



Medium Grant Application

The medium grant application is for requests from \$5,001 up to \$35,000. For detailed application instructions and further information about the program, please refer the *SEJF Grant Application Toolkit*.

Submit completed application by delivering a hard copy and emailing a scanned version (including signatures) to SEJF Manager Johnathan Riopelle at High Street Hall Room 22. Applications must be provided in both forms in order to be reviewed. Email: johnathan.riopelle@wwu.edu.

SECTION 1: Project Concept.

- a. Project Title:
Huxley College – Highline Sch. Dist. / WELS Partnership on diverse representation, equity and climate justice in environment education
- b. Describe your proposed project:
A continuation of SEJF small-grant funded activities start this fall (see Appendix II for final report), building on a 5-year-long relationship between Huxley College’s Environmental Education (EE) program and the Waskowitz Environmental Leadership and Service (WELS) high school program the within the Puget Sound Skills Center (PSSC, a Career and Technical Education program), and the Puget Sound High School / VITAL (a diploma completion program), all within Highline School District, one of the most diverse in the state. The proposed project is complex, but builds on our foundation with this partner, and the participation of all EE. faculty. The project includes:
 - building technologically mediated one-on-one relationships between WWU students in Winter EE courses centered around social justice education in the context of high school environmental science.
 - bringing those conversations in-person to campus in a day-long field trip by WELS, including a general sharing meeting open to all, and targeting faculty teaching in env. science and related fields.
 - in spring, a 5-day shared /co-taught field learning experience where WELS and EE students teach each other on *LÁU, KEMEN* (in Saanich or *WŚÁNEĆ* language; Sucia Island in English – used in the text below).
 - also in spring, we intend to bring an Indigenous scholar to campus to speak on collective action for climate justice, open to all and also attended by the WELS students as a culminating trip to WWU, and exposing them to another face of higher education, student activism.
 - continuation of the fall term Student Liaison position to coordinate activities.(See Appendix I section A for an extended narrative, and section C for detailing of activities & Liaison duties).
- c. Who is the intended audience?
-WWU students in Environmental education curriculum (ENVS 492), Conservation psychology (ENVS 487), and/or Literature of nature & place (Envs 484), and based on interest, students in other Env. Science course,

Education for Social Justice minor, or others interested. WWU students enrolled in the EE spring 4-course intensive called “Spring Block” (SB).

-general WWU student audiences

-Highline / WELS High School Juniors and Seniors

-WWU faculty, esp. those involved in environmental science including the ESCI Equity and Community Committee, or areas related to climate justice (intersectionally construed)

d. How many students will be directly affected?

-Winter WWU: 1-to-1 “pen-pal” / conversation partners: 40; WWU open audience: target 60-80+ (including 40 partners).

-Spring EE SB WWU participants: 20; WWU open audience for Collective action for climate justice speaker: target 100+

-WELS: winter: 40; spring: 16

-WWU staff, faculty, others: 12+ at a guess.

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

The overall goal of the proposed activities is to use the strengths of both WWU and Highline School District, and all the students they serve, to expand equity and representation in the offering of environmental education (EE) by building bridges of deeper understanding between the participating students and others, probing the social & climate justice, educational, and youth empowerment dimensions more deeply, and by sharing the results with the wider WWU community. Further, the spring term has the goal engaging participants in a co-constructed field-intensive Place-conscious 5-day environmental learning experience, and a WWU-wide speaker on collective action for climate justice, as components of the partnership’s shared educational goals. The activities proposed are complex but are supported by our going-on-five-year partnership between the schools involved. It also helps to understand that this project supports intensive efforts to re-formulate WWU’s environmental education academic programs around social justice, equity, inclusion & diversity, and Indigenous perspectives, and to share this with all.

(Please see Appendix I part B, for a detailed breakdown of goals by participant groups.)

SECTION 2: Project Alignment.

a. How will your project positively impact the four pillars of sustainability at Western?

-Social – ecological Justice: This is fundamental to the project. The EE program is actively reformulating our academic offerings to emphasize and appeal to a more diverse set of demographics, including especially Indigenous voices and Land-conscious pedagogy, and building bridges to more diverse / underserved communities with divergent conceptions / life experiences of “environment.” We have chosen collective action toward climate justice as a central node. Our proposal is both process and outcome oriented toward these aims.

-Environment/ecology: promoting better awareness of, and response to, diversity/equity/inclusion in the teaching of environmental science here and at partners in region; promotion of awareness and skills for youth empowerment in environmental education students and field, leveraging capacity to change toward sustainability. Learning activities will be intentionally critically Place/Land-conscious, teaching WITH the socio-ecological features of both urban and presently less-occupied Land.

-Health: impacts are limited to health gains of time in natural environments for all participants, as well as promotion of the Highline students who are in an environment/ outdoor recreation track, and the benefits this may indirectly bring to their communities.

-Economy: Limited to promotion of careers for both WWU students in environmental fields, and for the Highline students, who are in a Career and Technical Education high school, around non-traditional careers. Distribution of WWU funds out to invited speaker & their organization, who may be from relatively less-wealthy community.

b. How does your project align with Western’s Sustainable Action Plan and other campus sustainability goals or initiatives? Please reference specific SAP initiatives.

-First, as do most parts of the SAP, our work strongly aligns with WWU’s Strategic Plan 2018-2024. De facto it supports Goal #1, but presses strongly beyond it. Goal 3 is embodied in EE’s pedagogies, with a push toward getting beyond discomfort/fragility/emotional coping and into committed collective action. Goals 2 and 4 are at the heart of our re-conceptualization of the environmental field, our discipline included. Indeed, we are in an on-going exploration of the theoretical, educational, and practical inseparability goals 2 & 4.

-Second, with regard to the OS SAP

Academic Goal 1: Obj 1.3, 1.4; Goal 2: generally supports intent; Goal 3: opportunity for work of this sort may be important to retention of diverse faculty.

Engagement Goals 1, 2, 4: broadly supports intent, including emphasis on Salish Sea in spring immersive co-learning program; Place/Land conscious education; Indigenous voices in climate justice

Student Life: Campus events in Winter and Spring open to all, may support broad co-curricular goals, via outreach to student groups.

Specific campus initiatives that involved faculty have links to include Center for Community Learning; Salish Sea Institute; Office of Sustainability programs; Center for Canadian-American Studies; WWU fossil fuel divestment student-led efforts, and others. These links in part underlie, and will be furthered by, the proposed activities.

- c. The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world:
- | | |
|--|--|
| 1. No Poverty | 10. Reduced Inequality |
| 2. Zero Hunger | 11. Sustainable Cities and Communities |
| 3. Good Health and Well-being | 12. Responsible Consumption and Production |
| 4. Quality Education | 13. Climate Action |
| 5. Gender Equality | 14. Life Below Water |
| 6. Clean Water and Sanitation | 15. Life on Land |
| 7. Affordable and Clean Energy | 16. Peace and Justice Strong Institutions |
| 8. Decent Work and Economic Growth | 17. Partnerships to achieve the Goal |
| 9. Industry, Innovation and Infrastructure | |

How does your project align with the United Nations' Sustainable Development Goals?

Goal 4: Uses strong experiential / community-based pedagogies for both WWU audiences and partner Highline students, creating cross-age personal connections, affirmative & empowerment-based orientations, and increasing awareness of and sense of personal access to higher ed opportunities for the high schoolers.

Goal 5: Gender equality (and LGBTQ+) provide critical lenses on our field, and we aspire to make them foundations for all our EE work.

Goal 10: We promote anti-ablism --awareness and re-dress, including in our field portion of our program. We tell our students to come to us if financial barriers exist to participation in our programs. We use critical race theory, critical animal studies, decolonization, and other readings and standpoints in our emerging new curriculum.

Goal 12: We try to practice conscious responsible impact in our actions. Some activities (driving, taking the Snow Goose boat) have psychologically salient carbon impacts. In general we try to use carbon-emitting energy sources for the most important activities we can do to move society past fossil-fuel and socially-ecologically degrading and unjust systemic patterns.

Goal 13: We are using collective climate justice action and youth empowerment as thematic unifiers for our current curricular efforts.

Goal 14 & 15: Curricula researched and designed by student in both partner programs (WWU and WELS) investigate socio-ecological systems including their inhabitants and dynamic co-constitutive detailed relationships, first-hand in remote –to- urban environments.

Goal 16: We hope to build high valuation and capacity for such institutions through our approach to pedagogy, of our own and how we teach: theory-praxis must be aligned such that actions express ultimate ends of sustainability.

- d. 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. A data collection plan is required for all projects.

Metric (<i>qualitative or quantitative</i>)	Description
Awareness of divergent meanings and approaches to environmental science and climate justice	Outcome for participants in open-WWU events (winter and spring), gauged by responses on post-event short questionnaires.
Gains in mindset and skills to work with multicultural youth in an empowering fashion	Outcome for WWU EE students in winter and spring programs, collected via group distillation of take-aways after events.
Ability to conceptualize collective climate justice action educational strategies and develop such plans	Outcome for WWU EE students in spring program, measured by reference to rubrics used to compare student products mid-quarter with final student insights in debrief after the subsequent tasks and encounter with guest speaker.
Personal salience of env sci; insight into climate justice	Outcome for WELS high school students, gauged in interaction with their teachers and the Student Liaison
Awareness of importance of EID in teaching of env science, and adoption of some strategies.	Outcome for WWU / Huxley faculty.
New coalitions and/or initiatives around climate justice	Outcome for WWU community actors (student groups, etc.) concerned with climate justice action.

See appendix I part G for slightly more detailed version

SECTION 3: Project Participants.

- a. Team Information: A team should consist of two to five individuals, including the team advisor.

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 team during the development, implementation, and post-implementation stages of the proposal process. The advisor should also be able to provide

Project Lead: There must be at least one team lead designated for the project. This individual is expected to serve as the communication liaison for the project.

Financial Agent: The project must have a budget authority to manage funds for all purchases.

Name	Department/School Students provide major/minor	Position: Faculty/staff/student Students provide expected graduation quarter/year	Western email address	Initial to verify agreement
<i>Team Advisor & Lead:</i> Gene Myers	Env. Studies	Professor	gmyers@wwu.edu	
<i>Team Member:</i> Nini Visaya Hayes	Env. Studies	Professor	hayesn@wwu.edu	
<i>Team Member:</i> Nick Stanger	Env. Studies	Professor	stangen@wwu.edu	
<i>Team Member:</i> Phalon Joy Evergreen	Env. Studies – Env. Ed. major	Student Liaison. Spring 2020	smithp35@wwu.edu	
<i>Team Member:</i> Mia Muñoz	Env. Studies – Env. Ed. major	Faculty Assistant (dept paid) Spring 2020	munozm4@wwu.edu	
<i>Financial Agent:</i> Diane Knutson	Env. Studies	Department Manager	knudsod3@wwu.edu	

*In addition, there will be three other students involved as assistants in the winter and spring courses who will help with those courses generally, including helping implement aspects of this proposal: Alyssa Aiken; Alex Caldwell; Wavey Shreffler (like they other student team members, they did the SB program last year and thus will be able to help competently supporting this year’s students).

Note, we also regard Tim Hall, below, as a team member, although his works for community partner, not WWU.

- b. Project Stakeholders


Does your project involve labor, include involvement, or require permission from organizations, departments, or individuals on campus? These project partners are your stakeholders. All stakeholders must provide a signature of approval for this project. For more information, please refer to the SEJF Grant Toolkit.

Key questions to identify your potential stakeholders:

- Who will impact or be impacted by implementation of the project?
- What financial or emotional interest do they have in the project, positive or negative?
- What information will they want, and what is the best way of communicating with them?
- What is their current opinion of your proposal? Is it based on accurate information?

- Who influences their opinions generally, and who influences their opinion of you? Do some of these influencers therefore become important stakeholders in their own right?
- Who else might be influenced by their opinion? Are these individuals also stakeholders?
- If they aren't likely to be amenable, what will win them around to support your project?
- If you are not able to win their support, how will you manage their opposition?

**No WWU individuals identified as critical to the success of this program.
Stakeholder listed here is the key contact at the Highline SD program.**

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Timothy Hall (We regard Mr. Hall as a team member)	Highline School District	Cooperating partner organization, main teacher	(permission to use granted) 
Steven Sabine	Regional head, Washington State Parks, N. San Juan Isl. SP's	In-kind service project for use of group CG's before season open on Sucia	Routinely communicated (20 years running), December, after his break.

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. Please ask your project coordinator for this form.

SECTION 4: Project Timeline.

- Describe your project's progress and promotional activity. Outline all tasks that are required to complete the projects, and all means in which you will promote the project to the campus, in the table below. Insert additional rows as necessary.

See Appendix I part F, for break down with some more details

Action	Purpose	Initiation	Completion
Establish WWU-WELS 1:1 conversations; Liaison shuttles, coordinates, monitors. Profs help arr partners. Reserve locations, start outreach for visit event.	Mutual learning around respective classes & env. science & diversity	First week winter term	Late feb/early March
Plan for and carry out WELS trip to WWU. Promo: AS Publicity; WWU calendar; emails to colleagues; classes; personal contact with AS clubs. Evaluation forms, analysis, follow up	Personal contact betw partners; share out to WWU community	Approx. last week Feb/ first of March	First 2 weeks of March
Continue planning, promotion, outreach for Climate Justice speaker	Network with faculty, classes, groups, offices to promote event	First week spring quarter	Date of speaker

First trip to Sucia, SB only, Pd by student fee.	SB group develops Sucia learning plans in cooperation with Highline students and teachers.	6 April	9 April
SB visits WELS program during Seattle urban learning project.	Meet WELS students at their school, learn their landscape first hand from them	TBD, probably 16 or 20 Apr	TBD, probably 17 or 21 Apr
Conduct 5-day curriculum on Sucia Island	Co-taught with WELS, Land-conscious education Salish Sea socio-ecological systems interactions	27 April	1 May
Final prep for speaker	Details of space, catering, firm up attendance	May	
Climate Justice speaker. WELS students travel to WWU for event, culminating conversations, share Sucia experiences	Open event highlighting speaker and dialog on collective climate action. WELS, SB and all participants in facilitated conversations	TBD, depend on speaker. Target: late May	
Final evaluation data collected, analyze, Final Report to SEJF		After speaker	End of spring term

b. Where will the project be located?

Different parts are located differently:

Winter 1:1 conversations: simultaneous WWU and WELS

Winter in person continuation and open report-out discussion: WWU, TBA, potentially VU 5th fl.

Spring trip to Seattle: PSSC/WELS campus, Burien & Seattle

Spring trip to Sucia: Sucia Island SP

Spring Climate Justice speaker, with final campus visit by WELS: WWU, TBA.

c. Planned project completion date:

End of Spring term 2020.

SECTION 5: Project Budget.

- e. Provide an itemized list of the budget items required for this project. Include equipment, construction costs, publicity, labor, and any other costs. Include funding amounts from other sources that will impact project cost. The SEJF Program encourages the identification of additional funding sources to augment SEJF funds, and failure to secure such support may prevent approval of an application. List pending, approved, and denied applications for funding from other sources, along with amounts requested from those sources.

Option 1, Full program

Budget item	Cost per Item	Quantity	Cost
Winter			
Highline RT bus transp to WWU*	500		In-kind
Promotional materials			50.00
Viking Commons Lunch for Conversation pptns (assume Admissions will give 15 comp. (maybe more))	45	11.28	507.60
Light catering for sharing out session			300.00
Liaison Student Employee	15.00/ hour	10w x 15 h	2250.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee	ENVS \$2.5K Request		Dept funds
Spring – Sucia portion			
SB first trip to Sucia*	2000		pd by course fee
SB trip to Highline/Burien*	500		pd by course fee
Highline RT bus transp to WWU*	500		in-kind
WWU/WELS Snow Goose RT Bellingham to Sucia Isl 27Apr -1May	2000 (SG discount)	1	2000.00
Spring – Climate Justice speaker portion			
Highline bus transp*	500		in-kind
Highline accomm at Guesthouse Inn – rooms – students and chaperones	\$79+10.7%	5	437.26
Highline VC meals for 10 (may be comp'd)	12.75	2 x 10	225.00
Guest speaker travel	Est		1000.00
Guest speaker accomm	Est		400.00
Guest speaker honorarium			1000.00
Event set up	Est		300.00
Catering	Est for 80		600.00
Promotion			50.00
Liaison Student Employee	15.00/ hour	10w x 15 h	2250.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee*	ENVS \$2.5K Request		Dept funds
Total project budget			12,569.90
Additional funding source	Status	Amount	
See asterisks above	\$5k pending from ENVS	9000.00	
Total of all other funding sources			9000.00
Total requested funds from SEJF			12,569.90

Option 2, Winter, Spring CJ Speaker, Liaison

Budget item	Cost per Item	Quantity	Cost
Winter			
Highline RT bus transp to WWU*	500		In-kind
Promotional materials			50.00
Viking Commons Lunch for Conversation pptns (assume Admissions will give 15 comp. (maybe more))	45	11.28	507.60
Light catering for sharing out session			300.00
Liaison Student Employee	15.00/ hour	10w x 15 h	2250.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee	ENVS \$2.5K Request		Dept funds
Spring – Speaker portion			
Spring – Climate Justice speaker portion			
Highline bus transp*	500		in-kind
Highline accomm at Guesthouse Inn – rooms – students and chaperones	\$79+10.7%	5	437.26
Highline VC meals for 10 (may be comp'd)	12.75	2 x 10	225.00
Guest speaker travel	Est		1000.00
Guest speaker accomm	Est		400.00
Guest speaker honorarium			1000.00
Event set up	Est		300.00
Catering	Est for 80		600.00
Promotion			50.00
Liaison Student Employee	15.00/ hour	10w x 15 h	2250.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee*	ENVS \$2.5K Request		Dept funds
Total project budget			10569.90
Additional funding source	Status	Amount	
See asterisks above	\$5k pending from ENVS	7000.00	
Total of all other funding sources			7000.00
Total requested funds from SEJF			10569.90

Option 3, Winter, Sucia, Liaison

Budget item	Cost per Item	Quantity	Cost
Winter			
Highline RT bus transp to WWU*	500		In-kind
Promotional materials			50.00
Viking Commons Lunch for Conversation pptns (assume Admissions will give 15 comp. (maybe more))	45	11.28	507.60
Light catering for sharing out session			300.00
Liaison Student Employee	15.00/ hour	10w x 15 h	2250.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee	ENVS \$2.5K Request		Dept funds
Spring – Sucia portion			
SB first trip to Sucia*	2000		pd by course fee
SB trip to Highline/Burien*	500		pd by course fee
Highline RT bus transp to WWU*	500		in-kind
WWU/WELS Snow Goose RT Bellingham to Sucia Isl 27Apr -1May	2000 (SG discount)	1	2000.00
Liaison Student Employee	15.00/ hour	10w x 15 h	2250.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee*	ENVS \$2.5K Request		Dept funds
Total project budget			8557.60
Additional funding source	Status	Amount	
See asterisks above	\$5k pending from ENVS	8500.00	
Total of all other funding sources			8500.00
Total requested funds from SEJF			8557.60

Option 4, Winter only, apply again in Feb. for Spring

Budget item	Cost per Item	Quantity	Cost
Winter			
Highline RT bus transp to WWU*	500		In-kind
Promotional materials			50.00
Viking Commons Lunch for Conversation pptns (assume Admissions will give 15 comp. (maybe more))	45	11.28	507.60
Light catering for sharing out session			300.00
Liaison Student Employee	15.00/ hour	10w x 15 h	2250.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee	ENVS \$2.5K Request		Dept funds
Total project budget			3707.60
Additional funding source	Status	Amount	
Various – see asterisks above, some estimated	\$2.5k pending from ENVS	3000.00	
Total of all other funding sources			3000.00
Total requested funds from SEJF			3707.60

Option 5, Full option, Liaison hours reduced

Budget item	Cost per Item	Quantity	Cost
Winter			
Highline RT bus transp to WWU*	500		In-kind
Promotional materials			50.00
Viking Commons Lunch for Conversation pptns (assume Admissions will give 15 comp. (maybe more))	45	11.28	507.60
Light catering for sharing out session			300.00
Liaison Student Employee	15.00/ hour	10w x 10 h	1500.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee	ENVS \$2.5K Request		Dept funds
Spring – Sucia portion			
SB first trip to Sucia*	2000		pd by course fee
SB trip to Highline/Burien*	500		pd by course fee
Highline RT bus transp to WWU*	500		in-kind
WWU/WELS Snow Goose RT Bellingham to Sucia Isl 27Apr -1May	2000 (SG discount)	1	2000.00
Spring – Climate Justice speaker portion			
Highline bus transp*	500		in-kind
Highline accomm at Guesthouse Inn – rooms – students and chaperones	\$79+10.7%	5	437.26
Highline VC meals for 10 (may be comp'd)	12.75	2 x 10	225.00
Guest speaker travel	Est		1000.00
Guest speaker accomm	Est		400.00
Guest speaker honorarium			1000.00
Event set up	Est		300.00
Catering	Est for 80		600.00
Promotion			50.00
Liaison Student Employee	15.00/ hour	10w x 10 h	1500.00
Liaison travel costs RT Seattle	60	10	600.00
Faculty Assistant 2 student employee*	ENVS \$2.5K Request		Dept funds
Total project budget			10844.90
Additional funding source	Status	Amount	
See asterisks above	\$5k pending from ENVS	9000.00	
Total of all other funding sources			9000.00
Total requested funds from SEJF			10844.90

- a. 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? This must be communicated to the appropriate stakeholder.

WELS aims to pay their boat travel next year.

To be determined based on EE program redesign if we will repeat the campus visits parts. We may advance a different proposal for next year, or possibly continue elements of this.

Ongoing cost	Amount	Responsible Stakeholder	Signature

- b. Is there any additional information about the project that you would like to share?

Appendices have added, perhaps more easy to follow description of full program, and report / evaluation of this quarter's work.



**MEDIUM GRANT APPLICATION
PROPOSAL REVIEW PROCESS**

Please set an appointment with the SEJF Manager to review your drafted proposal. Once your project proposal is complete, it must be signed and delivered to the SEJF Manager, Johnathan Riopelle, at High Street Hall Room 22, and also emailed application to johnathan.riopelle@wwu.edu. You will not need to meet with Seth Vidaña, Director of Sustainability.

Completed medium grants applications are presented to the SEJF Committee for consideration. The SEJF Manager will provide you with dates and information for your presentation once your application is complete and submitted.

Johnathan Riopelle, Sustainability, Equity, & Justice Fund Manager, Western Washington University

High Street Hall Room 22

Available by appointment

Email: johnathan.riopelle@wwu.edu

Phone: (360) 650-4501

Signature: _____ **Date:** _____

This signature confirms that the application has been accepted for SEJF committee review; it does not indicate funding approval.

Seth Vidaña, Director of Sustainability, Western Washington University

High Street Hall Room 22

Phone: (360) 650-2491

Signature: _____ **Date:** _____

This signature confirms that the application has been accepted for SEJF committee review; it does not indicate funding approval.

Comments: