



Grant Application

The SEJF grant application is for all fund requests. Please fill out the application completely, creating and utilizing additional space as appropriate. Supplementary documents may be added in the appendix at the end of the document.

Each grant team is assigned a project coordinator; this individual will collaborate with the project team and provide feedback and insight on the application. For detailed application instructions, please refer to the *SEJF Grant Application Toolkit* or ask a program representative.

Submit your completed application by emailing a scanned version (including signatures) to [Johnathan Riopelle](mailto:Johnathan.Riopelle). Applications must be signed by your advisor, all members of the project team, and all stakeholders in order to be reviewed. Email: johnathan.riopelle@wwu.edu.

Application Level: Please determine the amount of funding you will require and check the appropriate box:

- Small Grant: Up to \$5,000. Applications of this size will be reviewed by the Communications Manager and the Sustainability Institute Director. Small grants may be approved, declined, or sent to the SEJF Committee for consideration.
 - Medium Grant: Between \$5,001 and \$35,000. Applications of this size will be reviewed by the Communications Manager and the Sustainability Institute Director for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant, receive your presentation, and approve or decline the funding request.
 - Large Grant: Over \$35,000. To request funding at the level, you must already have submitted and received approval of your grant abstract. Please attach your approved abstract to the end of this application. Applications of this size will be reviewed by the Communications Manager and the Sustainability Institute Director for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant, receive your presentation, and approve or decline the funding request.
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SECTION 1: Project Concept.

- a. Project Title:
The Cabo Verde Islands Education Abroad Project

b. Statement of Purpose (This is a one- to two-sentence synopsis of the project):

Students of African descent are part of a “global majority.” Yet, they often experience a void in seeing and learning about their cultural heritage, funds of knowledge, contributions and achievements within mainstream university curriculum and education abroad programming. In addition, they are not often exposed to the cultural practices of “Sankofa” (to reach back within the culture to help others along) and the “Nguzo Saba” Principles (Unity, Self-determination, Collective work & Responsibility, Cooperative Economics, Purpose, Creativity and Faith). These cultural practices help teach students cultural leadership and cultural sustainability, which is passed down from generation to generation. The project will ground the education experience in these principles and form a team of mainly African descent students selected from student organizations such as, the BSU (Black Student Union) and the ACC (African Caribbean Club) to carry on these legacies within their student clubs, affinity residencies, and cultural sustainability practices.

c. Describe your proposed project in detail:

Six – eight students will be selected to participate in the Cabo Verde Islands Education Abroad Project, which will take place Spring Break, March 18- March 28, 2022. This student group will become a cultural sustainability team, exploring one of “the gateways” to Africa and African descent cultural histories. They will return and share their findings in a series of Black History events to be scheduled on campus. The hope of the project is that returning students may apply for LDST or ESJ credit(s) for presenting and attending follow-up guest lecture(s) during spring quarter 2022.

Those selected will be required to attend 2 remote pre-travel/project orientations, and complete international travel requirements through the WWU Study Abroad Office prior to travel. Furthermore, participants will be required to read a series of scholarly articles about Cabo Verde and its connection to Africa, United States and the world at large.

There will be debriefing meetings in both Cabo Verde and WWU. Additionally, follow-up presentation planning meetings and 2022 presentation events will occur.

Three faculty/Cabo Verdean scholars will oversee and manage the project and student travel. The lead project director is Dr. Karen Dade, WWU professor; Dr. Carlos Almeida, UMass professor; and Dr. Olavo Cardoso, University of Cape Verde. Each have been involved with this project since its original inception. This project was approved by the WWU Office of Sustainability almost two years ago, but due to Covid-19 it was canceled. We are now attempting to try again.

d. Who is the intended audience?

Directly: African descent students selected from student organizations such as, the BSU (Black Student Union) and the ACC (African Caribbean Club), and the WWU Alma Clark Glass Affinity Residence Hall residence

Indirectly: WWU students, faculty and staff; WWU campus at large.

- e. How many students will be directly affected?

6-8 student representatives/travel abroad; approximately 100 African descent WWU students in special follow-up Black history events; with the potential to reach thousands of students enrolled at WWU, and beyond.

SECTION 2: Project Outcomes.

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

Students will enrich their cross cultural and leadership skills. They will assess the value of becoming global (global, local and national) leaders in today's world societies. They will have practical experiences in community environmental development, heighten awareness in historical and current social justice movements, appreciate the integral value of Pan-African studies, and experience professional development with local African descent Cabo Verdean scholars/leaders.

Furthermore, the expectation is that participating students will provide local social and environmental presentations for WWU spring 2022 events, under the leadership of their project team professor(s).

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

- 1. Create economic vitality:

The WWU Academic commitment component: *Western curricula and research support social, economic, and environmental sustainability through diverse perspectives* especially guides this proposal. The project will focus on culturally creative and sustainable leadership. Furthermore, it will have a university-wide impact. It will align efforts across curriculum. For example, it will outreach across campus to be inclusive of minoritized students, work with programs interested in collaboration, and with faculty interested in transforming curriculum to include the cultural sustainability goals at Western.

- 2. Promote human health:

Due to Covid-19 and anti-Blackness pandemics are African descent students, faculty and staff are experiencing high levels of anxiety and stress that are impacting their overall health and safety. Studies currently reveal affinity support grouping, projects, and returning to cultural traditions are helping to increase well-being for African descent populations.

- 3. Protect local and global ecology:

4. Uphold social equity:

c. SEJF projects must align with Western's Sustainable Action Plan (SAP). Please determine how it advances one or more of the ten SAP chapters. For information on the SAP, please refer to the Canvas site, the SEJF Toolkit, or ask your program coordinator. The ten SAP chapters are:

1. Built Environment
2. Campus & Community Engagement
3. Curriculum and Research
4. Dining Services
5. Grounds
6. Investments
7. Procurement
8. Student Life
9. Transportation
10. Waste

Primary chapter of alignment:

Student Life, Curriculum and Research and Campus & Community Engagement

Explanation:

As director of this project, my work in connecting the 3 pillars of SEE (Social, Economic and Environmental Sustainability) began before I came to WWU. As a long-time member of the WCCI (World Curriculum and Instruction Association; 2001-present) and the UNESCO ESD (Education Sustainability Development; 2012-present), I have had the opportunity to do this work with numerous colleagues and organizations around the world. Furthermore, as associate dean of Woodring College of Education (2012-2017), I created the Sustainability, Equity and Technology Committee, in which we created the WCE Sustainability White Papers and added these goals to our Strategic Plan Initiatives (2013-15). I also served on the initial Sustainability Advisory team, and contributed heavily while serving on the SAP Equity, Inclusion & Diversity team. I have been driven in my academic work to integrate sustainability concepts throughout the courses I teach at Western. Furthermore, I have used the Sustainability Action plan (2015-35), and the Western Sustainability Report (2017-18) to create goals and objectives for the LDST course and the Practica that I taught in 2020. One important objective is to increase student understanding regarding the pillars of SEE ...” if one pillar is weak then the whole system is unsustainable (SAP; 2015).

Reducing inequality is a global emphasis for this project. In particular, it will help to reduce anti-black sentiments often seen in college classrooms and events on campus and help to give deeper cross-cultural appreciation and cultural sustainability awareness university-wide.

In many ways, we will help to promote the following SAP goals to: “Uphold and increase sustainability on campus. Promote and deliver sustainability education across campus. Encourage student involvement in sustainability and environmental justice. Organize and host sustainability- and environmental justice-related events. Adopt a new sustainability-related pilot program every year.” (SAP, 2015).

- d. The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world. These goals address the full spectrum of sustainability. When we work locally to transform our community, we are in league with people around the globe striving to create a more just society. The UN’s seventeen SDGs are:
- | | |
|--|--|
| 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 | |

Please list and explain the three United Nations’ Sustainable Development Goals that your project primarily addresses.

1. **Good Health and Well-being**
2. **Quality Education**
3. **Reduced Inequality**

We will be dedicated to a number of the sustainable development United Nation goals such as, innovation, inequality, and partnerships. Furthermore, helping to improve education, health and well-being, and economic growth. For instance, motivating CV secondary students to become college bound in order to improve economic growth is welcomed in CV. Additionally, sanitation is often problematic due to the lack of recycle waste systems; sharing recycle activities within communities will be of interest. More health and wellness community programs need to be instituted, and inequality still exists between genders, color hues and socio-economic status. However, it is important for Cabo Verde citizens to make clear how the project can best serve Cabo Verdean communities.

- 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. A data collection plan is required for all project, and all data must be provided to the SEJF Program upon completion of the project.

Metric	Description	How and when will you collect it?
Daily Reflection Journals	Based upon assigned readings and the activities while abroad, student participants will be required to keep a daily reflection journal, which will include a rubric for sharing learning outcomes: 1. Critical Race Theory/Cross Cultural/Pan African	The journals will be collected upon return to the United States.

		Sustainability; 3. Field Experience “Take-aways” for Personal & Academic Growth	
Morning focus group discussions		Topics of cultural sustainability, CRT, Pan African appreciation, and field experiences will be discussed and analyzed	These discussions will be recorded and reviewed during spring quarter 2022.
Cultural Sustainability Field Experience		Student participants will be involved with community projects such as, local visual and performing arts, university-based sustainability efforts (recycling, community and secondary education, etc.)	Student Participants will create a cultural sustainability travel blog in present time.

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.

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. Should funds require transfer, this individual will have to provide a FAST Index and Activity Code to the SEJF Manager.

Program Coordinator: A member of the SEJF team will serve as the primary contact for the program and committee.

Name	Department/School Students provide major/minor	Position: Faculty/staff/student <i>Students provide expected graduation quarter/year</i>	Western email address	Signature to verify agreement
<i>Team Advisor:</i>	Dr. Karen Dade	Faculty, WWU	Karen.Dade@wwu.edu	
<i>Team Lead:</i>	Dr. Karen Dade	Faculty, WWU	Karen.Dade@wwu.edu	

<i>Team Member:</i>	Dr. Carlos Almeida	Faculty, Bristol Community College	Carlos.Almeida@bristolcc.edu	
<i>Team Member:</i>	Dr. Olavo Cardoso	Faculty/Chair, University of Cape	Olavo.cardoso@docente.unicv.edu.cv	
<i>Team Member:</i>				
<i>Financial Agent:</i>	Janna Cecka	Dept Manager, Secondary Ed.	Janna.cecka@wwu.edu	
For fund transfers				
<i>FAST Index:</i>				
<i>Activity Code:</i>				
Program Coordinator:	Johnathan Riopelle			

SECTION 4: Project Timeline.

- a. 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. Include all activities that will occur both before and after funding approval, Insert additional rows as necessary.

Action	Purpose	Initiation	Completion
Advertise program for students		6 Jan 22	
Select Students		20 Jan 22	
Confirm travel documentation		1 Feb 22	
Reserve rooms		2 Feb 22	
Finalize and purchase travel			
Fly to Cabo Verde		18 Mar 22	
<i>Cabo Verde activities</i>		19-26 Mar 22	
Fly to Bellingham		27 Mar 22	
Prepare event materials		4-29 April 22	
Event outreach		2-18 May 22	
<i>Campus Engagement Event</i>		19 May 22	
Final reporting on grant and event		3 June 22	

b. Where will the project be located?

The project incorporates two elements: first, the student immersive experience will take place in Cabo Verde, which will provide the students with a first-person understanding of cultural leadership and cultural sustainability; second, the series of black history events will take place on Western’s campus and available to all Western community members.

c. Planned project completion date:

The project will be completed at the close of the 2021-22 academic year.

d. Who will the project owner be upon completion? This individual, office, or department is a stakeholder—see next section.

Dr. Dade will retain all records from the project and share with the WWU Study Abroad Office, the Sustainability Engagement Institute, and other departments as she sees appropriate.

SECTION 5: 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.

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?

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Ryan Larsen	Director of Education Abroad	Travel approver	

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 6: Project Budget.

- f. 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.

Budget item	Cost per Item	Quantity	Cost
Airfare	3,000.00	10	30,000.00
Lodging	500.00	10	5,000.00
Food	500.00	10	5,000.00
Field Trip Costs/Excursions	3,000.00	3	3,000.00
Covid Testing (roundtrip)	200.00	10	2,000.00
Visa Fees	150.00	9	1,350.00
Total project budget			46,350
Additional funding source	Status	Amount	
Possibly: WWU Education Abroad and WWU AS	Unknown at this time		
For Faculty Supervising/Program Fees: 2,000.00 x 3		6,000.00	
Total of all other funding sources			
Total requested funds from SEJF			50,000.00

- g. 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.

Ongoing cost	Amount/year	Responsible Stakeholder	Signature
N/A			

SECTION 6: Appendices.

Provide any additional documents, references, or information here. For large grants, attach the approved abstract in its entirety at the end of this document. When possible, provide documents rather than URLs.



**GRANT APPLICATION
PROPOSAL REVIEW PROCESS**

Please set an appointment with Johnathan Riopelle, Communications Manager for the Sustainability Institute, to review your drafted proposal. Once your project proposal is complete, sign and deliver it via email to:

johnathan.riopelle@wwu.edu.

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

Johnathan Riopelle
Communications Manager, Sustainability Institute, Western Washington University

Signature: _____ **Date:** _____

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

Grace Wang
Director, Sustainability Institute, Western Washington University

Signature: _____ **Date:** _____

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

Comments: