



Grant Application 2023-2024

This 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. For questions about the application, reference the SEJF Grant Proposal Toolkit or ask a program representative.

Submit your completed application (including signatures) by emailing it 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.

	Small Grant: Up to \$5,000. Applications of this size will be reviewed by the Director of the Sustainability Engagement Institute. Small grant applications may be approved, declined, or sent to the SEJF Committee for consideration.
X	Medium Grant: Between \$5,001 and \$35,000. Applications of this size will be reviewed by the Director of the Sustainability Engagement Institute for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant application, receive your presentation, and approve or decline the funding request.
	Large Grant: Over \$35,000. To request funding at this level, you must first complete an SEJF Committee feedback session – please ask an SEJF representative for more information regarding this process or refer to the SEJF Grant Proposal Toolkit. Applications of this size will be reviewed by the Director of the Sustainability Engagement Institute for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant application, receive your presentation, and approve or decline the funding request.

SECTION 1: Project Concept.

- a. **Project Title:** La Bienvenida: A mentorship program for Latine/Hispanic Western students that will work to create a network of support with social and academic connections.
- b. **Statement of Purpose:**

For the last two years our team of students and now graduated alumni of both Latine and other cultural heritages have created and helped carry on this project from its inception with a single goal in mind: student success through warmth in community. We believe students are more likely to continue in their studies when they have access to the resources that they need and a wide network of support behind them; this mentorship program will provide students connections to related projects and to their community. La Bienvenida will offer Spanish-speaking students broad support and help them to thrive at Western, supporting the university's efforts to recruit and retain an ever-more diverse and culturally rich student body.

- c. **Project description:**

Describe your proposed project in detail, including a description of costs associated with the project.

Over 100 Western students each year, for the past five years, have indicated in their admissions materials that Spanish is the language they speak at home, yet, as of now, there is not a general established mentorship program for these students or many ways for their families to become connected to campus. For context data from Western's admission retention information shows that for Latine students the first-year retention rate is only 70%, and this drops down to a depressing 56% in the second year as opposed to 81% and 65% for their white peers in the same metric. We want to change these metrics, and we can have a real impact here and would be able to measure and track this change. We want to see this number reach 80% for the first year and 75% for the second year. These goals also align with recent attempts parts of the school are making like the College of Business and Economics (CBE) with their goals in raising BIPOC admission and retention.

As WWU alumna Silvia Leijas Rosa explains in her Honors Capstone, mentorship can be a powerful tool for combating systemic inequities and equipping students with knowledge and social capital:

"Studies show that first-generation students of color are less likely to be mentored than their white peers in the same programs and fields (Johnson, 2015; Thomas et al., 2007). Mentors can serve not just as role models for incoming students, but they can provide connections to resources outside of the program like faculty and student services offered by the school which can then provide cultural and social capital, especially in areas where women and other marginalized communities are underrepresented (Whittaker & Montgomery, 2014). The 2018 Gallup Alumni Survey found that "college graduates are almost two times more likely to be engaged at work if they had a mentor who encouraged them to pursue their goals and dreams" (Gallup, 2018)" (Leijas Rosa, "Honors Peer Mentorship: A Guide to Sustaining Community in the Institution").

The program Leijas Rosa established in 2021 continues to serve students in the Western's Honors Program, but if a Latine student arrives at Western and doesn't intend to pursue the Honors minor, they don't have access to this resource. La Bienvenida would allow such a student to tap into those crucial benefits of knowledge, support, and connections to their campus and community. This project was first developed based on the La Bienvenida event at Washington State University (WSU) that is specifically a welcome event in Spanish for students and their families to get to know the campus, learn about financial aid and other resources, and connect with Spanish-speaking faculty. Their program was successful (one of our team members Adriana benefitted from this experience), and the feedback they got is it has made the transition into college easier for these students and their families.

A welcome event is important as a way to set the tone and let people get to know the university and make connections. We have adjusted our project because we have been in conversation with the Latine Affinity Housing group who is planning a welcome event for their housing residents, so we will be collaborating with them on that project which has no bearing on this initiative and the budget we're proposing. Our goal is to make the support and community that is present at their welcome event a consistent experience for all these Latine/Hispanic Western students whether or not they are involved in the affinity housing or honors program through a mentorship program open to all. Providing

Latine/Hispanic students with a culturally and linguistically inclusive welcome event paired with an ongoing support program that prepares them to succeed academically, allows them to connect with faculty and fellow students, get familiar with the campus and its services, and to build community on Western's campus. This program will create a network of connections between students, their peer mentors, faculty, clubs, and families.

The family connection is important for the ongoing success of this project. A student's experience at college can be really influenced by their family's connection to the campus and understanding of how to support their student, especially if they are a first-gen students. These family connections will be initiated through coordination with Housing's welcome events, and then sustained through quarterly events planned by our employees where families are welcome, and a small bilingual newsletter with resources and stories about what's been going on campus.

Once selected, mentors will help to develop the program and determine the specifics of their commitments throughout the academic year. We have allocated paid hours prior to the welcome event so that hired mentors/leads can brainstorm a program structure that feels sustainable for them to maintain throughout the year and which they feel will provide the maximum benefit to their mentees. We would be looking to hire 8-12 mentors and anywhere from 12-20 students to be mentored to kick off the initiative. Many of which are known colleagues of ours interested in an initiative like this. We want to emphasize that this is for a campus wide impact. We aim to cultivate warmth and academic community for the student body in all departments, while giving students and student mentors skills they will use in their post college careers and the rest of their lives. We will be giving these student employees the Honors SOC successful mentorship program as a template. We expect these conversations to cover topics such as: how often to meet with mentees and what form/structure those meetings will have, what informational trainings mentors would like to have throughout the year in order to be able to share about specific resources with their mentees, how and how often they would like to check in with the project-lead about how the mentorship is going.

The grant funding we are requesting from SEJF will go towards compensating these students for their work as mentors, guides and co-creators of this developing program. We hope that these positions will empower students to offer the support to their peers that they would have wanted to receive upon entering Western. Because it is important to us that this program for Latine/Hispanic students be informed by the needs, interests, and ideas of the Latine/Hispanic community, we will be preferentially seeking event leads/mentors who have shared experiences and cultural/linguistic backgrounds with the students participating in La Bienvenida. We expect that many of the folks we will be hiring will already be working to support the Latine/Hispanic community on campus in groups like Blue Group and LSU, while others may be similarly passionate about this work but unable to participate in these organizations because of limited time/financial constraints. We want to make sure that the mentor/program-lead roles associated with La Bienvenida fairly compensate students so that all who are passionate about this work can afford to get involved. To that end, we are budgeting in this grant proposal for hourly wages with student employees started at pay level 2 and moving up to pay level 3 as they continue to work with us.

d. Goals:

It is our goal that La Bienvenida promote inclusivity and student success by providing incoming Spanish-speaking students and their families with information about campus resources and institutions, while fostering ongoing connections between these incoming students and their peers and faculty. This combination of initial family involvement and ongoing, structured academic and personal support will promote student success and retention.

e. Student impact:

How does this project directly impact the Western student community?

- a. The heart of this project is direct connections between students that we hope will lead to higher retention, more student and family engagement, and more utilization of campus resources. Professional development in both students and student mentors, life and career skills. The ability to cultivate and foster academic success and cultural community and pride. Emotional security and confidence in our community.

We want to mention on campus student involved organizations that express excitement, gratitude, and interest in seeing this initiative flourish: The ESC, OCE, The Honors Committee, LSU, LMHE, MBSA, BBMSC and so much more

f. Education and outreach plan:

How do you plan on promoting your project on campus? How will the Western community learn about your efforts? Is there an educational component to your project?

- a. We are in conversation with the Latine Affinity Housing group and will be promoting our project alongside their events. We will also give our information to Admissions so that they could provide information during Spanish Language tours. Since mentors will be student employees, we will list this job with the student employment office. The educational component will be in forging connections between students and faculty in different departments. This will help students feel they have a network of support and feel more confident in pursuing their degree and reaching out to their professors for academic advice.
- b. Including family members in this project will provide connection to the campus for the communities they are a part of, whether they live locally or further away.
- c. This is also an exciting and enriching opportunity for our student mentors. Through facilitating connections between incoming students and their campus community they will become more connected and confident in their resources. They will feel empowered to create a project that works for them and their community.

g. Metrics:

How will the impact of this project be measured? What are quantitative and/or qualitative metrics that can be tracked?

- a. *Metric* : Family and Student Awareness of WWU resources and processes
 - i. *Description*:
 1. These surveys will include an information awareness section in which we ask families and their students to rate how aware they are of different facets of the WWU campus or how comfortable they would be engaging in various WWU processes, such as applying for a scholarship or speaking to an academic counselor. This will help us judge how well we accomplished our goals of disseminating useful information about Western.
 - ii. *How and when will you collect it?*
 1. We will distribute surveys at the beginning and end of the year by email to the people that we have listed as participants
- b. *Metric*: Mentorship Feedback interviews with mentors and survey responses from mentees
 - i. *Description*:
 1. We plan to emulate the Honors peer mentorship program's end-of-year self-evaluation process to receive feedback from both mentors and mentees about the success and shortcomings of the program.
 - ii. *How and when will you collect it?*
 1. We will be open to ongoing feedback throughout the year but will also specifically make time at the end of each quarter for our mentors to reflect on how the quarter went and at the end of the year will request feedback from the mentees about their experience (via an anonymous survey)
- c. *Metric*: Retention and student engagement
 - i. *Description*
 1. One of the long-term goals of this project is to improve the retention of Latine/Hispanic students and promote student engagement.
 - ii. *How and when will you collect it?*
 1. To track retention, we will continue to connect with the Latine Student Retention Specialist Rodrigo Gonzalez-Juarez and check in with him each quarter to discuss any trends that he is noticing.
 2. Student engagement can be a more nebulous thing to track, but we are planning on requesting information about club membership in the clubs that we partner with (such as LSU and LMHE) and surveying our participants about what kinds of activities/groups they are engaging in.
- d. *Metric*: Success of collaboration with organizational partners
 - i. *Description*
 1. By design this project is in collaboration with many groups and we want to make sure that that collaboration is successful.
 - ii. *How and when will you collect it?*

1. At the end of the next school year, we will solicit feedback from our organizational partners such as student clubs, Latine affinity housing, and more.

h. Lasting impact & Ownership:

What is the longevity of this project? How will it impact sustainability, in the long-term, on campus? Which individual, office, or department is taking ownership of this project? Identify the post-SEJF-funding plan.

- a. We are hoping to get funding to continue this project past our funding from SEJF. This may happen through the other projects/departments that we are collaborating with. We will also write in paid hours for someone on staff to do the work of researching and applying for extra funding from grants or potentially requesting state funding all while the project is running.
- b. We will also be collaborating with AS Clubs that serve the Hispanic/Latine community on campus such as LSU, Blue Group and LMHE. We will be discussing with them the potential use of club grants and AS Club funds to help with any community events that we plan in conjunction with these clubs.

SECTION 2: Sustainability Impact.

a. How will your project positively support at least one of the four pillars of sustainability at Western?

1. Create economic vitality; 2. Promote well-being; 3. Protect the environment; 4. Uphold social justice.

Pillar 2 – Promote well-being:

La Bienvenida project will promote well-being through the educational, emotional, and cultural development and cultivation of Latine students through mentorship and guidance. Having the support of a network of community members including peers and adults that students can see themselves in is important to their self-confidence as well as their mental health and collegiate success.

Pillar 4 – Uphold Social Justice:

La Bienvenida Project will uphold social justice by creating a platform and community to empower and inspire underrepresented voices. The retention data for Latine students at Western is not positive; access to a support system during your education is important for students to feel they can continue learning and growing. Latine students deserve to feel represented and seen at our school. For Latine students by Latine students.

b. How will your project positively align with Western’s Sustainability 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 (sustain.wvu.edu) or ask a program representative. The ten SAP chapters are:

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

Primary chapter of alignment: Campus and Community Engagement

Explanation: In order for a student to be able to fully engage with their campus community they need to be given equitable access. The continuing mentorship aspect of La Bienvenida aims to address larger systemic inequalities that persist within higher education and at Western specifically. We will connect with already existing mentorship programs, clubs, faculty, and other campus resources to create a touchstone for Spanish-speaking students entering the university.

Additional chapter(s) of alignment and explanation, if applicable: Student Life

Explanation: Having mentor/mentee connections will also lead to a network of connections with other clubs, faculty, and the larger Bellingham community. This is important for a student's academic and social success. There is so much joy that can be found in these community building projects, and our hope is to make student's transition to college more exciting and supported.






SECTION 3: Project Participants.

Project Advisor (Faculty or Staff) Student proposals must include a staff or faculty advisor. The role of the advisor is to assist the team during the development, implementation, and post-implementation stages of the proposal process.

Project Lead: There must be a 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 Program Coordinator. Financial agents must be permanent staff and/or faculty members on campus, and cannot be student employees.

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

Role	Name	Department/School: <i>Students provide major/minor and expected graduation quarter/year</i>		Position: <i>Faculty/ staff/ student</i>	Western email address	Signature to verify agreement
<i>Team Advisor</i>	<i>Kirsten Drickey</i>	Modern and Classical Languages	Faculty	drickek@wwu.edu		
Team Lead	<i>Kevin Garcia</i>	Business Admin/AECI Spring 2025	Student	garci31@wwu.edu		
Team Member	<i>Elinor Hendricks</i>	Creative Writing, Spanish	Student	hendrie8@wwu.edu		
Team Member	<i>Adriana Hernandez</i>	Spanish/LA Studies Graduated Spring 2023	Alumni Student	Hernan45@wwu.edu		
<i>Financial Agent</i>	<i>Kirsten Drickey and Andrew Blick (OCE)</i>		Faculty (MCL); Director of Programs, Planning (OCE)	drickek@wwu.edu Andrew.Blick@wwu.edu		
SEJF Project Coordinator	<i>Meli Bernal</i>	SEJF Student Ambassador				

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.


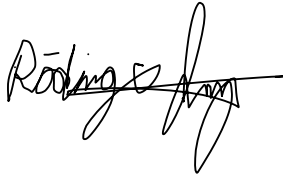

Task	Timeframe	Estimated Completion Date
Recruiting and outreach	Spring, Summer 2024	Beginning of Fall 2024
Begin mentor training	Fall 2024	End of Fall 2024
Mentor training check-ins	Quarterly	End of scholastic year (2025)

- b. When is the planned project completion date?

We will use this funding through the next two years and then look for other forms of funding.

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. *Note: Only stakeholders internal to WWU must be listed.*

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Lucas Senger	CBE, Professor, Black and Brown Male Success Collective Advisor	Support in project awareness	
Rodrigo Gonzalez-Juarez	ESC, Latine Student Retention Specialist	Data and Event Coordinator	
Kirsten Drickey	ELP Director Advisor and Supervisor		
Teri Hall	CBE, Student Success Mentor Specialist	Support in project awareness	Teri Hall (electronic signature)

- b. **Does your project propose a temporary or permanent facility or property modification?** If so, is a Project Owner Form attached to the appendix of this application? Please ask a program representative for this form.
 - a. N/A

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.

Year One (Fiscal Year 2024):

Budget Item	Cost per Item	Quantity	Total Cost
Mentor Training Hours	\$18/hr	120 hours (10 hours of training x 12 mentors)	\$2,160.00
Materials creation work hours	\$18/hr	40 hours	\$720.00
Outreach work hours	\$18/hr	20 hours	\$360.00
Continuing mentor hours	\$18/hr	648 hours (approximately 6 hours per month for 12 mentors x 9 academic months)	\$11,664.00
Program lead hours (in charge of coordinating mentor check-in meetings, following-up on any issues or questions brought up by my mentors throughout the year, coordinating informational meetings for the mentors and community building events for the mentees, preparing the mentee feedback surveys and conducting the mentor feedback interviews)	\$20/hr	90 hours (approximately 10 hours per month x 9 academic months)	\$1,800.00
Total Budget for Year One (FY2024)		\$16,704.00	

Year Two (Fiscal Year 2025):

Budget Item	Cost per Item	Quantity	Total Cost
Mentor Training Hours	\$18/hr	120 hours (10 hours of training x 12 mentors)	\$2,160.00
Materials creation work hours	\$18/hr	20 hours	\$360.00
Outreach work hours	\$18/hr	20 hours	\$360.00
Continuing mentor hours	\$18/hr	648 hours (approximately 6 hours per month for 12 mentors x 9 academic months)	\$11,664.00

Program lead hours (in charge of coordinating mentor check-in meetings, following-up on any issues or questions brought up by my mentors throughout the year, coordinating informational meetings for the mentors and community building events for the mentees, preparing the mentee feedback surveys and conducting the mentor feedback interviews)	\$20/hr	90 hours (approximately 10 hours per month x 9 academic months)	\$1,800.00
Total Budget for Year Two (FY2025)		\$16,344.00	

Total funding amount requested from SEJF	\$33,048.00 (\$16,704.00 for FY24 and \$16,344.00 for FY25)
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The SEJF program encourages the identification of additional funding sources to augment SEJF funds, though it is not required. List pending, approved, and denied applications for funding from other sources, along with amounts requested from those sources.

Additional funding source(s), if applicable	Status	Amount
Total of all other funding sources		\$

Total funding amount requested from SEJF	\$33,048.00 (\$16,704.00 for FY24 and \$16,344.00 for FY25)
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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

SECTION 7: Appendices.

Provide any additional documents, references, or information here.