

Sustainability, Equity, & Justice Fund

SEJF Grant Application

2024-2025 Academic Year

This SEJF grant application is for all fund requests, regardless of grant size. Please fill out the application completely, utilizing additional space as appropriate. Supplemental 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 Manager, Zinta Lucans. Applications must be signed by your advisor, all project team members, and stakeholders, for them to be reviewed. Email: lucansz@wwu.edu.

During the 2024-2025 academic year, only grant requests between \$500.00-\$35,000.00 will be accepted. Applications will be reviewed by the Associate 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.

Project title	Disabled Peer Mentorship Program
Funding amount requested	\$35,000 for 2 years (winter 2025 – summer 2026) <i>\$15,000 for year 1 (winter 2025 – summer 2025)</i> <i>\$20,000 for year 2 (fall 2025 – summer 2026)</i>
Deadline you are submitting for (Fall, Winter, Spring)	Fall 2024 Deadline: November 1 at 11:59 PM

SEJF program representative signature (all project teams must work with an SEJF representative prior to submitting the application)	Zinta Lucans, SEJF Grant Program Manager
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**The grant application format has been slightly altered for accessibility. All sections have headings in the Microsoft Word document, the font has been increased, and images have Alt Text to ensure greater accessibility for Blind and Low Vision readers and to ensure that it is accessible for screen readers. If you need materials or this document in an alternative accessible form, please contact Axel Cichocki at Axel.Cichocki@wwu.edu.*

SECTION 1: Project Concept.

Statement of Purpose:

Summarize your project idea, including a problem statement, in 1-2 sentences.

The Disabled Peer Mentorship Program through the Disability Outreach Center (DOC) will provide first year, transfer, and recently self-identified* or newly disabled, chronically ill, neurodivergent, Blind and low vision, d/Deaf, DeafBlind, and Hard of Hearing students at Western Washington University (WWU) with individual mentorship from upper-level disabled, chronically ill, neurodivergent, Blind and low vision, d/Deaf, DeafBlind, and Hard of Hearing peers to increase the retention, success, and wellness of mentees and develop mentors as leaders.

Project Description:

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

Disabled Peer Mentorship Program

The Disabled Peer Mentorship Program through the Disability Outreach Center (DOC) will provide first year, transfer, and recently self-identified* or newly disabled, chronically ill, neurodivergent, Blind and low vision, d/Deaf, DeafBlind, and Hard of Hearing students at Western Washington University (WWU) with individual mentorship from upper-level disabled, chronically ill, neurodivergent, Blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing peers to increase the retention, success, and wellness of mentees and develop mentors as leaders.

**‘Recently self-identified’ meaning an individual has recently come to understand oneself as being disabled, chronically ill, neurodivergent, Blind and low vision, d/Deaf, DeafBlind, and Hard of Hearing although they have had these experiences previously or on an on-going basis.*

See Appendix A for more information about disability and language.

Mentors help mentees transition to college life while providing academic, social, and personal connections and support. The mentors offer guidance and encouragement and answer questions about WWU student life, services, and resources.

Mentors participate in student and professional leadership development where they will learn to provide guidance, develop ongoing relationships, and offer information about resources and student life to their mentees.

Anticipated costs:

- Student employee wages
 - Hiring a Disabled Peer Mentorship Program Coordinator through the DOC at 19/hours per week from winter 2025 – summer 2026
 - For purposes of budgeting and equity within the DOC and The Centers, the position will be compensated in line with Job Level 2 rates set out in the WAWU contract
- Event room spaces
 - Including Mask4Mask (COVID conscious) event series, hangouts, games, movie nights, and other activities
 - On-campus event bookings in Viking Union
 - At least 4 events per quarter for 5 quarters (at least 20 on- or off-campus events from winter 2025 – summer 2026)
- Off-campus activities
 - Including adaptive sport activities and events such as Adaptive Figure Skating at Sportsplex, movie showings, theatre productions, art exhibits, and other events and activities from winter 2025 – summer 2026
- Guest speakers/Honoraria and conference/events
 - Guest speakers once per quarter
 - Keynote speaker at the end of year 1 & year 2 of peer mentorship program celebrations coinciding with the Disability Affinity Graduation where Peer Mentees will receive their certificates of completion from the program
- Advertisement including print, digital, and other ads and other supplies and materials
 - For flyers and banners to advertise the peer mentorship program and events as well as other supplies and materials (certificates, handouts, etc.)
- Catering for events and programs
 - At least 4 events per quarter for 5 quarters (20 on- and/or off-campus events from winter 2025 – summer 2026)
 - Including vegan, gluten free, and allergen free options
 - As Chartwells cannot guarantee allergen free options (and instead uses the language of ‘allergen avoidant’ or ‘gluten avoidant’), we would be using the Catering Exemption Form to order from local businesses that have allergen free kitchens and/or protocols
 - Additionally, we would like to order from local businesses with sustainability practices and purchase eco-friendly reusable to-go containers from Bellingham Promotional Products for students to reduce food waste
- Accommodations and accessibility
 - Such as ASL interpreters, TypeWell transcription services, and CART services

- Each department is expected to coordinate and pay for accommodations and accessibility services for their events and programs themselves. The DOC is funded through the S&A fund so while the DOC is a program of the DAC, requests for accommodations/accessibility services for events and programs (for example, an ASL interpreter for an external event for a student) would come out of the DOC budget.
- This is not budgeted for directly below in Section 6 but is built into our budget for events on- and off-campus and additional funding can come from the main DOC operating budget.

Disability Outreach Center

The Disability Outreach Center (DOC) is a student-led resource for disabled students and allies. The DOC connects students with community resources, raises awareness, and advocates for disabled students' human and civil rights by:

- Promoting community building and pride for students with disabilities and
- Providing educational programming, referrals, and information about disability topics for students.

The DOC is a program of the Disability Access Center.

There are currently four DOC student employees: 2 Education and Advocacy Co- Coordinators and 2 Community Building Co- Coordinators. The peer mentors in the Disabled Peer Mentorship Program are the DOC student employees. For our first pilot year, each mentor will have approximately 2 mentees. They will spend approximately 2 hours per week in direct peer mentorship support through in-person discussions, email, and messages on a channel on the DOC Discord server. They will also spend approximately 2 hours per week planning events and activities for mentees. DOC student employees are directly supervised by the DOC supervisor, Axel Cichocki, including through weekly DOC team meetings and weekly individual or team supervisory meetings.

For more information about the DOC, see Appendix B.

Disability Access Center

The Disability Access Center (DAC) works with students to determine eligibility for reasonable disability-related accommodations and services and facilitates their implementation across campus. Axel Cichocki is an Access Manager for Neurodiversity Inclusion at the DAC. For more information about the DAC, see Appendix C.

Centers for Student Access, Community, and Intercultural Engagement

The Disability Access Center (DAC) and Disability Outreach Center (DOC) are part of the Centers for Student Access, Community, and Intercultural Engagement (henceforth

called the Centers). The Centers aim to improve systems, policies, and practices to increase access and inclusive achievement for students with marginalized identities. For more information about the Centers, see Appendix D.

Division of Enrollment and Student Services

The Disability Access Center (DAC), Disability Outreach Center (DOC), and Centers for Student Access, Community, and Intercultural Engagement (the Centers) fall under the Division of Enrollment and Student Services (renamed the division of Student Affairs effective winter quarter 2025). The vision of the ESS is that every WWU student flourishes from admission to graduation - and beyond. It is the explicit work of Enrollment and Student Services to support accessibility, diversity, equity, and inclusion through every program, service, and structure of every department across the division. For more information about the Division of Enrollment and Student Services, see Appendix E.

Access, Diversity, Equity, and Inclusion Action Plan

In order to engage students to promote healthy development of the whole self and our communities, the ESS is using an Access, Diversity, Equity, and Inclusion (ADEI) Action Plan, informed by the [Shared Equity Leadership framework](#), to move forward in achieving our Western and ESS missions and goals, including goals pertaining to student retention, equity, justice, and well-being. For more information about the ADEI Action Plan, see Appendix F.

Informed by the Shared Equity Leadership framework, the Disabled Peer Mentorship Program through the DOC and this grant application have been developed in collaboration between a WWU student, Remi Rogoff, and a WWU DAC professional staff member, Axel Cichocki. Remi will provide operational support to the Disabled Peer Mentorship Program and regular check-ins with student mentees and Axel will oversee the Disabled Peer Mentorship Program and provide regular supervision of the DOC student employees who will serve as peer mentors.

Pertaining to outcome 4 of the ADEI Action Plan (see Appendix F), the Disabled Peer Mentorship Program aims to increase retention and graduation rates and satisfaction of students with marginalized identities, namely disabled students. The Disabled Peer Mentorship Program implements strategies “4C. implement scalable and impactful practices across the division to eliminate achievement gaps and increase retention/graduation” and “4D. all programs for students collect regular feedback (every other year at minimum) for students served regarding accessibility of programs and services and sense of belonging (through exit or follow-up surveys, focus groups, etc.)” with assessment measures for this peer mentorship program that include:

- A pre-program expectations survey
- A satisfaction survey for mentees
- An evaluation survey for mentors
- Pre- and post-training surveys for mentors
- Attendance at the sponsored events
- Contact hours or contact logs from mentors
- Retention and GPAs of participants at the end of their year in the program
- 2-year retention follow-up survey
- 4- and 6-year graduation rate follow-up surveys

Disability Status in the United States

According to the [U.S. Census' American Community Survey \(ACS\)](#), the annual demographics survey program conducted by the United States Census Bureau, in 2023 13.6% of the civilian population reported having some form of disability ([Census Bureau, 2024](#)).

In particular, according to the [2023 American Community Survey](#), 3.7% of the population is d/Deaf, Hard of Hearing, or has 'hearing difficulty,' 2.5% of the population is blind, low vision, or has 'vision difficulty,' 5.8% of the population has 'cognitive difficulty,' 6.7% of the population has 'ambulatory difficulty,' 2.6% of the population has 'self-care difficulty,' and 6.0% of the population has 'independent living difficulty' ([Census Bureau, 2024](#)).

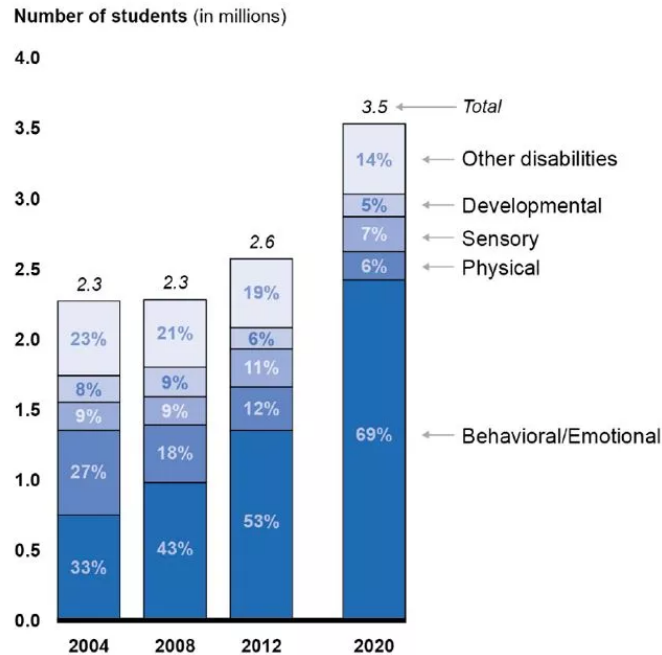
There were significant differences in the demographics of populations reporting disability along lines of race/ethnicity in the [2023 American Community Survey](#). 14.3% of Native Hawaiian and Pacific Islander, 14.8% of non-Hispanic white, 15% of Black, 15.9% of Native American (American Indian and Alaska Native) populations reported having a disability ([Census Bureau, 2024](#); [Postsecondary National Policy Institute, 2023](#)). In comparison, Asian populations, at 8.4%, were the least likely to report having a disability ([Census Bureau, 2024](#); [Postsecondary National Policy Institute, 2023](#)).

Disability Status in Higher Education

Among the 40.5 million people aged 25 and older who report having a disability, 8.5 million (21%) held a bachelor's degree or higher in 2023 ([Census Bureau, 2024](#); [Postsecondary National Policy Institute, 2023](#)). This is up from 15% a decade ago in 2013 ([Census Bureau, 2024](#); [Postsecondary National Policy Institute, 2023](#)). However, this is still considerably lower than the 39% of the population aged 25 and older who do not report a disability who held a bachelor's degree or higher in 2023 ([Census Bureau, 2024](#); [Postsecondary National Policy Institute, 2023](#)).

Similarly, according to the [U.S. Government Accountability Office \(2024\)](#), as many as 21% of college students reported a disability in 2020. An estimated 3.5 million disabled students are in college currently, nearly doubled from two decades ago ([U.S. Government Accountability Office, 2024](#)). In particular, there is an "increase in students reporting behavioral or emotional conditions—such as depression and [ADHD] — [which accounts] for much of the growth in this population. Combined, students with these disabilities made up about 69% of all students reporting disabilities in 2020, the most recent year for available data" ([U.S. Government Accountability Office, 2024](#)).

Estimated Number of College Students with Disabilities by Main Type, 2004-2020



Source: GAO analysis of National Postsecondary Student Aid Study (NPSAS) data. | GAO-24-105614

Graph from the [U.S. Government Accountability Office \(2024\)](#)

The [National Center for Educational Standards \(2023\)](#) similarly report that in 2019-2020, around 21 percent of undergraduates and 11 percent of postbaccalaureate students reported having a disability including those who reported deafness or hard of hearing; blindness or low vision; serious difficulty concentrating, remembering, or making decisions because of a physical, mental, or emotional condition; and/or serious difficulty walking or climbing stairs ([Postsecondary National Policy Institute, 2023](#)).

According to the [National Center for Educational Standards \(2023\)](#), “among undergraduates, the percentage who reported having a disability was

- 18 percent for male students,
- 22 percent for female students, and
- 54 percent for nonbinary students.”

Additionally, according to the [National Center for Educational Standards \(2023\)](#), “by race/ethnicity, the percentage of undergraduates who had a disability was

- 25 percent for students of Two or more races;
- 24 percent for American Indian/Alaska Native students;
- 22 percent for Pacific Islander students;
- 21 percent for Hispanic students;
- 21 percent for White students;
- 18 percent for Black students; and
- 14 percent for Asian students.”

Additional demographical data from the [National Center for Educational Standards \(2023\)](#):

Selected student characteristic	Undergraduate		Postbaccalaureate	
	Students with disabilities ¹	Students without disabilities	Students with disabilities ¹	Students without disabilities
Total	20.5	79.5	10.7	89.3
Gender				
Male	17.6	82.4	8.5	91.5
Female	21.9	78.1	11.7	88.3
Nonbinary²	53.7	46.3	39.8	60.2
Race/ethnicity				
American Indian/Alaska Native	23.7	76.3	‡	90.8
Asian	13.9	86.1	6.8	93.2
Black	18.0	82.0	10.1	89.9
Hispanic	21.3	78.7	14.0	86.0
Pacific Islander	22.1	77.9	‡	89.1
White	21.1	78.9	11.0	89.0
Two or more races	25.4	74.6	14.9	85.1
Age				
15 to 23	20.3	79.7	8.9	91.1
24 to 29	21.3	78.7	10.9	89.1
30 or older	20.7	79.3	11.0	89.0
Dependency status				
Dependent	20.0	80.0	‡	‡
Independent, no dependents, not married	23.3	76.7	11.3	88.7
Independent, no dependents, married	17.4	82.6	9.5	90.5
Independent with dependents, not married	23.7	76.3	13.5	86.5
Independent with dependents, married	16.1	83.9	8.9	91.1
Veteran status				

Veteran	28.1	71.9	20.0	80.0
Not veteran	20.2	79.8	10.1	

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹ Students with disabilities are those who reported having deafness or serious difficulty hearing; blindness or serious difficulty seeing; serious difficulty concentrating, remembering, or making decisions because of a physical, mental, or emotional condition; or serious difficulty walking or climbing stairs.

² Nonbinary includes genderqueer, gender nonconforming, or a different identity.

Data from the National Center for Educational Standards (2023)

As reported by the [Postsecondary National Policy Institute \(2023\)](#), “according to the [National Postsecondary Student Aid Survey](#), 58% of students who reported having a disability received some form of Title IV financial aid in the 2019-20 academic year, compared to 54% of students who did not report having a disability.” As noted by the [Postsecondary National Policy Institute \(2023\)](#), the [National Postsecondary Student Aid Survey](#) finds that:

- “45% of students with a disability received a Pell grant, compared to 39% of students who did not report having a disability.
- 36% of students with a disability received a federal student loan, a similar share to all students. Among students with a disability who received federal Title IV aid, the average amount received was \$8,499, and \$8,782 for students without a disability.
- The average Pell grant amount for students with a disability was \$4,035.
- The average Federal student loan amount for students with a disability was \$8,181.”

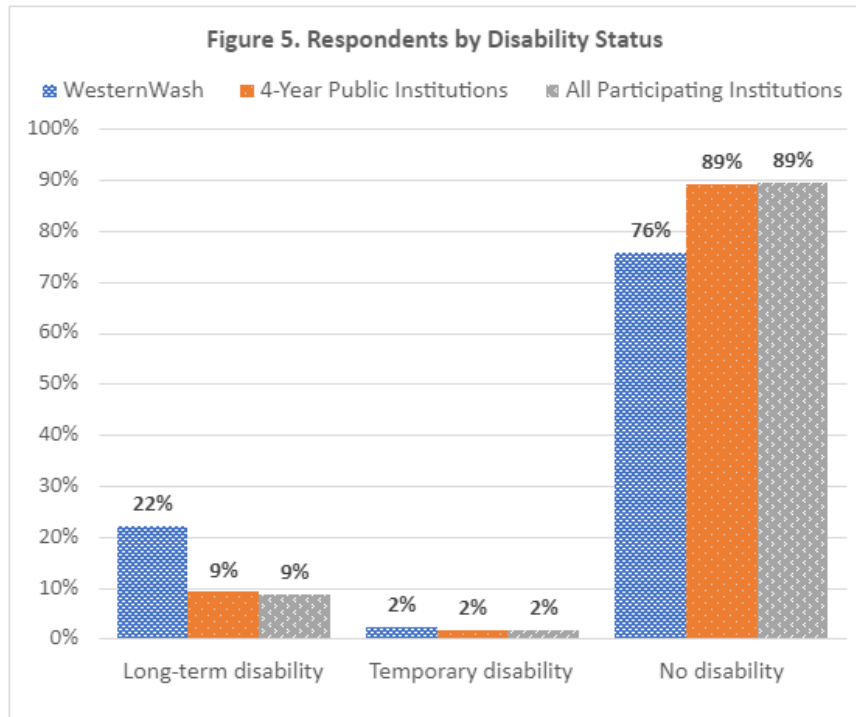
Additionally, as reported by the [Postsecondary National Policy Institute \(2023\)](#), “according to the Baccalaureate & Beyond study, ten years after receiving a bachelor’s degree, graduates with a disability who reported having an income averaged a gross income of \$69,064, and an average gross income of \$77,008 for graduates without a disability. Additionally, ten years after graduating:

- 55% of graduates with a disability and 63% of graduates without a disability reported owning a home
- 80% of graduates with a disability and 87% of graduates without a disability had some form of a retirement account.”

Disability Status at Western Washington University

According to the [WWU HEDS Diversity and Equity Campus Climate Survey \(Myers et al., 2021\)](#), 22% of respondents at Western indicated that they have a long-term disability and 2% of respondents indicated that they have a short-term disability. This is in comparison to 9% of respondents at 4-year public institutions and 9% of respondents at all participating institutions who indicated that they had a long-term

disability and 2% of respondents at 4-year public institutions and 2% of respondents at all participating institutions who indicated that they have a short-term disability ([Myers et al., 2021](#)).



Graph from the [WWU HEDS Diversity and Equity Campus Climate Survey \(Myers et al., 2021\)](#)

Disability-Related Accommodations in Higher Education

As reported by the [Postsecondary National Policy Institute \(2023\)](#), according to the [National Center for Educational Standards \(2023\)](#), “there is a discrepancy between the rate of students reporting having a disability, and the rate of students registering with their campus disability center. In 2019-20, on average, 8% of students registered as having a disability with their institution including 10% at non-profit institutions, 7% at for-profit institutions, and 7% of students at public institutions.”

Disability-Related Accommodations at Western Washington University

The Disability Access (DAC) serves around 20% of the student population at Western Washington University. Therefore, the DAC is likely serving a large percentage of students with disabilities on campus who would be eligible for such services. Currently, over 3,500 students are registered with the Disability Access Center. Since 2015, over 11,000 students have registered with the Disability Access Center.

Retention and Degree Attainment in Higher Education

As reported by the [Postsecondary National Policy Institute \(2023\)](#), “according to the [Beginning Postsecondary Students Longitudinal Study](#), 23% of undergraduates who

reported a disability in 2012 graduated with a bachelor’s degree by 2017 ([Postsecondary National Policy Institute, 2023](#)). 38% of undergraduates who did not report a disability in 2012 graduated with a bachelor’s degree by 2017.”

Retention and Degree Attainment at Western Washington University

WWU has a 77.1% overall first-to-second year retention rate with a strategic plan goal of 87% ([Admissions, n.d.](#); [Enrollment and Student Services, 2021](#)). Additionally, WWU has a 67% overall 6-year graduation rate with a strategic plan goal of 75% ([Admissions, n.d.](#); [Enrollment and Student Services, 2021](#)).

Retention and Graduation Rates

- 77.1% of first-year students beginning in Fall 2021 returned in Fall 2022
- Western's six-year graduation rate is 67%...based on data from the 2015 cohort.

From the [Quick Facts website \(Admissions, n.d.\)](#)

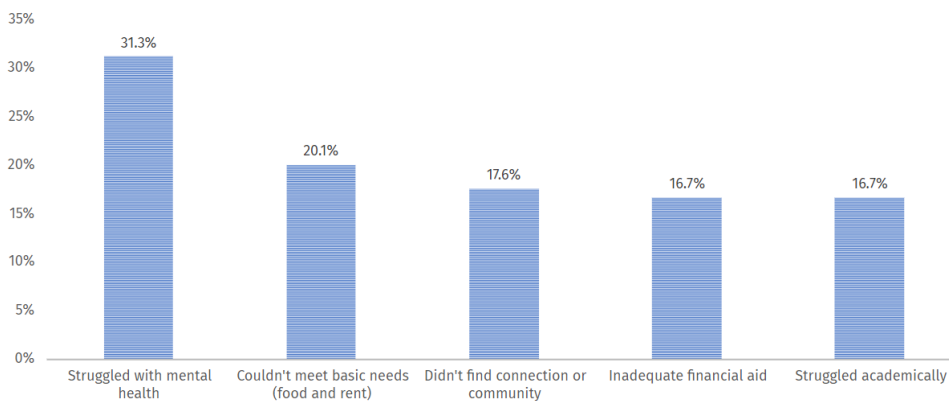
CORE STRATEGIES (ONGOING)	
Goal 1	To increase student retention and success through effective outreach and support services [ESS 1B]
❖ ESS Linkage	<i>Which division goal(s) does this unit goal support?</i> <input checked="" type="checkbox"/> Access/Persistence <input type="checkbox"/> Justice/Equity <input type="checkbox"/> Student Development <input type="checkbox"/> Community/Wellness
Strategy 1A	Provide collaborative programs and services to support new students
Dept(s) Tasked	AAC, CSC, SOS, WSS
Steve Fund Implementation	H1d (Adaptability of Services), H2a (Supporting Remote Learners)
Measure 1A-1	First-to-second year retention rate of first-year students served
➤ Target	87% [ESS 1B-1]
Measure 1A-2	One-year retention rate of transfer students served
➤ Target	87%
Strategy 1B	Offer targeted outreach and ongoing services to support graduation and continued personal and academic success
Dept(s) Tasked	AAC, CSC, SOS, WSS
Steve Fund Implementation	H1d (Adaptability of Services), H2a (Supporting Remote Learners)
Measure 1B-1	Six-year graduation rate of students served
➤ Target	75% [ESS 1B-2]

From the [Student Success Initiatives Strategic Plan \(Enrollment and Student Services, 2021\)](#)

According to the [Western Educational Longitudinal Study \(WELS\) Survey of Non-Returning Students \(Office of Institutional Effectiveness, 2023\)](#), the top five reasons reported by respondents for not returning to Western include struggling with mental health (31.8%), not finding connection or community (17.6%), and struggling academically (16.7%).

Why are students not returning to Western?

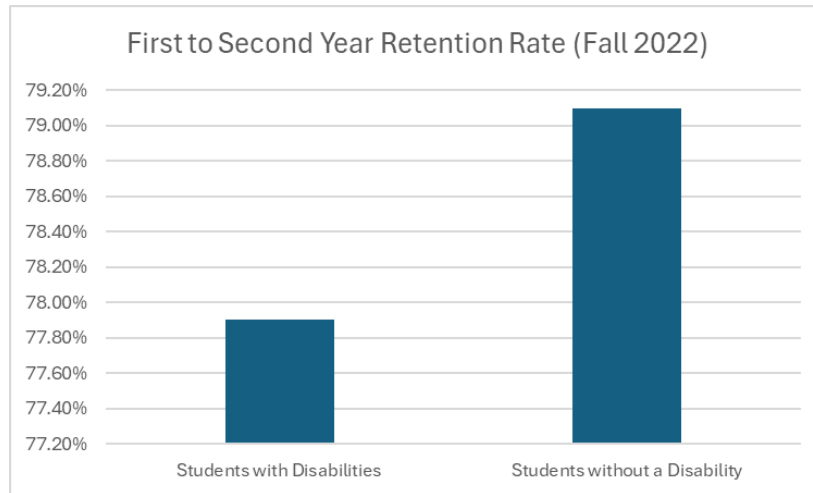
Survey of Non-Returning Students (Fall 2022)
Top 5 reasons reported by respondents for not returning to Western



Data from the Office of Institutional Effectiveness (2023)

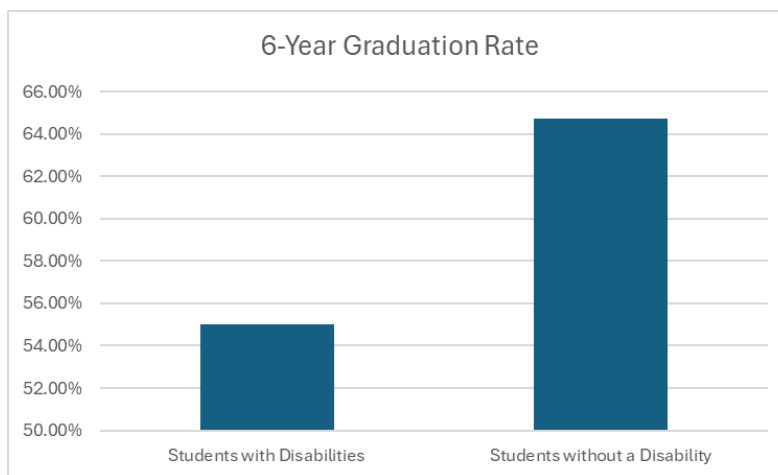
Retention and Degree Attainment for Disabled Students at Western Washington University

According to the WWU Office of Institutional Effectiveness (personal communication, 2024), the first-to-second year retention rate for Fall 2022 incoming first-year students with disabilities was 77.9%. For Fall 2022 incoming first-year students without a disability, the first-to-second year retention rate was 79.1% (Office of Institutional Effectiveness, personal communication, 2024).



Data from the Office of Institutional Effectiveness (2024)

Additionally, at WWU, the 6-year graduation rate for disabled students is 55.0% (Office of Institutional Effectiveness, personal communication, 2024). For non-disabled students, the 6-year graduation rate is 64.7% (Office of Institutional Effectiveness, personal communication, 2024).



Data from the Office of Institutional Effectiveness (2024)

Barriers Faced by Disabled College Students in the United States

As reported by the [Postsecondary National Policy Institute \(2023\)](#), “according to the [National Center for College Students with Disabilities \(2019\)](#), students with disabilities face the following barriers to access and participation on campus:

- “Being unaware of their campus disability resource office and its services, challenges navigating campus procedures, and inadequate accommodations
- Classroom and instructional environment barriers including faculty unaware of disability accommodations, faculty who push back against accommodations, and instructors who do not respond to requests for accommodations

- Campus access and support issues including uneven, poorly marked walkways, buildings with external stairs but no ramp, and gaps in programs and services
- Students with disabilities were less likely to feel welcome on campus or supported by their institution than students without disabilities”

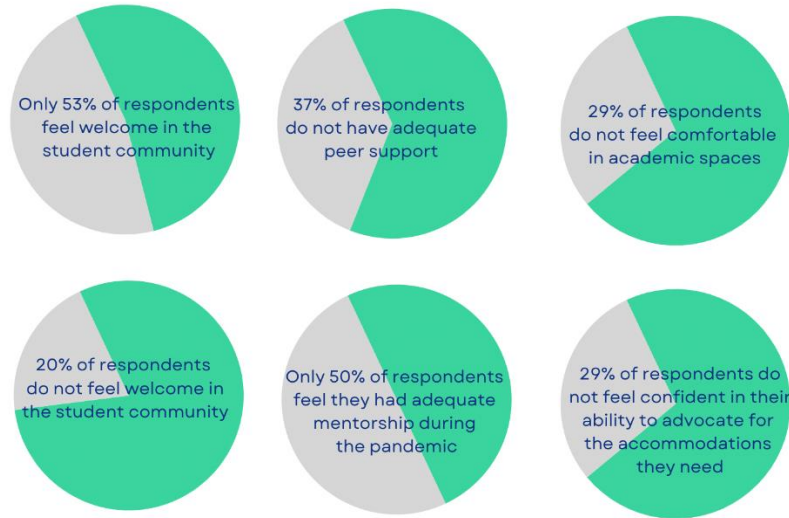
In particular, according to [Higher Education Today \(Shaewitz & Crandall, 2020\)](#), “Research indicates that if new students do not experience a sense of belonging within eight weeks of arriving at college, they will be at high risk of dropping out. This is particularly true for first-time students with disabilities, with 25 percent dropping out by end of year 1 and 35 percent dropping out by end of year two.”

Furthermore, as reported by the [Postsecondary National Policy Institute \(2023\)](#), according to the [National Center for College Students with Disabilities \(2019\)](#), “70% of students with mental health disabilities were not registered to receive accommodations on campus. One-third of students with mental health disabilities stated they were not aware they were eligible for accommodations.”

Barriers Faced by Disabled College Students at Western Washington University

According to the [SJEC Summer 2020 Assessment of Underrepresented Student Needs: Disability and Chronic Health Conditions Survey \(2020\)](#), “disabled and chronically ill students are feeling unwelcome, unsupported, and unsafe. They are in need of mentorship, inclusion, and representation. A large majority of students, in particular those who are not feeling welcome or not having their accommodations needs met, report unenthusiastic or negative opinions of Western Washington University.” In particular:

- “More than a third (37%, n=67) of respondents indicated that they do not have adequate connectivity to friends and peer support,”
- “20% (n= 35) indicated that they do not feel welcome within the student community,”
- “Only about half of students (53%) agreed that they do feel welcome within the student community,”
- “Only half of respondents (50%, n=89) agreed that they had mentors (including professors and students) who offered adequate support during pandemic coursework,”
- “29% (n=52) did not feel comfortable in their academic spaces, including virtual classrooms and office hours,” and
- “More than a quarter of students (29%, n=46) did not feel confident in their self-advocacy skills to ask for the accommodations they need” ([Z. Y. et al., 2020](#)).

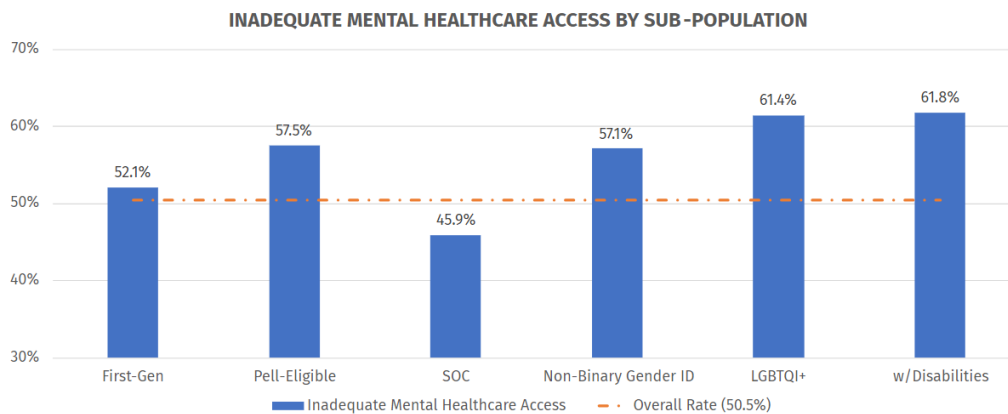


Data from the [SJEC Summer 2020 Assessment of Underrepresented Student Needs: Disability and Chronic Health Conditions Survey \(2020\)](#)

Furthermore, 61.8% of students with disabilities reported having inadequate mental healthcare access ([Office of Institutional Effectiveness, 2023](#)).

Serving Marginalized Groups at WWU: 2022-2023 Data Points – Mental Health

Significant equity gaps in mental healthcare access observed for marginalized groups



Data from the Office of Institutional Effectiveness (2024)

Goals:

What are the goals and desired outcomes of your project?

Learning Outcomes:

After participating in the Disabled Peer Mentorship Program, mentors and mentees should have and be able to:

- Cultivate a strong connection to the disabled community at WWU, Bellingham, and beyond
- Acquire new knowledge, understanding, and ideas about disability, chronic illness, neurodivergence, blindness, and d/Deafness through sharing cross-disability personal experiences and perspective amongst diverse students in the program
- Learn more about services available to disabled, chronically ill, neurodivergent, Blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing students at WWU, Bellingham, and beyond
- Explore the accessibility of and navigate campus including accessible walkways or pathways, doors, elevators, residence halls, and other built environments on campus
- Critically analyze disability and accessibility in different subject areas including education, employment, advocacy, law and policy, community building, media, and the arts

Overall Goals:

- Create and deliver programs to support students' life-long positive disabled, chronic illness, neurodivergence, blind, and d/Deaf identity development, cross-disability and intercultural learning, and ability to effectively self-advocate and collaborate in solidarity for greater disability equity and justice
- Create and deliver services to improve access to university resources and increase retention, satisfaction, and achievement for disabled, chronically ill, neurodivergent, blind, and d/Deaf, DeafBlind, and Hard of Hearing students especially those with multiple marginalized identities
- Collaborative with students and colleagues, examine and facilitate improvements to systems, policies, and practices to increase access and inclusive achievement for disabled, chronically ill, neurodivergent, blind and d/Deaf, DeafBlind, and Hard of Hearing students especially those with multiple marginalized identities

Student impact:

How does this project directly impact the Western student community?

Through the Disabled Peer Mentorship Program, we aim to address the identified gaps as reported in the [SJEC Summer 2020 Assessment of Underrepresented Student Needs: Disability and Chronic Health Conditions Survey \(2020\)](#) of (1) lack of peer mentors, (2) lack friends and community, (3) lack of self-advocacy skills, and (4) lack of connection to the Disability Access Center and other services and resources on campus.

We aim to address the gaps identified in our goals and objectives through:

- Providing direct peer mentorship
- Hosting opportunities for making friends and finding community
- Hosting and facilitating events and activities for students
- Offering student and professional development opportunities including self-advocacy skills
- Connecting students with the Disability Access Center, Disability Outreach Center, and Centers for Student Access, Community, and Intercultural Engagement as well as campus partners such as the
 - Neurodiversity Inclusion Collaborative,
 - Institute for Critical Disability Studies & Disability Studies and Action Collaborative,
 - Student clubs such as the Adaptive Sports club,
 - Counseling and Wellness Center,
 - Student Health Center,
 - Executive Function and Communication Clinic,
 - Audiology Hearing Clinic,
 - Academic Advising and Student Achievement Center,
 - Tutoring Center,
 - Hacherl Research & Writing Studio including the Studio Partners program,
 - Ershig Assistive Technology Resource Center,
 - Career Services Center,
 - Office of Student Life,
 - Basic Needs Hub,
 - University Residences, and
 - Transportation Services.

We also aim to connect students to community partners and resources such as the

- Division of Vocational Rehabilitation,
- Department of Services for the Blind,
- Arc of Whatcom County,
- Center for Independence,
- Max Higbee Center,
- Cascade Connections,
- Northwest ADA Center, and
- The D Center at the University of Washington.

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?

In developing the Disabled Peer Mentorship Program, we discussed our proposal with and received support from the Latine Student Retention Specialist at La Plaza, Western's Latine Student Center, who is involved with La Bienvenida, a mentorship program for Latine/Hispanic Western students launching this year funded through the Sustainability, Equity, and Justice Fund. We also met with, received advice from, and got approval from the Assistant Vice President of the Centers for Student Access, Community, and Intercultural Engagement, the Director of the Disability Access Center, the Assistant Director of the Disability Access Center, and the Administrative Assistant of the Centers for Student Access, Community, and Intercultural Engagement for the Disabled Peer Mentorship Program. Furthermore, Remi presented our initial design for this peer mentorship program at the 2024 UnConference hosted by the Institute for Critical Disability Studies at Western.

At the end of the spring quarter 2025, Remi will present on the project with a summary of program development and outcomes/findings for his Honors College capstone project. We will also develop an internal assessment and an external summary report through the DOC. We will also propose talks and panels at future UnConferences to continue to share about our program and findings.

Program recruitment:

- Direct student outreach (students coming to the DAC and DOC, during Access Planning Meetings, emailing students)
- Recommendations of mentees from DAC Access Managers
- DisOrientation and Disability Action Month events and programming (sign ups, handbills/flyers, and announcements)
- Information on The Centers, DAC, and DOC websites
- Information on the DOC Discord server
- Flyer promotion in the DAC and DOC and across campus
- Listing on Western Involvement Network (WIN)
- Social media (DAC, DOC, and the Centers Instagrams)
- DOC newsletter
- Information in Western Today
- Digital ads on the screens in the Viking Union

As of October 2024, we currently have 40 students who have indicated interest in participating as a mentee in the Disabled Peer Mentorship Program.

Program Calendar:

Year 1:

November 2024: Mentee application form opens

Early December 2024: Mentee application form closes and mentee interviews conducted
Early December 2024: Notifications go out to accepted peer mentees
Early December 2024: Mentors notified of their mentee pairings and mentors have their initial reach out to mentees
Early December 2024: End of quarter celebration – mentors and mentees meet
Early January 2025: Winter Quarter Training Retreat for mentors
Early January 2025: Winter Event #1*
Late January 2025: Winter Event #2*
Early February 2025 (Presidents' Day): [WWU Lobby Day](#) (Winter Event #3)
Late February 2025: Winter Event #4*
Early March 2025: Winter Event #5 – Finals event*
Early April 2025: Spring Quarter Training Retreat for mentors
Early April 2025: Spring Event #1*
Late April 2025: Spring Event #2*
Early May 2025: Spring Event #3*
Late May: Spring Event #4*
Early June: Disability Affinity Graduation and End of Year Celebration (Event #5)
**Peer Mentor-led event*

Year 2:

Late Summer 2025: Summer Training Retreat for mentors
September 2025: Mentee application form opens and information sessions hosted during DisOrientation
Late September 2025: Mentee application form closes and mentee interviews conducted
Late September 2025: Notifications go out to accepted peer mentees
Late September 2025: Mentors notified of their mentee pairings and mentors have their initial reach out to mentees
Early October 2025: Welcome event – mentors and mentees meet (Fall Event #1)
Late October 2024: Fall Event #2*
Early November 2025: Fall Event #3*
Late November 2025: Fall Event #4*
Early December 2025: Fall Event #5 – Finals event*
Early January 2026: Winter Quarter Training Retreat for mentors
Early January 2026: Winter Event #1*
Late January 2026: Winter Event #2*
Early February 2026 (Presidents' Day): [WWU Lobby Day](#) (Winter Event #3)

Late February 2026: Winter Event #4*

Early March 2026: Winter Event #5 – Finals event*

Early April 2026: Spring Quarter Training Retreat for mentors

Early April 2026: Spring Event #1*

Late April 2026: Spring Event #2*

Early May 2026: Spring Event #3*

Late May 2026: Spring Event #4*

Early June 2026: Disability Affinity Graduation and End of Year Celebration (Event #5)

**Peer Mentor-led event*

Application and selection process:

- Short online mentee application (Year 1: Early November 2024, Year 2: September 2025)
- In-person or virtual mentee interviews (Year 1: Late November 2024, Year 2: September 2025)

See Appendix G for more information on the application and selection process.

Metrics:

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

Assessment measures:

- A pre-program expectations survey
- A satisfaction survey for mentees
- An evaluation survey for mentors
- Pre- and post-training surveys for mentors
- Attendance at the sponsored events
- Contact hours or contact logs from mentors
- Retention and GPAs of participants at the end of their year in the program
- 2-year retention follow-up survey
- 4- and 6-year graduation rate follow-up surveys

See Appendix H for survey and assessment questions.

Lasting impact:

What is the longevity of this project? How will it impact sustainability, in the long-term, on campus?

- The Disabled Peer Mentorship Program will be sustained by the Disability Outreach Center, a program of the Disability Access Center

- The supervisor of the DOC will continue to oversee the Peer Mentorship Program through the DOC with mentor responsibilities built into the DOC student employee's job descriptions
- Dependent on funding and budget, we will continue to hire a student employee to primarily focus on supporting the Disabled Peer Mentorship Program through the DOC

Ownership & post-SEJF-funding plan:

Which individual, office, or department is taking ownership of this project? Identify the post-SEJF-funding plan: if the project is to be continued, how will it be funded?

- The DOC Peer Mentorship Program will be sustained by the Disability Outreach Center, a program of the Disability Access Center
- The DOC is funded through student Services and Activities (A&S) fees
- We will allocate current and future funding towards the Disabled Peer Mentorship Program
- We will also apply for additional funding including by the Thaddeus Spratlen and Lois Price-Spratlen Inclusion and Diversity Grant as well as other opportunities as they arise

SECTION 2: Sustainability Impact.

How will your project positively support each of the four pillars of sustainability at Western? Explain the connection to at least three of the four pillars.

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

Pillar 1 - Create Economic Vitality

The Disabled Peer Mentorship Program aims to increase the retention and graduation rates of disabled students based on the ESS strategic plan goal. We will also aid students in finding employment through connecting students with resources on campus such as the Career Services Center and outside of WWU like the Department of Vocational Rehabilitation.

Pillar 2 - Promote Well-Being

The Disabled Peer Mentorship Program aims to increase access for disabled students and make them feel more welcome and supported at Western Washington University. We will connect mentees with resources such as the Counseling and Wellness Center and the Student Health Center to promote self-help and self-advocacy strategies and support students in taking care of and advocating for themselves while at Western and beyond.

Pillar 3 – Protect the Environment

At Disabled Peer Mentorship Program events where food is provided, we will provide reusable or compostable containers for students to take home leftovers and reduce food waste. We will minimize the use of single-use plastics at our events, focusing on reusable, recyclable, or compostable materials. We plan to purchase DOC-branded eco-friendly reusable to-go containers from Bellingham Promotional Products. We also plan to ask Access Manager Amelia Flores, who has a B.A. in Environmental Studies from the WWU College of the Environment and M.A. in Environmental Education and Communication from Royal Roads University, to run an educational event on the intersections of environmental justice and disability justice and assist in facilitate programming on sustainability and universal design.

Pillar 4 - Uphold Social Justice

We will uphold social justice by supporting disabled students, who are a marginalized and underrepresented group. We will educate students on disability justice and the history of the disability rights movement and we will create and deliver programs to support students' life-long positive disabled, chronic illness, neurodivergence, blind, and d/Deaf identity development, cross-disability and intercultural learning, and ability

to effectively self-advocate and collaborate in solidarity for greater disability equity and justice.

Sustainability Action Plan

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 by connecting it to a specific objective.

Primary chapter and objective in alignment:

The Disabled Peer Mentorship Program aligns with the SAP chapter of **Campus & Community Engagement**, Goal 2: "Western's culture and community engagement efforts reflect a strong commitment to sustainability."

2.2 Expand courses and co-curricular programs for first-year students that teach about local and regional sustainability issues through community engagement

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

Explanation:

The Disabled Peer Mentorship Program will help students to connect and engage with each other and cultivate a strong connection the disability community at Western, in Bellingham, and beyond. Mentors and mentees alike will acquire new knowledge, understanding, and ideas about disability, chronic illness, neurodivergence, blindness, and d/Deafness through sharing cross-disability personal experiences and perspective amongst diverse students in the program. The program will support students in learning more about services available to disabled, chronically ill, neurodivergent, Blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing students at WWU, Bellingham, and beyond, as well as explore the accessibility of and navigate campus including accessible walkways or pathways, doors, elevators, residence halls, and other built environments on campus.

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

The DOC Peer Mentorship Program also aligns with the SAP chapter of **Student Life**, Goal 1: Students have a solid foundation for understanding cultural and global interdependence.

1.1 Increase participation in programs that connect students to sustainability in the local, regional, and global community beginning fall 2017.

1.2 All first-year Western students, including transfers, will engage in co-curricular programs around social, economic, and environmental (SEE) justice as part of their first year of experience at Western, beginning fall 2020.

Goal 2: Through structured community and campus-based co-curricular learning experiences, students gain knowledge and insight of sustainability in practice.

2.1 Enhance and increase co-curricular opportunities for student participation in campus-based sustainable practices beginning fall 2017.

Goal 3: Social, Economic, and Ecological (SEE) sustainability principles are integrated in student career and lifelong practices.

3.1 Cultivate student capacity and efficacy in creating positive change in SEE sustainability by 2025.

Events and programming:

- Mentors
 - Mentors plan and facilitate at least 1 event or program per quarter focused on disability, social, economic, and environmental justice
 - Mentors host structured study hours/body doubling time for focused work at the DOC or other locations
 - Mentors participate in the summer Peer Mentorship Trainings
 - Mentors participate in quarterly Training Retreats before winter and spring quarters
 - Mentors participate in weekly team and supervisory meetings with the DOC supervisor
 - Mentors participate in student and professional leadership development trainings and opportunities
 - Mentors communicate regularly with mentees and be responsive to questions and concerns
- Mentees
 - Mentees attend and participate in at least 3 events hosted by a peer mentors focused on around disability, social, economic, and environmental justice
 - Mentees communicate with their mentor on a regular basis
 - Mentees meet with the Disabled Peer Mentorship Program Coordinator on a semi-regular basis
 - Mentees meet with the DOC supervisor at the beginning and end of each quarter for a check-in appointment and complete assessments about their experiences
- Mentors and Mentees
 - Mentors and mentees participate in the Peer Mentorship Program Fall Welcome
 - Mentors and mentees participate in Disability Affinity and End of Year Celebration in June

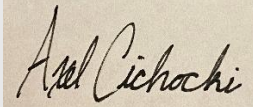
SECTION 3: Project Participants.

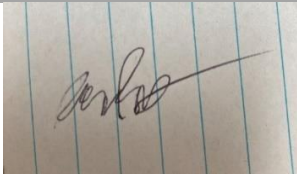
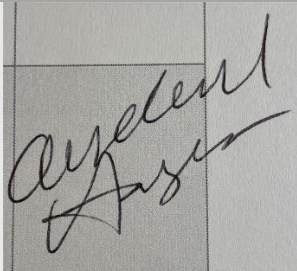
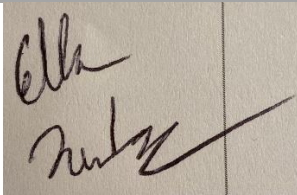
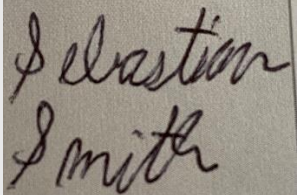
Project Advisor (Faculty or Staff) Student proposals must include a staff or faculty advisor. The role of the advisor is to assist the team during the development, implementation, and post-implementation stages of the proposal process.

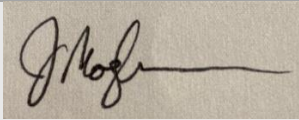
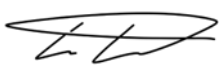
Project Lead: There must be a team lead designated for the project. This individual is expected to serve as the communication liaison for the project.

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.

*Important note: expenditures become the responsibility of the grantee if not all grant conditions are met. This includes final reporting requirements. If you are unclear what the requirements are, please contact an SEJF representative. Your signature below indicates an understanding of this note.

Role	Name	Department/ College: Students provide major/minor and expected graduation quarter/year	Position: faculty/ staff/ student	Western email address	Signature to verify agreement
<i>Project Advisor</i>	Axel Cichocki	Disability Access Center & Disability Outreach Center	Access Manager for Neurodiversity Inclusion, Disability Access Center & Supervisor, Disability Outreach Center	cichoca@wwu.edu	

<i>Project Lead</i>	Remi Rogoff	Student Major: Urban Planning and Sustainable Development Minors: Critical Disability Studies & Honors Interdisciplinary Studies Expected Graduation: Spring 2026	Student	rogoffr@wwu.edu	
<i>Project Member</i>	Augden Hayes	DOC Education Team Major: Public Health Minors: Chemistry, Psychology, & Honors Expected Graduation: Spring 2026	Student employee	hayesa9@wwu.edu	
<i>Project Member</i>	Ella Newborn	DOC Education Team Major: Theater Intended Minor: Critical Disability Studies Expected Graduation: Spring 2025	Student employee	newbore@wwu.edu	
<i>Project Member</i>	Sebastian Smith	DOC Community Building Team Major: Accounting Intended Minor:	Student employee	smith265@wwu.edu	

		Chemistry Expected Graduation: Unsure			
<i>Project Member</i>	<i>To be hired DOC Community Building Team student staff member</i>	DOC Community Building Team	Student employee	N/A	N/A
<i>Financial Agent</i>	Josef Mogharreban	Disability Access Center	Director & Deputy ADA Coordinator	mogharj@wwu.edu	
<i>Budget Support</i>	Tulea Enochs	The Centers for Student Access, Community, and Intercultural Engagement	Administrative Assistant 4 to the Centers	enochst@wwu.edu	

SECTION 4: Project Timeline.

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
<u>Year 1</u>		
Interest sign ups	Late September 2024	Completed
Mentee application form opens	November 2024	
Mentee application form closes and interviews conducted	Early December 2024	
Notifications go out to accepted peer mentees	Early December 2024	
Mentors notified of their mentee pairings and mentors have their initial reach out to mentees	Early December 2024	
End of quarter celebration – mentors and mentees meet	Early December 2024	
Winter Quarter Training Retreat	Early January 2025	
Winter Event #1	Early January 2025	
Winter Event #2	Late January 2025	
WWU Lobby Day	Early February 2025	
Winter Event #4	Late February 2025	
Winter Event #5 – Finals event	Early March 2025	
Spring Quarter Training Retreat	Early April 2025	
Spring Event #1	Early April 2025	
Spring Event #2	Late April 2025	
Spring Event #3	Early May 2025	
Spring Event #4	Late May 2025	
Disability Affinity Graduation and End of Year Celebration (Event #5)	Early June 2025	
<u>Year 2</u>		
Summer Training Retreat	Late Summer 2025	

Mentee application form open	Late September 2025	
Mentee application form closes and interviews conducted	Late September 2025	
Notifications go out to accepted peer mentees	Late September 2025	
Mentors notified of their mentee pairings and mentors have their initial reach out to mentees	Late September 2025	
Welcome event – mentors and mentees meet (Fall Event #1)	Early October 2025	
Fall Event #2	Late October 2026	
Fall Event #2	Early November 2025	
Fall Event #3	Late November 2025	
Fall Event #4 – Finals event	Early December 2025	
Winter Quarter Training Retreat	Early January 2026	
Winter Event #1	Early January 2026	
Winter Event #2	Late January 2026	
WWU Lobby Day (Winter Event #3)	Early February 2026 (Presidents' Day)	
Winter Event #4	Late February 2026	
Winter Event #5 – Finals event	Early March 2026	
Spring Quarter Training Retreat	Early April 2026	
Spring Event #1	Early April 2026	
Spring Event #2	Late April 2026	
Spring Event #3	Early May 2025	
Spring Event #4	Late May 2026	
Disability Affinity Graduation and End of Year Celebration (Event #5)	Early June 2026	

When is the planned project completion date? This is when SEJF staff will be checking in and requesting a Final Report and a Final Expense Report.

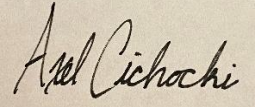
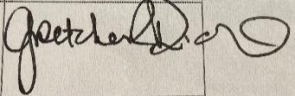
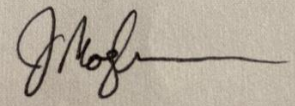

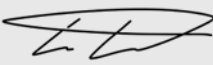
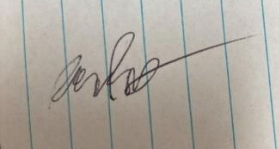
While we hope that this program will continue long after the 2024-2025 and 2025-2026 academic years, at the end of Spring 2025, we will be providing a summary and report

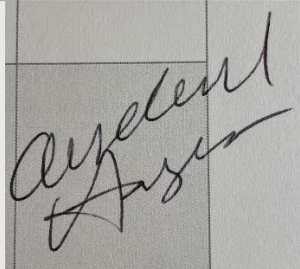
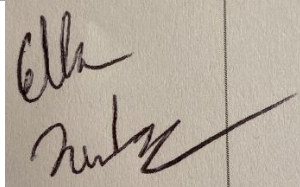
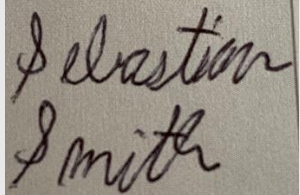
of the project. This will mark the end of Remi Rogoff's Honors Capstone Project, and he will create reports to submit to CEDAR, the institutional repository of Western Washington University, and for the Disabled Peer Mentorship Program's own records. This would be considered the "end" of his formal involvement of the project for the purposes of this grant. From there, if desired, Remi will continue serving as the Disabled Peer Mentorship Program Coordinator for the 2025-2026 academic year, his senior year, and then the DOC will continue to hire a Disabled Peer Mentorship Program Coordinator for upcoming years and continue running the program. At the end of the 2025-2026 academic year, we will develop a Final Report and a Final Expense Report and present a 2-year pilot presentation open to students, staff, and faculty for input and feedback.

SECTION 5: Project Stakeholders.

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
Axel Cichocki	Access Manager for Neurodiversity Inclusion, Disability Access Center & Supervisor, Disability Outreach Center	Project Advisor Capstone Advisor DOC Supervisor	
Gretchen Rumsey-Richardson	Assistant Director, Disability Access Center	Department Leadership	
Josef Mogharreban	Director & Deputy ADA Coordinator, Disability Access Center	Department Leadership Budget Authority	
Litav Langley	Assistant Vice President for Student Access, Community, and Intercultural Engagement	Unit Leadership	
Tulea Enochs	Administrative Assistant, The Centers for Student Access, Community, and Intercultural Engagement	Budget Support	
Remi Rogoff	Student	Disabled Peer Mentorship Program Coordinator Project Lead	

Augden Hayes	DOC Education Team student staff member	Peer Mentor DOC student employee	
Ella Newborn	DOC Education Team student staff member	Peer Mentor DOC student employee	
Sebastian Smith	DOC Community Building Team student staff member	Peer Mentor DOC student employee	
<i>To be hired DOC Community Building Team student staff member</i>	DOC Community Building Team student staff member	Peer Mentor DOC student employee	<i>To be hired</i>

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.

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.

For purposes of budgeting and equity within the DOC and The Centers, the Disabled Peer Mentorship Program Coordinator position will be compensated in line with Job Level 2 rates set out in the WAWU contract.

Year 1 Budget

Budget item	Cost per Item	Quantity	Total Cost
Disabled Peer Mentorship Program Coordinator Wages			
Disabled Peer Mentorship Program Coordinator Winter 2025 Quarter \$20.50/hour up to 19 hours/week 11 weeks per quarter	\$20.50/hour	19 hours/week 11 weeks per quarter	\$4,284.50
Disabled Peer Mentorship Program Coordinator Spring 2025 Quarter \$20.50/hour up to 19 hours/week 11 weeks per quarter	\$20.50/hour	19 hours/week 11 weeks per quarter	\$4,284.50
Disabled Peer Mentorship Program Coordinator Summer 2025 Quarter \$20.50/hour 19 hours/week 11 weeks	\$20.50/hour	19 hours/week 11 weeks	\$4,284.50
Project budget for wages for Peer Mentorship Program Coordinator for Year 1			\$12,853.50
Event Room Space Viking Union bookings \$20/hour \$30 for 1.5-hour events \$90 for a minimum of 3 events per quarter \$180 for 2 quarters (winter 2025 and spring 2025)			\$180

<p>Off-Campus Activities Including adaptive sport activities and events, movie showings, theatre productions, art exhibits, and other events and activities \$100 per quarter \$200 for 2 quarters (winter 2025 and spring 2025)</p>			\$200
<p>Guest Speakers/Honoraria or Conference/Events \$100 for 1 guest speaker per quarter (\$200 for 2 quarters) \$150 for keynote speaker at disability affinity graduation and peer mentorship recognition celebration</p>			\$350
<p>Advertisements including print, digital, and other ads & supplies and materials (Print & Copy Center and other printing and material expenses) For flyers and banners to advertise the peer mentorship program and events as well as other supplies and materials (certificates, handouts, etc.) \$500 <i>(estimated cost for Print & Copy Services for the DOC in total is \$500)</i></p>			\$500
<p>Catering for events and programming (Food) At least 3 events per quarter with likely 6 events per quarter (1-2 event per month on- and off-campus) for 2 quarters <i>Including vegan, gluten free, and allergen free options</i> \$1,000 for catering (estimated cost for catering for DOC in FY 2024 was \$1,506.71) \$254.25 for DOC branded eco-friendly Wheat Straw Lunch Box Set from Bellingham Promotional Products</p>			\$1,254.25

Total project budget for Year 1	\$15,337.75
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Year 2 Budget

Budget item	Cost per Item	Quantity	Total Cost
Disabled Peer Mentorship Program Coordinator Wages			
Disabled Peer Mentorship Program Coordinator Fall 2025 Quarter \$20.50/hour up to 19 hours/week 11 weeks per quarter	\$20.50/hour	19 hours/week 11 weeks per quarter	\$4,284.50
Fall 2025 Hourly Tuition Assistance Stipend (under WAWU contract)			\$500
Disabled Peer Mentorship Program Coordinator Winter 2026 Quarter \$21.29/hour up to 19 hours/week 11 weeks per quarter	\$21.29/hour	19 hours/week 11 weeks per quarter	\$4,449.61
Winter 2025 Hourly Tuition Assistance Stipend (under WAWU contract)			\$500
Disabled Peer Mentorship Program Coordinator Spring 2026 Quarter \$21.29/hour up to 19 hours/week 11 weeks per quarter	\$21.29/hour (Job Level 2)	19 hours/week 11 weeks per quarter	\$4,449.61
Spring 2025 Hourly Tuition Assistance Stipend (under WAWU contract)			\$500
Disabled Peer Mentorship Program Coordinator Summer 2025 Quarter \$21.29/hour up to 19 hours/week 11 weeks	\$21.29/hour	19 hours/week 11 weeks	\$4,449.61
Project budget for wages for Peer Mentorship Program Coordinator for Year 2			\$19,133.33
Event Room Space Viking Union bookings \$20/hour			\$270

<p>\$30 for 1.5-hour events \$90 for 3 events per quarter \$270 for 3 quarters (fall 2025, winter 2026, spring 2026)</p>			
<p>Off-Campus Activities Including adaptive sport activities and events, movie showings, theatre productions, art exhibits, and other events and activities \$100 per quarter \$300 for 3 quarters (fall 2025, winter 2026, and spring 2026)</p>			\$300
<p>Guest Speakers/Honoria or Conference/Events \$100 for 1 guest speaker per quarter (\$300 for 3 quarters) \$150 for keynote speaker at disability affinity graduation and peer mentorship recognition celebration</p>			\$250
<p>Advertisements including print, digital, and other ads & supplies and materials (Print & Copy Center and other printing and material expenses) For flyers and banners to advertise the peer mentorship program and events as well as other supplies and materials (certificates, handouts, etc.) \$500 <i>(estimated cost for Print & Copy Services for the DOC in total is \$500)</i></p>			\$500
<p>Catering for events and programming (Food) At least 3 events per quarter (1 event per month) for 3 quarters <i>Including vegan, gluten free, and allergen free options</i> \$1,500 for catering (estimated cost for catering for DOC in FY 2024 was \$1,506.71) \$254.25 for DOC branded eco-friendly</p>			\$1,754.25

Wheat Straw Lunch Box Set from Bellingham Promotional Products			
Total project budget for Year 2			\$22,207.58

Total project budget for Year 1 (winter 2025 - summer 2025)	\$15,337.75
Total project budget for Year 2 (fall 2025 - summer 2026)	\$22,207.58
Total project budget for 2 years (winter 2025 - summer 2026)	\$37,545.33
Requested from SEJF Grant for Year 1	\$15,000
Requested from SEJF Grant for Year 2	\$20,000
<i>Deficit covered by other funding (see below)</i>	<i>-\$2,545.33</i>

Additional Funding Sources

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.

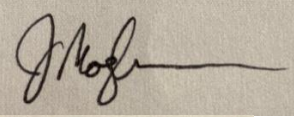
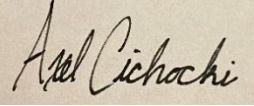

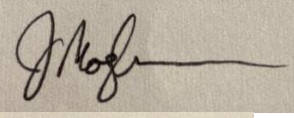
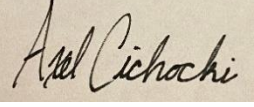

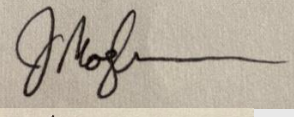
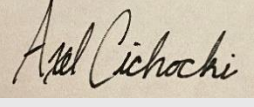

Additional funding source(s), if applicable	Status	Amount
Thaddeus Spratlen and Lois Price-Spratlen Inclusion and Diversity Grant	Submitting application	Up to \$2,000
Undergraduate Research and Creative Opportunities Grant	Submitting application	Up to \$750
Disability Outreach Center operating budget, funded by A&S fees	Approval as needed	<i>Deficit funding as needed</i>
Total of all other funding sources		Pending \$2,750 for the first 2 years (covering any potential deficit)
Total funding amount requested from SEJF	\$35,000	

Future Funding Opportunities:

- [Washington Student Achievement Council Regional Challenge Grant](#)
- [Washington Research Foundation Student Programs Grant](#)
- [Mentor Washington](#)
- [The FAR Fund](#)

Ongoing Costs

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
Peer Mentorship Program Operating Cost	Approximately \$5,000/year	Josef Mogharreban	
		Axel Cichocki	
		Tulea Enochs	
Peer Mentorship Program Coordinator Wages	Approximately \$20,000/year	Josef Mogharreban	
		Axel Cichocki	
		Tulea Enochs	
Total Ongoing Costs	Approximately \$25,000/year	Josef Mogharreban	
		Axel Cichocki	
		Tulea Enochs	

SECTION 7: Appendices.

A. Disability and Language

“Person-First Language vs. Identity-First Language”

As articulated by the Disability Access Center (n.d.):

“In today's landscape of diversity work in higher education, disability is central to Western's commitment to increase and celebrate campus diversity. As a recent example of that commitment, the Disability Access Center (DAC) has moved under the [Centers for Student Access, Community and Intercultural Engagement](#) of Western Washington University.

As Disability Services professionals, including those at DAC, work to increase inclusion and access at Western, the language we use is important. Our language should align with the community we serve and reflect our shared beliefs about disability. The work of disability access in higher education, and that of disability justice more broadly, is dynamic and constantly evolving. Similarly, the way we talk about disability must also evolve.

As the work of disability access in higher education has changed, so has the language that we use to talk about disability. While many of us have been taught that "person-first" language is the most respectful way to refer to disabled people, recent activism and scholarship is moving towards acknowledging that identity cannot be separated from disability, which is an intrinsic part of how a person exists in the world. Thus, the disabled community is moving towards identity first language to acknowledge the relationship between identity and disability.

In accordance with the [Council of Advancement of Standards in Higher Education](#), the Disability Access Center uses and recommends the following convention:

- In general, use person-first language when talking to or about a specific disabled individual: ‘Drew is a person with a disability.’
- In general, use identity-first language when talking to or about a group: ‘The disabled students.’
 - Examples:
 - Person-first language: ‘Person with a disability.’
 - Identity-first language: ‘Disabled people.’”

B. Disability Outreach Center

The Disability Outreach Center (DOC) is a student-led resource for disabled students and allies. The DOC connects students with community resources, raises awareness, and advocates for disabled students’ human and civil rights by:

- Promoting community building and pride for students with disabilities and

- Providing educational programming, referrals, and information about disability topics for students.

The DOC is a program of the Disability Access Center.

The DOC is staffed by four student employees, two Education team members and two Community Building team members. All team members hold regular office hours to provide peer-to-peer support and referrals.

The Community Building Team focuses on building community between disabled students at Western. The team also builds intergenerational community between students, staff, and faculty. Priorities include:

- Planning and hosting events that build community amongst disabled students, for example study sessions, discussion groups, social events, and care and decompression spaces.
- Collaboratively with the Education Team, club leaders, and supervisor, building a structure for collaboration and information sharing between clubs that center disability.
- Establishing regular communication with other Centers student staff and Residence Hall Association to share resources and upcoming events, and to collaborate.
- Serving on University Residences Pride Housing Advisory Committee.
- With the Education Team, maintaining DOC's social media to help build community.

The Education Team focuses on creating programming and digital materials that educate Western students about disability and access, equity, and inclusion for diverse people with disabilities. The Education Team also provides occasional education for faculty and staff about access, equity, and inclusion for disabled students. Priorities include:

- Planning and delivering educational programming and digital materials, including education connected to disability awareness days and months.
- With the Community Building Team, maintaining DOC's social media to help build community.
- Informing students about resources at Western and beyond, including DAC services, scholarship opportunities, opportunities for club involvement, Off-Campus Living, the Learning Commons, and Counseling, Health, and Wellness Services.

- Collaboratively with the Community Building Team, club leaders, and supervisor, building a structure for collaboration and information sharing between clubs that center disability.
- Serving on the Work Group for LGBTQ+ Student Health and Wellness.
- Working with the Centers colleagues on educational heritage and awareness programs.
- With the Community Building Team, maintaining DOC's social media to help educate students about access, diversity, equity, and inclusion as they pertain to disability.

C. Disability Access Center

The Disability Access Center (DAC) partners with students, faculty, and staff to create accessible and inclusive class and co-curricular environments for students with disabilities. Accommodations facilitated by the DAC help ensure disabled students' civil rights as protected by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, other relevant federal and state laws, and university policies.

Through services, programming, and advocacy centering disabled Western students, the DAC advances holistic student development and inclusive achievement. Focusing on disability outreach services, DAC helps ensure institutional legal compliance and fosters a justice-oriented campus community that centers disability-positive identity formation. DAC increases access, equity, and inclusion for disabled Western students through collaborative transformation of structures, policies, and practices.

The goals of the DAC are:

- Determine student eligibility for reasonable disability-related accommodations and services and facilitate their implementation across campus.
- Engage in transparent communication around accommodation-related procedures and policies.
- Build community through outreach and programs that foster self-advocacy and disability-positive identity development.
- Increase equity on campus by advocating for access to all programs with a focus on disabled students.

D. Centers for Student Access, Community, and Intercultural Engagement

The Disability Access Center (DAC) and Disability Outreach Center (DOC) are part of the Centers for Student Access, Community, and Intercultural Engagement (henceforth called the Centers). Through services, programming, and advocacy centering Western students with marginalized identities, the Centers advance holistic student development and inclusive achievement. The Centers increase access, equity, and

inclusion for Western students by collaboratively transforming structures, policies, and practices. The Centers build learning spaces that foster community, focusing on topics of equity, justice, race, ethnicity, disability, gender identity, sexual orientation, nationality, religion, socio-economic status, and veteran status.

The goals of the Centers are:

- Create and deliver programs to support students' life-long positive identity development, intercultural learning, and ability to effectively self-advocate and collaborate in solidarity for greater equity and justice.
- Create and deliver services to improve access to university resources and increase retention, satisfaction, and achievement for students with marginalized identities.
- Collaboratively with students and colleagues, examine and facilitate improvements to systems, policies, and practices to increase access and inclusive achievement for students with marginalized identities.

E. Division of Enrollment and Student Services

The Disability Access Center (DAC), Disability Outreach Center (DOC), and Centers for Student Access, Community, and Intercultural Engagement (the Centers) fall under the Division of Enrollment and Student Services (renamed the division of Student Affairs effective Winter Quarter 2025). The vision of the ESS is that every WWU student flourishes from admission to graduation - and beyond. ESS welcomes students into community, supports their well-being and success, and engages them in healthy development of the whole self. The goals of ESS are:

- Goal 1: Provide excellent programs and services which support and promote students' access, development, and well-being
- Goal 2: Administer student records, services, programs, and infrastructure to increase access and reduce barriers and challenges to student success
- Goal 3: Advance justice and equity in policies, practices, services, and impacts
- Goal 4: Plan and evaluate services, programs, and initiatives to ensure they are effective, ethical, efficient, and sustainable in their use of resources.

Additionally, it is the explicit work of Enrollment and Student Services to support accessibility, diversity, equity, and inclusion through every program, service, and structure of every department across the division.

In order to do so, the [strategic elements of the ESS for 2024-2027](#) include:

- 1A. Progressive recruitment and admissions practices to support student access
- 1B. Expansive cocurricular programming to support student development
 - Including a goal of 75% of cocurricular engagement rate
- 1C. Bold leadership in creating a culture of well-being across campus

- 2A. Efficient registration and financial aid services to reduce student barriers
- 2B. Effective student outreach and advising programs to support student success
- 2C. Timely interventions to support students facing challenges
- 2D. Cultivate accessible and welcoming campus spaces and inclusive support programs which foster belonging and connection
 - Including a goal of 90% of student union users reporting positive access and feeling welcomed
 - Including a goal of 90% of support program participants reporting positive access and feelings of belonging
- 3A. Bold leadership to advance justice and equity across the division
 - Including a goal of 100% of departments maintaining and assessing one or more relevant ADEI goals by Spring 2024
 - Including a goal of 100% of division-wide implementation of ADEI Action Plan by Spring 2025
- 3B. Inclusive outreach, engagement, and services to support historically underserved groups
 - Including a goal of retention rates for historically underserved groups equitable to overall population
 - Including a goal of graduation rates for historically underserved groups equitable to overall population
- 4A. Comprehensive strategic planning model implemented across the division
- 4B. Intentional and sustainable management of financial, infrastructural, and personnel resources across the division

F. Access, Diversity, Equity, and Inclusion Action Plan

In order to engage students to promote healthy development of the whole self and our communities, the ESS is using an Access, Diversity, Equity, and Inclusion (ADEI) Action Plan, informed by the [Shared Equity Leadership framework](#), to move forward in achieving our Western and ESS missions and goals, including goals pertaining to student retention, equity, justice, and well-being.

According to the American Council on Education, Shared Equity Leadership (SEL) is an approach “in which equity becomes everyone’s responsibility and multiple campus stakeholders collectively share leadership for equity.” Core components of this framework are: (1) a personal journey toward critical consciousness developed through personal experiences, relationships, and/or more formal learning, (2) shared values that are nurtured in the process of collaborative equity work and, (3) “a set of practices that leaders continually enact which both enable them to share leadership and to create more just and equitable conditions on campus.”

Given the critical need to strategically coordinate the division’s ADEI actions in furtherance of institutional and ESS goals, in Fall 2022 the Vice President of Enrollment and Student Services and Assistant Vice President for Access, Diversity, Equity, and Inclusion convened a Shared Equity Leadership Work Group. The work group included staff representatives from each unit in the division and was tasked with the following outcomes:

- Introduce the Shared Equity Leadership framework to ESS departments.
 - Identify practices described in the framework that ESS will integrate into the division’s regular work to (1) share leadership and (2) serve our students more inclusively and equitably.
- Lead development of an ADEI Action Plan for ESS that includes:
 - Measurable actions to increase retention, graduation, and satisfaction of students with marginalized identities.
 - A structure for sustaining, communicating about, and collaborating in this work across the division.
 - Metrics to be used by all departments to assess efficacy of actions.
- Identify and develop the foundational professional development needed across the division to engage in shared equity leadership. Capacity to deliver this professional development will be determined with the Senior Administrative Leadership Team (SALT).

ADEI Action Plan, Appendix B

Overview of Strategies

Division of Enrollment and Student Services

Shared Equity Leadership (SEL) is an approach “in which equity becomes everyone’s responsibility and multiple campus stakeholders collectively share leadership for equity.” The Division of Enrollment and Student Services (ESS) will use this ADEI action plan, informed by the SEL framework, to move forward in achieving our Western and ESS missions and goals. This action plan is organized around four primary outcomes, each with actionable supporting strategies.

OUTCOMES	STRATEGIES
1. Introduce the ADEI action plan, including Shared Equity Leadership framework, to ESS departments.	1A. Introduce the action plan to the division in ways that support engagement with the plan and future learning.
	1B. All ESS departments will learn about and engage in SEL practices in their work, as described in the SEL primer and framework documents.
	1C. Provide working definitions ESS will use pertaining to SEL/ADEI.
2. Develop a structure for sustaining, communicating about, and collaborating in ongoing ADEI work using SEL methods across ESS.	2A. Create a standing working group with rotating membership tasked with facilitating ongoing action plan implementation.
	2B. Offer and encourage participation in regular meetings for all ESS staff focused on advancing the action plan, including learning about SEL practices and ADEI topics.
	2C. Provide regular communication to all staff sharing action plan progress, highlights of positive work in departments, and opportunities for learning.
3. Identify and develop the foundational professional development needed across ESS to engage in SEL and improve equitable and inclusive delivery of student services.	3A. Implement standard ADEI trainings for all ESS employees, including student employees, upon hire and ongoing.
	3B. Build expectations of ongoing ADEI and SEL learning and practice into position descriptions and performance reviews, including for student employees.
4. Outline actions at systems level to increase retention, graduation, and satisfaction of students with marginalized identities.	4A. All departments review/revise or create their strategic plans to include goals related to ADEI with defined outcome measure(s) to be reported annually.
	4B. Every department will regularly audit policies, processes, practices, and spaces to identify places where we can eliminate or reduce barriers to accessing services and staying enrolled.
	4C. Implement scalable and impactful practices across much of the division to eliminate achievement gaps and increase retention/graduation.
	4D. All programs for students collect regular feedback (every other year at minimum) from students served regarding accessibility of programs and services and sense of belonging (through exit or follow-up surveys, focus groups, etc.).

Strategy 2 of the ADEI Action Plan is that all ESS departments will learn about and engage in the following SEL practices in their work:

- 1. Foundational: Centering students' needs
Decision-making is student development centered. Decisionmakers consider different ways students could be impacted by a decision and whether/how the decision furthers healthy development of the student as an individual and as part of a community. Being student development centered may also involve formal structures (e.g. assessments, focus groups, advisory boards) to obtain student input on decisions and services.
- 2. Relational: Cultivating positive relationships
Building trust across differences by nurturing relationships between colleagues engaged in ADEI work, including outside of formal meetings.
- 3. Developmental: Learning and helping others learn
 - a) Listening to students' and colleagues' stories of their lived experiences
 - b) Studying data about equity gaps and their causes
 - c) Professional development about ADEI topics
 - d) Reading and discussions with colleagues
 - e) Sharing personal narratives and data, and leading professional development, to engage colleagues in their own learning and professional growth.
- 4. Relational, communication, challenging status quo: Listening; Questioning; Welcoming disagreements and tensions and unpacking them respectfully
 - a) Normalizing disagreement and conflict; "creating an environment where disagreement is productive and dealt with openly," where team members can work through conflict diligently and with care.
 - b) Providing opportunities for skill-building around leading, facilitating, and working through disagreements and conflict in healthy ways.
 - c) "Asking questions about taken-for-granted practices."
- 5. Structural: Making decisions with a systemic lens
Go "beyond random acts of equity to make sure there is a cohesive approach to the work." "Embed equity into every facet of the" division.

G. Mentee Application and Selection Process

- Short online mentee application (Year 1: Early November 2024, Year 2: September 2025)
- In-person or virtual mentee interviews (Year 1: Late November 2024, Year 2: September 2025)

Disabled Peer Mentorship Program: Application for Mentees

You can find the [Disabled Peer Mentorship Program: Application for Mentees here](#).

The Disabled Peer Mentorship Program will provide first year, transfer, and recently self-identified* or newly disabled, chronically ill, neurodivergent, and d/Deaf, DeafBlind, and Hard of Hearing students at Western Washington University (WWU) with individual mentorship from upper-level disabled, chronically ill, neurodivergent, and d/Deaf, DeafBlind, and Hard of Hearing peers.

**‘Recently self-identified’ meaning an individual has recently come to understand oneself as being disabled, chronically ill, neurodivergent, and d/Deaf, DeafBlind, and Hard of Hearing students although they have had these experiences previously or on an on-going basis.*

Mentors help mentees transition to college life while providing academic and personal connections and support. The mentors offer guidance and encouragement and answer questions about WWU student life, services, and resources.

Mentors participate in student and professional leadership development where they will learn to provide guidance, develop ongoing relationships, and offer information about resources and student life to their mentees.

We invite those who identify as disabled, chronically ill, neurodivergent, blind or low vision, and/or d/Deaf, DeafBlind, and Hard of Hearing students at WWU to participate in this program. Mentees are selected through an application and interview process and mentors and mentees paired accordingly after each application has been reviewed and interviews conducted. Please complete the information requested below and a DAC Professional Staff member or the DOC Peer Mentorship Program coordinator will reach out to you with additional information.

Mentee application questions:

- Name, pronouns, academic year, academic program
- What are your experiences with disability, chronic illness, neurodivergence, blindness, and/or d/Deafness?
- Why are you interested in being a mentee in the Disabled Peer Mentorship Program? (max 250 words).
- What are you hoping to accomplish through participating in the Disabled Peer Mentorship Program? (max 250 words).
- Please list activities you’re interested in joining while at WWU (e.g., service programs, student clubs, student government, arts organizations, athletics, etc.).

Mentee interview questions:

- Why are you interested in being a mentee in the Disabled Peer Mentorship Program?
- What are you hoping to accomplish through participating in the Disabled Peer Mentorship Program?
- What questions do you have for us?

H. Metrics

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

Assessment measures:

- A pre-program expectations survey
- A satisfaction survey for mentees
- An evaluation survey for mentors
- Pre- and post-training surveys for mentors
- Attendance at the sponsored events
- Contact hours or contact logs from mentors
- Retention and GPAs of participants at the end of their year in the program
- 2-year retention follow-up survey
- 4- and 6-year graduation rate follow-up surveys

Pre- and post-training assessment for mentors:

- In your own words, define the following concepts:
 - Disability
 - Accessibility
 - Social model of disability
 - Disability justice
 - Universal Design for Learning
 - Assistive technology
- On a scale to 1 to 10, how comfortable are you with/skilled in:
 - Discussing and sharing your knowledge about disability, chronic illness, neurodivergence, blindness, and d/Deafness
 - Sharing information about services available to disabled, chronically ill, neurodivergent, blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing students at WWU, Bellingham, and beyond
 - Discussing and sharing your experiences about accessibility on campus
 - Critically analyzing topics in disability and accessibility
 - Building and facilitating relationships with peers

- Being responsive to student questions, concerns, and needs
- Sharing your personal experiences and perspectives
- Planning events and programs
- Facilitating workshops
- Engaging in advocacy around disability, accessibility, and student issues

Mentee satisfaction survey:

Program assessment:

- Would you recommend this program to incoming, transfer, and newly or recently self-understood disabled, chronically ill, neurodivergent, blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing students at WWU?
- Do you have any recommendations? How would you change the Disabled Peer Mentorship Program for next year if you could?
- What worked well for you? What would you keep the same about the program?

Learning objective assessment:

- What did you gain from the Disabled Peer Mentorship Program as a mentee?
- Do you feel more connected to the disabled, chronically ill, neurodivergent, blind, and d/Deaf, DeafBlind, and Hard of Hearing communities at WWU and in Bellingham?
- Did you gain new knowledge, understanding, and ideas about disability, chronic illness, neurodivergence, blindness, and d/Deafness through sharing cross-disability personal experiences and perspective amongst diverse students did you through this program?
- Did you learn more about services available to disabled, chronically ill, neurodivergent, blind and low vision, and d/Deaf, DeafBlind, Hard of Hearing students at WWU and Bellingham through this program?
- Did you learn about accessibility across campus including accessible walkways or pathways, doors, elevators, residence halls, and other built environments on campus?
- Did you learn more about disability and accessibility in different areas including education, employment, advocacy, law and policy, community building, media, and the arts? Which of these areas did you learn the most about? Which areas did you enjoy learning about the most?

Mentor evaluation survey:

Program assessment:

- Would you recommend other disabled, chronically ill, neurodivergent, blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing students to serve as peer mentors?

- Do you have any recommendations? How would you change the Disabled Peer Mentorship Program for next year if you could?
- What worked well for you? What would you keep the same about the program?

Learning objective assessment:

- What did you gain from the peer mentorship program as a mentor?
- Do you feel more connected to the disabled, chronically ill, neurodivergent, blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing communities at WWU and in Bellingham?
- Did you gain new knowledge, understanding, and ideas about disability, chronic illness, neurodivergence, blindness, and d/Deafness through sharing cross-disability personal experiences and perspective amongst diverse students did you through this program?
- Did you learn more about services available to disabled, chronically ill, neurodivergent, blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing students at WWU and Bellingham through this program?
- Did you learn about accessibility across campus including accessible walkways or pathways, doors, elevators, residence halls, and other built environments on campus?
- Did you learn more about disability and accessibility in different areas including education, employment, advocacy, law and policy, community building, and media, and the arts? Which of these areas did you learn the most about? Which areas did you enjoy learning about the most?

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Disabled Peer Mentorship Program: Application for Mentees

The Disabled Peer Mentorship Program through the Disability Outreach Center (DOC) will provide first year, transfer, and recently self-identified* or newly disabled, chronically ill, neurodivergent, Blind and low vision, d/Deaf, DeafBlind, and Hard of Hearing students at Western Washington University (WWU) with individual mentorship from upper-level disabled, chronically ill, neurodivergent, Blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing peers to increase the retention, success, and wellness of mentees and develop mentors as leaders.

**'Recently self-identified' meaning an individual has recently come to understand oneself as being disabled, chronically ill, neurodivergent, blind and low vision, and d/Deaf, DeafBlind, and Hard of Hearing students although they have had these experiences previously or on an on-going basis.*

Mentors help mentees transition to college life while providing academic, social, and personal connections and support. The mentors offer guidance and encouragement and answer questions about WWU student life and resources.

Timeline:

- Mentee application opens: Monday, November 4, 2024 at 8:00 AM Pacific Time
- Mentee application closes: Sunday, November 10, 2024 at 11:59 PM Pacific Time
- Interviews: Tuesday, November 12, 2024 - Tuesday, November 19, 2024
- Notifications go out to accepted peer mentees: Tuesday, November 26, 2024
- Disabled Peer Mentorship Program Welcome Event at the DOC End of Fall Quarter Celebration: Tuesday, December 3, 2024
- Disabled Peer Mentorship Program launch: Start of winter 2025 quarter (Tuesday, January 7)

Program Leads:

Remi Rogoff (he/him): rogoffr@wwu.edu

Axel Cichocki, Access Manager for Neurodiversity Inclusion, Disability Access Center (he/they): Axel.Cichocki@wwu.edu

Contact Info: Email Remi at rogoffr@wwu.edu & Axel Cichocki at Axel.Cichocki@wwu.edu with general questions.

AA/EO. Accessibility Statement: This program is intended for all participants including those with apparent or non-apparent disabilities.

If you need materials or this application in an alternative accessible form, please contact Axel Cichocki at Axel.Cichocki@wwu.edu.

For disability accommodation(s), please contact Axel Cichocki at Axel.Cichocki@wwu.edu. Advance notice is appreciated and sometimes necessary to arrange for some accessibility needs.

Hi, Axel. When you submit this form, the owner will see your name and email address.

* Required

1. Are you able to meet the expectations of the program?

Expectations:

- Participate in the Disabled Peer Mentorship Program Welcome Event on Tuesday, December 3, 2024
- Participate in weekly scheduled meetings with mentors
- Attend at least 3 events per quarter
- Participate in Disability Affinity Graduation and End of Year Celebration in July 2025
- Engage your mentor with any questions or concerns you may have
- Meet with a member of the professional staff and/or student staff at the beginning and end of each quarter for a check-in appointment and complete any assessments about your experiences requested in the program

- Respond to emails from mentor, DAC and DOC professional staff, Disabled Peer Mentorship Program coordinator and keep Outlook calendar up to date
- Clearly communicate what you hope to gain from the program through the pre-program expectations survey
- Complete a satisfaction survey for mentees at the conclusion of the program
- Complete 2-year retention follow-up survey
- Complete 4- and 6-year graduation rate follow-up surveys
- Submit all paperwork required
- Time commitment per week: 2-3 hours per week *

Yes

No

2. First and Last Name *

Enter your answer

3. Pronouns

Enter your answer

4. WWU Email *

Enter your answer

5. Is this your *

1st year

2nd year

3rd year

4th year

5th year or beyond

Graduate student

6. What is your major or area of interest?

Enter your answer

7. What are your experiences with disability, chronic illness, neurodivergence, blindness, and/or d/Deafness? *

Enter your answer

8. Why are you interested in being a mentee in the Disabled Peer Mentorship Program? (max 250 words). *

Enter your answer

9. What are you hoping to accomplish through participating in the Disabled Peer Mentorship Program? (max 250 words). *

Enter your answer

10. Please list activities you're interested in joining while at WWU (e.g., service programs, student clubs, student government, arts organizations, athletics, etc.).

Enter your answer

11. If you require accommodations during the interview process, please share them here or email Axel.Cichocki@wwu.edu.

Enter your answer

12. Data from this form will be stored on Axel Cichocki's Western OneDrive. Please enter your name below to agree for your responded to be recorded and stored. *

Thank you very much for your interest! If selected for an interview, you will be contacted the week of Monday, November 11. Email Remi & Axel at rogoffr@wwu.edu & Axel.Cichocki@wwu.edu with general questions. If you need materials or this application in an alternative accessible form or for accommodation(s), please contact Axel Cichocki at Axel.Cichocki@wwu.edu.

Enter your answer



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