribute the position description to their contacts within their offices for distribution. This may include social media posts, listserv distribution, and/or announcements at office meetings.	As many students from across campus as possible, who will be prospective student interns	One-time, with a follow up reminder.
Western Today	Four staff advisors	By contacting Western Today staff.	Prospective student interns	One-time
Department Heads of departments with internship requirement	Four staff advisors	The position descriptions will be distributed via email to all department heads for departments that include an internship requirement.	Prospective student interns	One-time
Engaged presence at Sustainability Fair, Club Fair, hosting a sharing event that showcases all of the work done over the summer, a fall harvest event	Student interns	The planning for this work will start during the summer, then ramp up when students are dedicating approximately five hours/week to education and	The entire campus community	Multiple events/student intern

out in the community, and other initiatives that arise through cohort-learning throughout the summer and fall		outreach work on campus.	
Cohort meetings	Four staff advisors	Cohort meetings will Student interns be planned by staff advisors. Students may have leadership roles within these sessions, but the staff team will spend significant time designing different components of the meetings in the form of an initial plan.	Every other week (see timeline]
Internship training	Community host supervisors	Community staff will provide the necessary training for students to have learning outcomes and skill development. The every other week check-ins will often times be educational in nature as well.	Ongoing/as needed, but frontloaded at the beginning of the summer.

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

This project involves the intimate engagement of eight students, but their ripple effect impact will be exponential. In other words, based on the influential experience of eight students, those eight students will engage hundreds, and maybe thousands more in their fall events. These events will include tabling at the sustainability fair, tabling at the club fair (via affiliated groups], hosting a harvest fest event in the community, a celebratory sharing event open to all of campus, and additional emergent ideas that are developed by each student.

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.

Item	Cost per Item	Quantity	Total Request
Student pay for their summer work (June 25 - September 15] $14/hour for 98 hours of work	$1372	8	$10,976
Student pay for their fall work (September 15 - December 1] $14/hour for 42 hours	$588	8	$4704
Student travel to host sites/events as needed	$100	8	$800

Fall event programming material costs	$175	8	$1400
		TOTAL REQUEST	**$17,880**

b. If the project is implemented, will there be any ongoing replacement, operational, maintenance or renewal costs? If yes, what source have you identified to cover those costs? None.

c. Outside or Matching Funds. List pending, approved, and denied applications for funding from other sources. List amounts requested from those sources.
    i. Source of outside or matching funds:_____
    ii.   Date request was submitted:_____
    iii.   Status or amount received:_____
    iv. If funding was denied, please state the reason:_____

Although no official requests for funding have been made to other entities, there are significant in-kind contributions being made by all staff advisors and community hosts in the form of time.

d. Project Scalability. Can this project be scaled to be smaller or larger? Yes_x_ No__ *If yes, complete the section below.*
    i.   If this project was smaller, what would be the minimum budget for this project: Although not ideal, we could consider going down to 3 host sites (i.e. 6 students] - this would compromise the cohort character a bit, and would also be disappointing for the community partner, but possible if necessary.
    ii.   If this project was larger, what would be the maximum budget for this project: While we could see this project scaling up to a robust program with up to 15 students, this change would require staff time and budget that currently does not exist, so scaling up is not realistic at this time.
    iii. How would the project outcome be affected if the project was scaled to be smaller or larger? The cohort nature of the program begins to get compromised if the project is scaled down too much. In other words, a significant amount of the learning, idea generation, and support happens through the cross-cohort interactions, and the sharing of experiences. If there were staff capacity to support the project being bigger (both from Western and community partners], the outcomes would increase based on the number of student interns engaged.

7. PROJECT STAKEHOLDERS

a. If your project involves or requires permission from other organizations, departments, individuals, or stakeholders, list them below and describe their involvement in the project. Insert additional rows as necessary.

Stakeholder/Project Owner Name	Department or School and Position	Involvement in Project
Natalie Baloy	Salish Sea Institute at Canada House, Canada House Assistant Director	Advisor, directly supporting two of the students at one of the sites, attending/facilitating cohort meetings and check-in meetings at host site.
Julia Burns	Enrollment & Student Services, Campus Community Coalition & New Student Program Initiatives Coordinator	Advisor, directly supporting two of the students at one of the sites, attending/facilitating cohort meetings and check-in meetings at host site.

Lindsey MacDonald	Office of Sustainability, Sustainable Communities Partnership Coordinator	Advisor, directly supporting two of the students at one of the sites, attending/facilitating cohort meetings and check-in meetings at host site.
Travis Tennessen	Center for Community Learning, Assistant Director	Advisor, directly supporting two of the students at one of the sites, attending/facilitating cohort meetings and check-in meetings at host site. In addition, his office will oversee the paperwork process for student hiring/pay.
Jessica Bee	East Whatcom Regional Resource Center, Coordinator	Community host, supervising two students at East Whatcom Regional Resource Center, including every other weekly check-ins.
Vanessa Blackburn	City of Bellingham, Communications Director	Community host, supervising two students at City of Bellingham, including every other weekly check-ins.
Mary Loquvam	York Community Farm, Director	Community host, supervising two students at York Community Farm, including every other weekly check-ins.
Alex Smith	Sustainable Connections, Food & Farming Outreach Coordinator	Community host, supervising two students at Sustainable Connections, including every other weekly check-ins.

b. For every Stakeholder/Project Collaborator listed, have the individual complete a Project Stakeholder Form. Form can be found on SAF website: wwu.edu /sustain /programs /saf/apply / under the tab "Forms, Documents, and Guidelines."

Number of Project Stakeholder Forms attached to Final Application _8_____

c. 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. For every Project Owner listed, have them complete a Project Owner Form. Form can be found on SAF website: wwu.edu / sustain / pro grams / saf/ apply / under the tab "Forms, Documents, and Guidelines."

Number of Project Owner Forms attached to Final Application _1_____

Sustainable Action Fund Grant Program
LARGE GRANT - FINAL APPLICATION
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.

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. T o 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: https://sustain.wwu.edu/saf/, under the tab, "guiding documents"), 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.

We will comply with the principles of good partnership practice during the development, implementation, and review of this project

_Alyssa   Webster_____ _____
Project Lead Name   Project Lead Signature   Date

_Shaylen   Widom-North_____ _____
Team Member Name   Team Member Signature   Date

_____ _____
Team Member Name   Team Member Signature   Date

_____ _____
Team Member Name   Team Member Signature   Date

_____ _____
Faculty/Staff Advisor Name   Faculty/StaffAdvisor Signature   Date

Sustainable Action Fund Grant Program
LARGE GRANT - CONCEPTUAL APPLICATION

PROJECT TITLE:

Project Lead Name (print): _____

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

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

Comments:

Please set an appointment with the Sustainable Action Fund Grant Program Coordinator to review your draft proposal before submitting your application.

Sustainable Action Fund Grant Program Coordinator, Johnathan Riopelle

Viking Commons, Room 24

Office Hours: Mondays and Thursdays 2-4pm or 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 proposai has been reviewed and is approved for funding review by the Sustainable Action Fund Committee.

Comments:

Campus Sustainability Manager, Seth Vidana

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 proposai has been reviewed and is approved for funding review by the Sustainable Action Fund Committee.

Comments: