



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.

SECTION 1: Project Concept.

- a. **Project Title:** Climate Leadership Certificate and Sustainability Pathways Capacity Development
- b. **Statement of Purpose (This is a one- to two-sentence synopsis of the project):**

The purpose of this project is to support inclusive access and success of undergraduate students seeking to develop important skills for working in the sustainability field through community-engaged professional practicum work opportunities. This project invests in the overlapping programmatic elements of the Climate Leadership Certificate and Sustainability Pathways programs that are most needed to support students in place-based cohort learning experiences that are action-driven and solutions oriented.

- c. **Describe your proposed project in detail:**

This proposed project continues the pilot of the [Climate Leadership Certificate program](#), which was funded by SEJF in spring of 2020, and bolsters the [Sustainability Pathways Program](#). While the initial certificate pilot has been successful, challenges associated with the pandemic have prevented external funding of the program in the ways we initially imagined.*

The summer practicum element of the certificate has significant overlap and synergies with the development of the Sustainability Pathways program, which also offers a practicum experience for Western undergraduate students. Last summer the Methow Valley-based Certificate students and the Pathways students lived, worked, and studied together for 10 weeks.

This proposed project would 1) continue funding for the Climate Leadership Certificate in order to support cohorts two through four (finishing in 2025), 2) support student positions within the Sustainability Pathways program, and 3) add alumni student mentor positions to support student and cohort health, strengthen program quality, and enhance career preparedness.

Statement of Need:

1. Students are graduating with climate change and sustainability knowledge but oftentimes lack the competencies to make the positive change they would like to make in the world. To tackle wicked problems, like climate change and other United Nations Sustainable Development Goals, certain skills and training are necessary.
2. To do community-engaged work appropriately, effectively, and equitably, it is important to have a base set of knowledge and skills. This training cannot be easily added into existing courses. As stated in the Strategic Plan, Western has a commitment to “prepare students to be successful and engaged members of society and will provide the tools to work in and across disciplines.”
3. Students have a desire to be part of a community, which has been hard for many students to find at Western, particularly during remote learning.
4. Many students are required to complete internships as part of their learning experience, but many internships available are unpaid, which is an equity issue.
5. As a global community, we have limited time to transform societies such that we are emitting far less carbon dioxide. We need individuals with all backgrounds working in communities, now, as part of this effort.

This project will advance the Climate Leadership Certificate and Sustainability Pathways programs in ways that address the above needs and build an empowered community of climate leaders. These programs will continue to serve 25 to 30 students/year in transformative ways, much of the certificate offerings will be open to students across campus, and students across departments and majors at Western are encouraged to apply for the Sustainability Pathways program.

The students who go through the full certificate will complete all components in a sequence, moving through as a cohesive cohort (with some exceptions if course schedules are restrictive). The components include:

1. an introductory sustainability course and associated basic leadership training,
2. a sustainability leadership course,
3. a weeklong field experience that serves as an orientation to place and community,
4. a summer practicum,
5. extended campus sustainability planning studio course, and
6. final presentation and celebration.

Of the above, numbers four and five are the key components of the Sustainability Pathways program, where students spend the summer building practical skills while immersed in partner organizations that represent dimensions of sustainability including environmental quality, public health, economic development, social justice and equity, and place-based learning. Reciprocity is practiced by program partners who are committed to student learning and mentorship and the skills, energy, and innovative ideas students bring to organizations and the community.

Sustainability Pathways is a fellowship program where undergraduate students merge academic learning with work experience to address the complex sustainability challenges of our time. Students apply a systems-thinking lens to a paid fellowship experience where students are placed with a local organization, school, agency, or business to advance place-based sustainability initiatives in the Methow and Okanogan Valleys in North-Central Washington. It is offered as a fellowship that includes the paid position and rental housing provided so the program is accessible to a wider range of students.

Throughout both the Climate Leadership certificate and Sustainability Pathways programs an emphasis is placed on peer-to-peer learning, project and community-based learning, and community development. This is seen in facilitation methods utilized by instructors as well as in community gatherings, and general course content/sequence.

The idea of combining leadership and climate change learning within a higher education setting is not new. Certificates and programs in climate change leadership, or leadership for sustainability, have emerged rapidly over the last 10 years as institutions and individuals work to support, train, and inspire leaders to address the complex issues surrounding climate change and sustainability. Certificates can be found at Southern Oregon University, Colorado Mountain College, the University of Michigan, Lackawanna College, and UCLA, just to name a few. This certificate is proposed in an effort to respond to this urgent need for climate change leaders.

*Within the original certificate proposal, we had imagined a fundraising strategy that included a combination of asking external organizations to fund the practicum positions, and cultivating WWU donors to support the program. With the challenges that external organizations have faced through the pandemic, and with the new nature of the program, we did not feel it was appropriate to ask our organizational partners to contribute to the practicum positions that were being planned fall 2021 for the summer of 2022. We believe that these asks can happen after summer of 2022, however, with some success starting in the summer of 2023. We did receive one donation (\$1,000) from a WWU donor, and plan to develop our donor outreach this academic year (2021-22). Many WWU fundraising efforts were focused in other areas during remote learning.

Sustainability Pathways has been able to secure a mix of funding sources for practicum positions, which demonstrates the potential in the proposed model. Of the 18 practicum positions being offered in the Methow Valley in 2022, 9 will be paid by the organizational partners, 3 will be funded by alumni philanthropy, and another 6 will require grant funded support for positions that offer exceptional work and learning experiences for students while serving key organizational partners doing essential sustainability and climate

justice work. Maintaining the ability to develop these partnerships with consistency while bringing capacity to their work will enable greater opportunities for students. Having SEJF support for these positions demonstrates a longer-term community-engaged investment from WWU via the Climate Leadership Certificate and Sustainability Pathways programs while centering student experience and success.

Timeline Overview

An example timeline for one cohort (both certificate and Sustainable Pathways) is listed, below. The certificate cohorts begin programming in the winter and finish 1.5 years later at the end of spring quarter.

Academic Year	Fall	Winter	Spring	Week Between Spring and Summer	Summer
AY 21-22	Application Period Deadline for Climate Leadership Certificate (CLC)	Sustainability Literacy I for CLC Application Period Deadline for Sustainability Pathways (SP)	Sustainability Leadership Course (LDST 416) for CLC	Place-based orientation	Practicum for both CLC & SP
			Monthly Forum for CLC Partner forums for SP		Monthly Forum for CLC Campus Sustainability Planning Studio (UEPP 471) for SP
AY 22-23	Campus Sustainability Planning Studio (UEPP 471) for CLC	Project-based Independent Study for CLC	Project-based Independent Study for CLC		
			Monthly Forum for CLC		
	Monthly Forum for CLC	Monthly Forum for CLC	Final project Presentation for CLC		

We are proposing that this grant funds four certificate practicum positions that were not covered in the first round of grant funding, and two additional full rounds of funding for 12 students/cohort to participate in the full Climate Leadership Certificate Program, which includes some practicum positions as part of the Sustainability Pathways Program in the Methow Valley.

Elements of the Certificate Program

Fall:

Application period: A call for student applicants will be widely distributed at the beginning of fall quarter. The cohort will be selected prior to winter course registration. This will allow students to plan for Sustainability Literacy (UEPP 116), Sustainability Leadership (LDST 416), place-based orientation, and summer employment.

Winter:

Sustainability Literacy Teaching Assistant (UEPP 116): Students will serve as teaching assistants for this introductory sustainability course. This course has utilized for-credit TAs in the past. Students receive four credits for serving as a TA, which is one more credit than students who are only enrolled in the course. Through this TA mechanism, students will get practice in facilitation, and they learn the sustainability content that might be new to them. As part of this TA position, we will also meet once/week to introduce leadership concepts, form community, and reflect on the TA experience.

Spring:

Sustainability Leadership Course (LDST 416: Spring – 3 credits). This course will be designed to serve as a primer for engaging in sustainability work on campus and in the broader community. The course will be open to all who have taken Leadership 101 (up to 20 students). Within the context of sustainability, the course will cover the following topics:

- a. organizational change,
- b. reflection,
- c. leadership styles,
- d. effective communication, and
- e. community engagement strategies.

This will be a discussion-based course that utilizes case studies and reading from the field of leadership for sustainability.

Between Spring and Summer Quarters:

Place-based Orientation: This will be a place-based field experience, with a focus on cohort community development, climate leadership skills, understanding place, community-engagement, and establishing a common language for community with each other. It will serve similarly to an alternative spring break trip. This course will be co-taught by Joshua Porter and Lindsey MacDonald. The course will be designed so that it is accessible for all abilities within the group.

Community Forum: Roughly once per month throughout the course of the program there will be a community forum. The forum will serve as an opportunity for the cohort to connect with each other, to problem-solve challenges encountered in projects and/or coursework, and to dig deeper into some of the key competencies for being climate leaders. While a portion of each of these gatherings will be reserved for cohort members, only, there will be portions of each gathering that are open to anyone who is interested in attending. The community partners who host students for their practicum experience (see below for details) will be invited to participate as presenters and panelists. The following folks might be interested:

1. student groups interested in change-making on campus,
2. students who are participating in Sustainable Communities Partnership projects as part of their coursework
3. students considering community-engaged research projects as part of independent studies, honors capstone projects, master's theses

The topics that might be covered as part of these gatherings include, but are not limited to:

- a. How to enter, work in, and exit a community
- b. Stakeholder engagement/coalition building
- c. Climate justice

- d. Systems thinking
- e. UN Sustainable Development Goals in action
- f. Reflection
- g. Leadership styles
- h. Navigating email and phone communications

Summer:

Summer Practicum: Students will apply what they have learned about sustainability, climate change, leadership, and community-engagement in a paid practicum experience (\$14.49/hour for 24 hours/week for 10 weeks). The practicum locations and work options will be developed for students based on existing relationships within Whatcom County and Methow Valley communities. The placements will be assigned when participants apply for the program. Around two dozen partner relationships have been cultivated over the last two years. To support greater access to the program, Sustainability Pathways is offered as a fellowship that also includes housing being coordinated and provided at no cost to students for the Methow Valley placements.

Fall Quarter 2:

Campus Sustainability Planning Studio Course: This 3-credit, project-based course allows students to continue building on their experience and knowledge to engage in campus-focused sustainability projects. These projects will have direct impact on Western's campus and will be a demonstration of student ability to apply good practices in climate leadership.

Winter/Spring 2:

Independent Study Projects: Students will have the opportunity to complete a campus or community-based leadership project. This project will integrate components learned throughout the cohort experience, and will culminate in a presentation and celebration open to all members of the community. This final event will be a learning opportunity for those who attend but will also celebrate the work of the cohort. The project might be inspired by one, or a number of, the following:

- a. follow-up work from either summer internships or campus sustainability planning studio projects,
- b. collaborative projects with community engagement fellows around the region,
- c. projects with Sustainable Communities Partnership,
- d. projects with a focus on the UN Sustainable Development Goals,
- e. projects advised by the Office of Sustainability, Methow Community Learning Lab, Salish Sea Institute, or Center for Community Learning, or
- f. projects undertaken as part of campus student groups.

Final Presentations: Students will present their final projects during spring quarter. The next cohort of students will attend the final presentations from cohort one to get a sense for the kinds of projects that they might pursue as part of their certificate. These presentations will also be open to the general public, and community partners will be encouraged to attend. They might occur in a Bellingham community location, or in a place like Miller Hall's collaborative space.

d. Who is the intended audience?

The Certificate program is designed for students who are studying disciplines all across campus, and who have two years left in their undergraduate degree. It is for individuals who are passionate about sustainability and community-engaged work but would benefit from leadership training and practice. Experience with sustainability and/or community engaged work is not a pre-requisite for participation. Selection of the cohort prioritizes including a diversity of majors, student backgrounds, and identities. There is an application process.

The Pathways program also seeks undergraduate students across disciplines, majors, and colleges, and is supporting avenues for participation from local Okanogan and Methow students, including some that are attending other

Universities but home for the summer. While the program is prioritizing upper-level students (mostly juniors), some exceptions are made for students that have had foundation group project and/or work experience. Sustainability Pathways is for individuals who are passionate about sustainability and community-engaged work that is cross-sector and applies systems thinking. Experience with sustainability and/or community engaged work is not a pre-requisite for participation. There is also an application process for this program during winter quarter.

e. How many students will be directly affected?

The cohorts will include 20 to 30 students per year into 2025. Multiple components of the certificate program will be accessible to all students across campus. Specifically, the introductory sustainability courses will continue to be open to anyone who wants to enroll, the sustainability leadership course will be open to anyone who has taken Leadership 101 (cap of 25 students/year), and the campus sustainability planning studio will continue to be open to any student who has taken the pre-requisite courses (cap of 48 students/year). Further, the climate leadership work that these cohorts of students work on has the potential to impact student clubs, campus sustainability operations for all students, and climate change initiatives within the broader community.

SECTION 2: Project Outcomes.

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

The goals are that:

1. the students who participate will learn key competencies for climate leadership (particularly in certificate),
2. the students will find a deep sense of community and connection to place while in the program,
3. that Western will continue improving the ways in which we do equity centered, community-engaged work, and
4. ultimately, that the students will be empowered as leaders for climate change work beyond their time here on campus.

The desired outcomes are that:

1. 36 unique students engage directly with the offerings of these programs per year.
2. Enrollment will increase in the Sustainability Minor and the Leadership Studies Minor.
3. At least 14 community partners will have a more positive perception of working with Western programs than when they started.
4. Former student participants will be able to attribute job success in part to their experience in this program.
5. Students who participate will report being more grounded, connected, and happy, as a result of participation.
6. Students who participate will report being more effective in their work with community partners.

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

1. Create economic vitality:

The climate change focused work that students will be engaged in in the broader community add economic resilience to organizations.

2. Promote human health:

The cohort setting has proven to be a place where students find connection and support networks for their well-being as they engage in the heavy (yet gratifying) work of climate justice. Further, students engage in practicum work that improves human health (e.g. air quality projects, access to healthy food projects).

3. Protect local and global ecology:

Students are active in protecting the environment as part of their practicum experiences. For example, they are working for carbon trusts, implementing sustainability action plans, growing food using sustainable methods, developing educational content for recycling systems, and doing energy audits, just to name a few. Further, these students will take what they have learned as part of the certificate and/or pathways program and apply to their work and community beyond college.

4. Uphold social equity:

Students are completing practicum experiences in organizational partners directly addressing social equity issues including food security, youth advocacy, supporting aging in place for elders, and energy efficiency for energy burdened lower income households. Sustainability Pathways is also providing access to educational opportunities in a rural context while identifying supports needed to enable participation from those furthest from opportunity.

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

a. Goal 2, Objective 2.4: "Establish sustainability-related interactive experiences, cooperatively designed and supported by WWU and community partners, to help build relationships among members of Western, and with the broader community by 2019."

3. Curriculum and Research

a. Goal 1, Objective 1.3: "Identify and promote opportunities for engaged learning in the area of sustainability by 2020."

4. Dining Services

5. Grounds

6. Investments

7. Procurement

8. Student Life:

a. Goal 1, Objective 1.1: "Increase participation in programs that connect students to sustainability in the local, regional, and global community beginning fall 2017."

b. Goal 2, Objective 2.3: "Improve sustainability literacy throughout co-curricular learning beginning in 2018."

9. Transportation

10. Waste

Primary chapter of alignment: Campus and Community Engagement

Explanation: See above for the best aligned objectives within the SAP. This program is improving sustainability literacy for Western students, connecting students with engaged learning (i.e., real world) experiences in sustainability, building strong partnerships with community organizations engaged in this work, and preparing students to engage in this work on campus and beyond their time at Western.

- 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. **Quality Education:** Target 4.7 "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development." Not only does this program provide students with knowledge and skills, but it also makes sustainability and climate change career paths more accessible (by paying students for summer practicum experiences).
2. **Sustainability Cities and Communities:** The practicum positions contribute directly to sustainability projects in cities and communities, working directly with entities such as City and Town governments, electric utilities, and public health institutions. These work and learning experiences contribute to students developing systems thinking skills that they hone through doing cross-sector sustainability work in community-contexts. These skills and talents will then be applied forward in new communities as the careers of students evolve.
3. **Climate Action:** The Climate Leadership Certificate is designed to equip students with the leadership skills necessary to deliver effective climate action. Course work, cohort forums, and practicum experiences in both the Certificate and Sustainability Pathways programs also engage students directly in work experiences that include climate action like working on the City of Bellingham Climate Action Plan and the Methow Valley Climate Action Plan, as well as numerous organizations working on energy efficiency, zero waste, and planning for climate resilience.

- 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?
Number of students in all associated courses, forums, and the cohorts	The numbers in each of these components of the program will be compared to past numbers, where relevant. This will help us understand how we are doing outreach to traditionally underrepresented communities. Western has a target of 30-35% students of color by 2024-2025. This program will aim to achieve that percent or higher.	This information will be tracked via an excel sheet as various activities occur.
Students will be asked to measure their impact and learning in their practicum experiences, and their independent studies	Students will be asked to reflect on their work within the context of the UN SDGs and WWU SAP.	An electronic end of program survey will be administered. For certificate students, this will be distributed the beginning of June of the spring quarter students complete the program. For the Pathways Program, it will be administered in August upon completion of the course and practicum experience.
Community partner experience	A survey will be administered that asks community partners to rate their level of satisfaction with the students who engaged with their organization as part of this program. This will be asked in comparison to past students they have worked with, when relevant. The survey will also attempt to assess immediate and anticipated longer-term impact of the work students completed. The survey will prompt reflections on creating more equitable communities, and reflections on connections to carbon reductions. The survey will also ask partners to share about how we can continue to do better in the future.	This survey will be administered in the fall, both for Certificate and Pathways organizations.
Alumni experience	A survey will be administered that includes career questions and perceived impact of the certificate.	For the certificate students, this will be administered 1 year post graduation, and then again 3 years out. Obtaining personal contact information for graduating students will be imperative to the success of this surveying work. A LinkedIn group has also been created as a mechanism for staying connected with certificate alumni. For the Pathways Program, this will be administered

		1 and 3 years after practicum participation. All surveying will be done electronically.
Mid-program evaluation	Student feedback and reflection will be built into the program, and adjustments will be made as a result of those evaluations.	This element will not be built into the Pathways program in a formal way due to the short nature of the program, but there will be many opportunities for feedback throughout. This element will be formally administered in the Certificate Program in the fall following the practicum experience.
Retention Rate	The number of students who start versus finish each program.	
Pre and post assessment	Certificate and Pathways students will be asked to complete a pre and post assessment that helps program administrators understand how knowledge, attitudes, and perspectives have evolved over the course of participation.	

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. Grace Wang	Sustainability Engagement Institute, College of the Environment	Director, Faculty	Wangg@wwu.edu	Grace Wang
<i>Team Lead:</i> Lindsey MacDonald	Sustainability Engagement	Associate Director, Faculty	Lindsey.macdonald@wwu.edu	Lindsey MacDonald
<i>Team Member:</i> Joshua Porter	Sustainability Pathways, College of the Environment	Research Associate, Faculty	Porterj7@wwu.edu	Joshua Porter
<i>Team Member:</i> Natalie Sacker	Business and Sustainability Major, Climate Leadership Certificate	Student, Spring 2022	Sackern@wwu.edu	Natalie Sacker
<i>Team Member:</i>				
<i>Financial Agent:</i> Linda Sterling	Sustainability Engagement Institute	Staff Office Coordinator	Linda.sterling@wwu.edu	
For fund transfers <i>FAST Index:</i> FSCLCP/23337/2177/094SUS/ <i>Activity Code:</i> CLCP02				
Program Coordinator:	Zinta Lucans			

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
<p>Open & promote Climate Leadership Certificate application process</p> <p>Includes: announcements in SEI Newsletter, Western Today, email distribution to student and staff / faculty listservs (some of this work is completed by SEI student staff member)</p>	<p>Recruit 12 qualified students for each cohort</p>	<p>October (annually 2021, 2022, 2023)</p>	<p>November (annually 2021, 2022, 2023)</p> <p>Completed for 2021</p>
<p>Open & promote Sustainability Pathways application process</p> <p>Includes: announcements in SEI Newsletter, Western Today, email distribution to student and staff / faculty listservs, poster printing, alumni class presentations, virtual informational open house with alumni, presenting at WWU job & internship fairs</p>	<p>Recruit 18 – 20 qualified students for each cohort representing a range of majors</p>	<p>February (annually 2022, 2023, 2024)</p>	<p>March (annually 2022, 2023, 2024)</p> <p>In progress for 2022</p>
<p>Community & alumni open house gathering in the Methow Valley</p>	<p>To maintain and build alumni, partner, and community engagement and participation in Sustainability Pathways and Climate Leadership Certificate programs</p>	<p>Initial alumni invitation March 2022, and promoted through spring</p>	<p>Scheduled for beginning of summer practicum each year.</p> <p>Scheduled for June 25, 2022</p>
<p>Student articles on experiences via SEI website, Western Today, local papers (including Methow Valley News)</p>	<p>Building public awareness about the programs, highlighting innovative projects accomplished via program partners and student talent</p>	<p>During summer practicum</p>	<p>Leading up to end of summer practicum each year</p> <p>August 26, 2022</p>

Network development and outreach	To broaden awareness of programs and engage regional and state-wide networks such as Educational Service Districts, Community Colleges, Apple STEM Network, Community Engagement Fellows, elected state representatives	Ongoing	In progress and will be ongoing

b. Where will the project be located?

The project will happen on Western’s Bellingham campus, in the broader Bellingham community (summer practicum), and in the Methow Valley (summer practicum).

c. Planned project completion date:

June 2025 is when the funded cohort of students will complete their certificate requirements.

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

Western’s Sustainability Engagement Institute

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
Karen Stout	Morse Leadership Institute, Director	Houses one of certificate requirements (Sustainability Leadership). Karen has approved creating a new permanent, "Sustainability Leadership" course, which will be cross listed with the sustainability minor.	
Sustainability Engagement Institute (Dr. Grace Wang)	Sustainability Engagement Institute	The administration of these programs require some staff time that has been approved by Dr. Grace Wang.	Grace Wang
Community organizational partners: City of Bellingham City Sprouts Farm Kulshan Carbon Trust		These community organizations have agreed to partner to host summer practicum students.	

Whatcom Peace and Justice Center			
York Community Farm			
Common Threads			
Sustainable Connections Methow Valley Recycles Classroom in Bloom			
Cascade Carnivore Project			
Clean Air Methow			
Foundation for Youth Resiliency and Engagement (FYRE)			
Lucky Shoe Farm			
Methow Valley Fire Lookouts			
Methow Trails			
Methow Valley Ranger District, Okanogan-Wenatchee National Forest			
Mid-Valley Hospital			
Okanogan County Electric Cooperative			
Resilient Methow			
Room One			
Shafer Historical Museum			
Methow at Home			
Town of Twisp			
Town of Winthrop			
TwispWorks			

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
Practicum Positions (12 students/cohort for cohort 3 and 4, 4 students for cohort 2 x \$14.49/hour x 240 hours)	\$3477.60	28	\$97,372.80 (\$13,910.4 for cohort 2, \$41,731.20 for cohort 3, \$41,731.20 for cohort 4)
Practicum rental housing for positions in Methow (6 students/cohort for cohort 3 and 4, 3 students for cohort 2). Rent = \$500/month for 10 weeks	\$1,250	15	\$18,750
Place-Based Orientation cost per student for cohort 3 and 4 (travel \$100, food \$200, lodging \$125, other materials \$25, instruction \$100, guest honorariums \$50, gear rental \$100)	\$700	24	\$16,800
Alumni Student Mentor (\$16.50/hour (less pay per hour, but to account for any benefits) x 32 hours/week x 11 weeks x 3 positions per cohort for cohorts 2, 3, and 4 (2 in Methow, 1 in Whatcom)	\$5,808	9	\$52,272
Practicum Housing in Methow for alumni positions (2 per cohort). Rent = \$500/month x 3 months.	\$1,500	6	\$9,000
Community Forum Food (\$100/forum x 16 per cohort for cohorts 3 and 4).	\$100	32	\$3,200
Total project budget			\$197,394.80 (\$117,739.60 for cohort 2/3, \$79,655.20 for cohort 4 – split into two payments – one spring 2022, one spring 2023)
Additional funding source			
	Status	Amount	
Sustainability Leadership course teaching contract	approved	Approximately \$4,155 annually into future	

Sustainability Literacy and Campus Sustainability Planning Studio teaching contracts (Campus)	approved	\$4,155 x 2
Staff administration of program Associate Director (.15 FTE estimate with benefits)	approved	\$114,000
Sustainability Engagement Institute funded student recruitment efforts	approved	
Campus Sustainability Planning Studio teaching contract (Methow)	approved	
Sustainability Pathways Fund via the Western Foundation established from local fundraising that supports program operations and emerging student housing infrastructure as well as funding for 3 practicum placements	approved	
Total of all other funding sources		Total: 142,330
Total requested funds from SEJF		\$197,394.80 (\$117,739.60 for cohort 2/3, \$79,655.20 for cohort 4 – split into two payments – one spring 2022, one spring 2023)

- 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
\$79,655.20 per cohort			Lindsey MacDonald

We are seeking funding for these ongoing costs using the following avenues:

1. Increased number of program partners covering student practicum costs each year (and increased partner coverage for housing in the Methow Valley)
2. Round 8 [Career Connect Washington](#) Program Development Grant through the Washington State Employment Security Department to support student practicum placements and alumni mentor positions
3. Outreach to WWU alumni community to help provide housing for Methow Valley-based positions
4. Local philanthropic contributions in the Methow Valley to support practicum positions, housing, and site infrastructure development for longer term student housing
5. We intend to collaborate with Western's Foundation to secure alumni donations and pursue Foundation grant funds.

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:



SEJF large grants requests are for projects that require funding over \$35,000. The large grant abstract is designed to introduce a project idea that requires significant funding to the SEJF Committee. Abstract approval is required before submitting a large grant application. For detailed abstract instructions and further information about the program, please refer to the SEJF *Grant Toolkit*.

Submit completed application by delivering a hard copy and emailing a scanned version (including signatures) to Sustainability Engagement Institute Communications Manager Johnathan Riopelle at High Street Hall Room 22. Email: johnathan.riopelle@wwu.edu.

SECTION 1: Project Concept.

- f. Project Title: Climate Leadership Certificate and Sustainability Pathways
- g. Describe your proposed project:

This proposed project continues the pilot of the [Climate Leadership Certificate program](#), which was funded by SEJF in spring of 2020, and bolsters the [Sustainability Pathways Program](#). While the initial certificate pilot has been successful, challenges associated with the pandemic have prevented external funding of the program in the ways we initially imagined. The summer practicum element of the certificate has significant overlap and synergies with the development of the Sustainability Pathways Program, which also offers a practicum experience and paired coursework for Western undergraduate students. Last summer the Methow-based Certificate students and the Pathways students lived, worked, and studies together. This proposed project would 1) continue funding for the Climate Leadership Certificate in order to support cohorts two through four (finishing in 2025), 2) support student positions within the Sustainability Pathways Program, and 3) add an alumni student mentor position to strengthen program quality and career preparedness.

Statement of Need:

1. Students are graduating with climate change and sustainability knowledge, but are oftentimes lacking the competencies to make the positive change they would like to make in the world. To tackle wicked problems, like climate change and other United Nations Sustainable Development Goals, certain skills and training are necessary.
2. To do community-engaged work appropriately, effectively, and equitably, it is important to have a base set of knowledge and skills. This training cannot be easily added into existing courses. As stated in the Strategic Plan, Western has a commitment to “prepare students to be successful and engaged members of society, and will provide the tools to work in and across disciplines.”

3. Students have a desire to be part of a community, which has been hard for many students to find at Western, particularly during remote learning.
4. Many students are required to complete internships as part of their learning experience, but many internships available are unpaid, which is an equity issue.
5. As a global community, we have limited time to transform societies such that we are emitting far less carbon dioxide. We need individuals with all backgrounds working out in communities, now, as part of this effort.

This project will advance the Climate Leadership Certificate and Sustainability Pathways programs in ways that address the above needs, and build an empowered community of climate leaders. These programs will continue to serve 20 to 30 students/year, but much of the certificate offerings will be open to students across campus, and any student at Western is encouraged to apply for the Sustainability Pathways Program. The students who go through the full certificate will complete all components in a sequence, moving through as a cohesive cohort. The components include:

1. an introductory sustainability course and associated basic leadership training,
2. a sustainability leadership course,
3. a weeklong field experience that serves as an orientation to place and community,
4. a summer practicum,
5. extended campus sustainability planning studio course, and
6. final presentation and celebration.

Of the above, numbers four and five are the key components of the Sustainability Pathways program.

Throughout both programs an emphasis is placed on peer-to-peer learning, project and community-based learning, and community development. This is seen in facilitation methods utilized by instructors as well as in community gatherings, and general course content/sequence.

The idea to combine leadership and climate change learning within a higher education setting is not new. Certificates and programs in climate change leadership, or leadership for sustainability, have emerged rapidly over the last few years as institutions and individuals work to support, train, and inspire leaders to address the complex issues surrounding climate change and sustainability. Certificates can be found at Southern Oregon University, Colorado Mountain College, the University of Michigan, Lackawanna College, and UCLA, just to name a few. This certificate is proposed in an effort to respond to this urgent need for climate change leaders.

h. Who is the intended audience?

The Certificate program is designed for students who are studying disciplines all across campus, and who have two years left in their undergraduate degree. It is for individuals who are passionate about sustainability and community-engaged work, but would benefit from leadership training and practice. Experience with sustainability and/or community engaged work is not a pre-requisite for participation. Selection of the cohort prioritizes including a diversity of majors, student backgrounds, and identities. There is an application process.

The Pathways program is open to undergraduate students from across the country, but is especially encouraged for Western students and students who grew up in the Okanagan Valley. While the program is best for upper-level students, some exceptions have been made. It is for individuals who are passionate about sustainability and community-engaged work, but would benefit from practice. Experience with sustainability and/or community engaged work is not a pre-requisite for participation. There is also an application process for this program.

The cohorts will include 20 to 30 students per year into 2025. Multiple components of the certificate program will be accessible to all students across campus. Specifically, the introductory sustainability courses will continue to be open to anyone who wants to enroll, the sustainability leadership course will be open to anyone who has taken Leadership 101 (cap of 25 students/year), and the campus sustainability planning studio will continue to be open to any student

who has taken the pre-requisite courses. Further, the climate leadership work that these cohorts of students works on has the potential to impact student clubs, campus sustainability operations for all students, and climate change initiatives within the broader community.

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

The goals are that:

5. the students who participate will learn key competencies for climate leadership (particularly in certificate),
6. the students will find a deep sense of community and connection to place while in the program,
7. that Western will continue improving the ways in which we do equity centered, community-engaged work, and
8. ultimately, that the students will be empowered as leaders for climate change work beyond their time here on campus.

The desired outcomes are that:

7. 100 unique students engage directly with the offerings of these programs per year.
8. Enrollment will increase in the Sustainability Minor and the Leadership Studies Minor.
9. At least eight community partners will have a more positive perception of working with Western programs than when they started.
10. Former student participants will be able to attribute job success in part to their experience in this program.
11. Students who participate will report being more grounded, connected, and happy, as a result of participation.
12. Students who participate will report being more effective in their work with community partners.

j. How will your project positively impact sustainability at Western?

This project will grow climate change leaders for the challenges of today, and tomorrow, both here on campus, and out in the broader world. We need more students who are empowered through experiences, and have the skills and confidence to fight climate change and build more sustainable communities. This program directly supports this need.

SECTION 3: Project Participants.

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

Team 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.

Team 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.

Name	Department/School Students provide major/minor	Position: Faculty/staff/student <i>Students provide expected graduation quarter/year</i>	Western email address
<i>Team Advisor:</i> Dr. Grace Wang	Sustainability Engagement Institute Director	Faculty	wangg@wwu.edu
<i>Team Lead:</i> Lindsey MacDonald	Sustainability Engagement Institute Associate Director	Faculty/Staff	Lindsey.macdonald@wwu.edu
<i>Team Member:</i> Joshua Porter	Sustainability Studies	Non-Tenure Track Faculty	Porterj7@wwu.edu

- c. Potential Project Stakeholders

Will your project potentially involve labor, include involvement, or require permission from organizations, departments, or individuals on campus or in the community? If so, these will be your stakeholders; please list them below. *Communication with stakeholders is not required for abstract approval.*

Stakeholder	Involvement in Project
Karen Stout, Director of Morse Leadership Institute	Houses one of the certificate requirements
Community partners (City of Bellingham, York Community Farm, Common Threads, Sustainable Connections, Methow Recycles, Classroom in Bloom, and more)	These community organizations have agreed to partner to host summer practicum students. In this role, the community partners supervise and coach student employees through their practicum experience.

SECTION 4: Project Budget.

- a. Provide a realistic budget estimate for the project, based upon research of all anticipated costs. Do not itemize estimated costs within the four categories.

Item	Cost
Materials	\$ 2,100
Labor/contracts	\$ 60,000
Promotion	\$ 300
Other (practicum stipends, student mentor positions)	\$ 170,000
Total budget estimate	\$ 232,400

- b. The SEJF program encourages the use of additional funding sources to create a collaboratively-funded project; include potential funding sources beyond the SEJF that you will seek.

Funding Source	Connection to project	Potential Funds
Sustainability Engagement Institute	Administrative home for Climate Leadership Certificate	Teaching contracts for included courses, staff time for associate director program management
Career Connect WA	Funded development of Sustainability Pathways Program in 2021 (\$137,860). There is potential for further funding.	Amount is TBD
Individual Donations	Donors have provided funding for practicum placements (\$14,000)	\$15,000
Organizational Partners	Practicum positions are paired with organizational partners	\$22,500

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



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 Sustainability Engagement Institute Communications Manager Johnathan Riopelle, at High Street Hall Room 22.

Your completed large grant abstract will be presented to the SEJF Committee for consideration. The SEJF Program Team will provide you with information on the committee's response and decision regarding your request.

Johnathan Riopelle, Sustainability Engagement Institute Communications 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.

Grace Wang, Director, Sustainability Engagement Institute, Western Washington University
High Street Hall Room 23

Signature: _____ **Date:** _____

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

Comments: