Grant Application
2022-2023

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

*Note: if you are requesting a large grant (over $35,000) you must first submit a Large Grant Abstract. Abstracts must be reviewed and approved by the Sustainability Engagement Institute Director and the SEJF Committee before a final application can be submitted. Ask a program representative for a copy of the Large Grant Abstract template.

Each grant team is assigned an SEJF project coordinator; this individual will collaborate with the project team and provide feedback and insight on the application. Teams are expected to meet on a weekly or bi-weekly basis with their SEJF project coordinator.

The research and writing components required for this application take, at minimum, a month to complete. Last-minute requests may not be accepted. For detailed application instructions, please refer to the *SEJF Grant Proposal Toolkit* or ask your project coordinator.

Submit your completed application by emailing a scanned version (including signatures) to the SEJF Grant Program Coordinator, Zinta Lucans. Applications must be signed by your advisor, all members of the project team, and all stakeholders in order for them to be reviewed. Email: lucansz@wwu.edu.

Application Level: Determine the amount of funding you will require and check or highlight the appropriate category:

X	Small Grant: Up to $5,000. Applications of this size will be reviewed by the Sustainability Engagement 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 Sustainability Engagement 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 Sustainability Engagement 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:** Bellingham History Tour Bike Ride during Bike Fest

b. **Statement of Purpose**:

The purpose is to create a student-focused history bike ride that provides often untold stories of Bellingham's early history while familiarizing students with biking from campus to downtown and back. Many of the students that participate in Transportation Services events are not daily bike commuters. This group ride will provide students the opportunity to bike in a large group to key destinations in Bellingham like downtown can help them feel more comfortable doing this on their own and can help them take the next step towards commuting regularly by bike. Additionally, the history tour will help connect students to Bellingham and better understand historical injustices of the region.

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

The tour, which will be available to Western students and staff with a maximum of 35 in the group, will start off at the Outdoor Center around 4 pm on Friday, September 29th, 2023. This tour will cover about 3 miles on bikes, and more than a mile on foot with relatively steep inclines. Students are expected to have basic biking skills, but those new to biking in cities are more than welcome to participate. Bikes will be provided to students who need a bike through the Outdoor Center's commuter bike rental program. In addition, bike techs will be available to service bikes for students who brought their own bike and might need some adjustments. This ride will be at the end of Bike Fest - a week of events meant to improve students' biking skills and confidence and will provide a great trial run for many to bike in a more complex environment off campus. The group will start at the Outdoor Center where all participants will be asked to sign liability waivers. We will then head from campus towards downtown, going down Billy Frank Jr. Blvd and then E. Holly Street. There will be a ride leader at the front and a caboose rider at the back. Both ride leaders will be staff members from Transportation Services. Both people will know the planned route and have basic first aid gear with them. All participants will be required to wear a helmet which can be provided by the Outdoor Center if they don't have their own. In the event of an emergency, Transportation Service staff members will call emergency services.

The group will eventually stop at Kulshan Trackside where everyone will lock their bikes and begin the history walking tour. This stop will give new riders the opportunity to learn proper locking technique. The group will be guided by Kolby LaBree, a local historian and tour guide who is one of the founders of the Good Time Girls local company. She has been guiding tours since 2012 and is a Western anthropology alumna. The tour will last about 2 hours covering a range of topics from environmental degradation to Bellingham's Historical Japan town. Several stops will be made along the way for students to learn about the history of each location. The tour will eventually make its way back to the story pole where the history tour will conclude, and students will get the opportunity to ask questions. Finally, the group will bike back up to campus on East Magnolia St. and Billy Frank Jr. Blvd. At the end of the ride participants will be given bike lights or bike tools from Transportation Services as well as information on how to rent bikes from the Outdoor Center or check out bikes from the Residence Hall short-term rental program (in development) to help them continue biking and the option to have Transportation Services help individual students get customized directions to bike to campus from where they live. The hope is that this tour will provide students with an enjoyable experience biking downtown, giving them a steppingstone towards regularly commuting by bike. Only a small portion of Western students, about 8%, bike for transport regularly. This tour will help in our larger effort to increase this number. Having this ride include a history tour is critical to making Western a sustainable community. Knowing local history can create a far greater sense of place, which can benefit wellbeing, helping to form a more sustainable community in the long run.

Preliminary History Tour Itinerary:

- Waypoint Park Acid Ball
    - Intro to Bellingham History
    - Indigenous land
    - Arrival of Colonizer-settlers and DLCs
    - Formation of settlements around bay

- Maritime Park near amphitheater
    - Waterfront fill, changing landscape
    - Old city hall history, jail
    - City dump, filling of the waterfront and environmental issues

- Salmon Woman Story Pole
    - Story of Salmon women and the pole
    - Indigenous use of creek
    - Story pole at courthouse commemorates 100th anniversary arrival of Roeder and Peabody in 1853
    - Potential Indigenous longhouse site

- Mills on Whatcom Creek
    - Site of Roeder/Peabody Mill, Colony Mill
    - Beginning of environmental degradation of creek

- Maritime Park below Dupont Street Bridge
    - U.S. Military arrival in the area
    - Recent controversy over bridge and Pickett's legacy as a confederate

- Pickett House (910 Bancroft Street)
    - James Tilton Pickett, half-Indigenous child of George Pickett
    - The complicated legacy of the site as a museum owned by the Daughters of the Pioneers

- Territorial Courthouse (1308 E Street)
    - Oldest brick building in Washington State
    - Fraser River Gold Rush

- Holly Street - Old Town
    - Red Light District
    - Japantown

- Back to Waypoint Park
    - Industrial waterfront history
    - Maritime heritage designation
    - Environmental cleanup and creek restoration
    - Conclusions

d. Who is the intended audience?

The primary audience is students, but faculty and staff will also be welcome. The ride will start at the Outdoor Center making it easily accessible to the vast majority of students. The goal is that students who don't have their own bikes will also be able to rent bikes from the Outdoor Center for no cost. This ride could also provide a great add on to the many history classes that cover the local history of Bellingham, for example: Melanie Bowers PLSC

Urban Politics and Policy class, who will be invited to come to the event, expanding educational opportunities for students.

e. How does this project directly impact the Western student community? How many students will be affected?

This ride would likely directly impact 15 to 35 students as that is generally around the number of students that come to bike events held at Western. These students would not only become more comfortable biking around the city as often we get new bikers coming to these events, but they would also get to learn about Bellingham's early history, and in particular the history of marginalized communities. It is likely that students would also share this information with friends and family further spreading the benefit of the project and attracting more students to future Transportation Services group rides and events.

SECTION 2: Project Goals and Outcomes.

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

1. Provide students with a safe and enjoyable space to practice city biking skills within a group.
2. Provide students with a new perspective on Bellingham history with a more tangible experience than can be provided on campus.
3. Give students the opportunity to meet others that bike to and from school.
4. Build student knowledge of services provided by Transportation Services and the Outdoor Center.

b. How will your project positively support the four pillars of sustainability at Western? *For information on the four pillars of sustainability, please refer to the Sustainability Engagement Institute's website (https://sustain.wwu.edu/our-mission), look through the SEJF Grant Proposal Toolkit, or ask your program coordinator.*

1. Create economic vitality: This project is not particularly focused on economic vitality, but it will be supporting a local business that is women-owned and operated which provides tours of Bellingham and the surrounding area that focus heavily on histories or marginalized groups. In the long run, the project could also get more people biking to and from school, reducing the need for use of fossil fuels and space for storing private vehicles; saving the school money.

2. Promote well-being: The project is meant to be the culmination of a series of events during Bike Fest to help students improve their biking skills, helping them to feel more comfortable riding on and off campus. The hope is that this ride along with other Bike Fest events leading up to it will help students become more comfortable biking around Bellingham, opt for a more sustainable mode of transportation to and from campus, and improve their health by getting exercise by commuting on bike.

3. Protect the environment: This project is part of the larger week-long Bike Fest program with the goal of getting more people riding to and around campus. Bike Fest will provide classes for students teaching safe riding around the city, and this ride will provide a great opportunity for students to practice the skills they just learned and/or familiarize themselves with how to go downtown via bike. The hope is that by getting more students riding bikes we can help lead the way in shifting away from use of Internal Combustion Engine Vehicles and towards the use of bikes and other forms of micromobility. This shift would reduce emissions, as well as the amount of space used by cars, reducing impermeable surface coverage and benefitting the environment in the long run. This history tour will also focus on environmental degradation with the opportunity to discuss what local government and individuals are doing to reverse negative impacts and restore the environment.

4. Uphold social justice: This history ride will have a focus on telling the story of those that have been marginalized in the history of Bellingham. Providing students with this information would give them a much better understanding of the true history of Bellingham. The grant would go towards paying the tour group, which is a local, women-owned and operated organization that focuses on telling under-told stories, providing tours to local schools and organization, helping to allow other to hear this history.

c. How will your project positively 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 Sustainability Engagement Institute's website (https://sustain.wwu.edu/sustainability-action-plan), look through the Grant Proposal 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: Campus and Community Engagement

Explanation: This event is heavily focused on student engagement. The aim is to create a fun space for students to improve their biking skills while providing them with the opportunity to learn about the history of the area surrounding Bellingham. The hope is that the ride will make them feel more comfortable biking off campus and engaging with Bellingham community as a whole.

Additional chapter(s) of alignment, if applicable: Transportation

Explanation: This ride will help students practice their biking skills, and gain confidence biking in a group and on city streets. One major barrier that many face in biking to and from campus is a fear of riding in traffic. Providing students with the opportunity to bike in traffic in a larger group helps them get past this hurdle. Students will also be provided with more information about services offered by Transportation Services and the Outdoor Center. The hope is that this will further expand their understanding of transportation options available to them as a student. Finally, students will be provided with lights or bike tools at the end of the ride, paid for by Transportation Services. These accessories will help make sure that students can fix their own bikes and can bike to and from school when the sun sets early in winter months.

d. How will your project address the UN Sustainable Development Goals (SDGs)? *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. Visit the UN's website for more detailed information:* https://sdgs.un.org/goals. *The UN's seventeen SDGs are:*

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth

9. Industry, Innovation and Infrastructure
10. Reduced Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace and Justice Strong Institutions
17. Partnerships to Achieve the Goal

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

1. Sustainable Cities and Communities: One major source of pollution in the PNW is transportation. Shifting away from cars and other high emission forms of transport will be necessary to meet climate goals set on the state and local level. While this project on its own will not do this, it will help provide students with the opportunity to bike downtown in traffic. The hope is that this ride, along with other skills-based classes provided throughout the week, could help students begin riding for leisure and commuting. Helping get even a few students to start commuting by bike would be a significant benefit to Western's campus.

2. Good Health and Well-being: Commuting by bike can lower risk of cancer and cardiovascular disease, and can make you 40% less likely to die over a five year period. Our project will help encourage ridership, helping to improve students' and staffs' health and wellbeing. This project will be part of the larger Bike Fest event as has been described above. The hope is that this ride will help students use the biking skills they have learned throughout the week in a more complex and fun experience. The week will include intro to biking, and confident city cycling classes. This ride will hopefully allow students to take the next step towards biking on their own.

3. Quality Education: This bike ride will include a tour of Bellingham's early history. Many of Western's classes cover early Bellingham history, but do not provide a tangible experience with the in-class education. Place-based education provides a much more complete sense of the history and allows students who struggle to engage in a classroom environment to gain more from their education. The tour will also be available to faculty and staff, helping them to engage in life-long learning.

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 projects, 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 Attendance	For these events one of the best metrics for success is the number of students participating in the event, as this gives a good sense of the number of people positively impacted by the project.	We will be collecting liability and media release forms from all the riders at the beginning of the event and will do a head count as well.
Student feedback	Students will be given the opportunity to complete a feedback form with questions about the ride and possible future events, as well as their cycling habits	All Students who attend the event will have a questionnaire sent to their accounts prior to the end of the ride and will be asked to fill it out at the end of the ride.
6-month check-in	Students who attend the ride will be sent a follow-up questionnaire 6 months after the ride to see if it had an impact on their cycling habits.	All students who signup through win will be sent an email with a questionnaire sent through Microsoft forms. Those who don't reply will be sent a follow-up email the week after.

SECTION 3: Project Participants.

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

Project Advisor (Faculty or Staff) Student proposals must include a staff or faculty advisor. The role of the advisor is to assist and guide 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 someone with 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.

SEJF Project 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;** ***Students provide expected graduation quarter/year***	**Western email address**	**Signature to verify agreement**
Team Advisor: Andrea Reiter	Transportation Services	Staff: Commute Options Program Manager	reitera@wwu.edu	Andrea Reiter
Team Lead: Malcolm Duncan-Graves	Urban Sustainability, Disaster Risk Reduction, Environmental Policy	Student: Spring 2024	atc@wwu.edu	Malcolm F. Duncan-Graves
Financial Agent: *Andrea Reiter*	Transportation Services	Staff: Commute Options Program Manager	reitera@wwu.edu	Andrea Reiter
For fund transfers *FAST Index:* *Activity Code:*	FAST Index: FSSTR			
SEJF Project Coordinator (SEJF staff member):	Zinta Lucans			

SECTION 4: Project Timeline.

a. **Describe how your project will progress, both before and after the approval of your proposal. Outline all tasks that are required to complete the project, including all the means in which you will promote the project on campus, in the table below. Insert additional rows as necessary.**

Action	Purpose	Initiation	Completion
Organize tour	Organize timing and route of tour	06/22/2023	09/22/2023
Promote Bike Fest/History Ride	Use posters, tabling, and other means of promoting this event	09/15/2023	09/29/2023
Bike Fest	Part of larger event schedule	09/25/2023	09/29/2023
History ride	The history ride itself	09/29/2023	09/29/2023
Pay Kolby LaBree	Paying for the history tour itself	10/01/2023	10/30/2023

b. **When is the planned project completion date?**
The project will be completed in the afternoon of September 29th, 2023.

c. **When will final metrics and a final report be submitted to the SEJF Program?** *This should be completed no later than one month after the project completion date.*
The final metrics will be turned in by October 17th to give students two weeks to complete the feedback form we will send out.

SECTION 5: Project Stakeholders.

a. **Does your project involve labor/participation or require permission from organizations, departments, or individuals on campus? Who will be impacted if this proposal is implemented? All stakeholders must provide a signature of approval for this project.** *Please refer to the SEJF Grant Proposal Toolkit for more detailed information.*

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Malcolm Duncan-Graves	Transportation Service/ Active Transport Coordinator	Project Lead	Malcolm F. Duncan-Graves
Andrea Reiter	Transportation Services/Commute Options Program Manager	Project Advisor	Andrea Reiter
Stephen Magnuson & Ben Crandall	Outdoor Center	Coordinate bike rental availability and bike technician to service bikes	Stephen Magnuson

b. **Who will be the project owner upon completion of the project? Which individual/office/department will take over the project? This owner should also be listed as a stakeholder.**

There is no need to have an owner after completion as it is a one-day event, but Malcolm Duncan-Graves from Transportation Services will be responsible for reporting back to the Sustainability, Equity, and Justice Fund once

the event is completed.

c. Does your project propose a temporary or permanent facility or property modification?

No, there will be no facility or property modifications associated with this project.

SECTION 6: Project Budget.

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
Tour Cost for students and staff (money going to Good Time Girls history tours)	$20	35	$700.00
Bike Rentals for students without bikes from the Outdoor Center	$4.50	10	$45.00
Bike Tech to service student bikes	$2	15	$30.00
		Total project budget	$775.00

Additional funding source(s)	Status	Amount
ATF Funds (for Bike tools and Lights)	Approved	~$1000
	Total of all other funding sources	~$1000
	Total requested funds from SEJF	**$775.00**

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	N/A	N/A	N/A

SECTION 7: 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.