



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

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

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

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

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

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

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

SECTION 1: Project Concept.

a. Project Title:

Indigenous Resilience: Sharing Our Stories for Mental Health Promotion

b. Statement of Purpose:

This project serves several purposes. We aim to promote conversations about mental health challenges and strategies for overcoming those struggles. The purpose is to bring the campus community together with local tribal communities to frame these conversations through arts and film. This project will promote sustainable life systems by destigmatizing conversations around mental health and our everyday challenges as human beings. The project will help our institutional mission of becoming a health promoting institution as guided by the principles in the Okanagan Charter.

c. Describe your proposed project in detail:

This project is designed to feature an event and other programming that includes a film screening, dinner, and conversation around mental health, suicide, and resilience. May is Mental Health Month (MHM), so we would like to host an event that kicks off MHM with a valuable and important conversation about mental health, suicide awareness, and strategies for resilience. We will also be planning some ancillary events with various student groups and local tribal communities that will further the impact of this project. This project is designed to bring attention to these concerns in our campus community, as well as to make links and connections with members of our community outside of campus, bridging multiple worlds to learn from each other.

The film screening would consist of two short films. The first is [Lakota](#) from [award winning filmmaker Kyle Bell](#) (Muscogee Creek Nation of Oklahoma). The film features the story of [Lakota Beatty](#) (Caddo Nation of Oklahoma), a former award-winning Division I women's basketball player who lost her sister to suicide while they were in college. The short film is a look into how Beatty dealt with her sister's death mentally, emotionally, and spiritually and showing how she got through her struggles by connecting with her community and giving back to her own Native people.

Second, our community partner in this project, [Children of the Setting Suns Productions](#) (CSSP), will be showing one of their many films focusing on mental health, addiction, and resilience through the power of community and Indigenous wisdom. The film follows one young Lummi woman in her journey to break the intergenerational cycle of addiction. Members of the production team and the cast will participate as part of the event.

These short films are a microcosm of many experiences in Washington state, both in the tribal community and the general public. According to the Centers for Disease Control (CDC), the suicide death rate in Washington state is 15.2%, higher than the national average (Centers for Disease Control and Prevention, 2020). Furthermore, American Indian and Alaska Native people had a 34% higher suicide rate than the general population in the state of Washington (Washington State Department of Health, 2022). The COVID-19 pandemic further exacerbated the barriers to care that our communities face. Thus, this project is designed to bring awareness to issues of suicide, addiction, and other mental health challenges while also promoting positive holistic wellness and strategies for overcoming struggle and building resilience in our lives. Indeed, these films combat the common deficit-models of mental health by emphasizing the strength within Native communities.

The project would bring both Kyle Bell and Lakota Beatty to Bellingham for a campus and community visit and event. Kyle and Lakota are both fully committed to visiting Bellingham and the local Lummi Nation, Nooksack

Tribe, and other interested neighboring tribal communities. Their trip would include programming from Thursday, April 27th to Saturday, April 29th. Since they are both based out of Oklahoma, we would include travel days of Wednesday, April 26th and Sunday, April 30th. CSSP is invested in bringing members of their community to campus, as well as engaging in programming with these visitors.

The premier event would take place on Friday, April 28th at WWU. The event would include a screening of two short films, dinner, and a panel discussion of suicide awareness, mental health promotion, resilience strategies, and more. This event would kick off a month-long agenda scheduled in May for Mental Health Month by Counseling, Health, and Wellness and campus partners. In addition, Thursday, April 27th will include a visit to campus by Lakota and Kyle with student clubs and campus partners interested in engaging with their stories and overall message. As shown in the film, Lakota enjoys engaging with youth from tribal communities around her love for basketball. She is committed to providing a youth basketball camp at the Lummi Nation Boys and Girls Club for the local tribal community while she is here. Kyle is also committed to providing a filmmaker's workshop for WWU students who may be interested in learning from an award-winning filmmaker. Both are very open to giving as much of their time and energy to the campus and community that fits in their schedule while here. Upon funding approval, we will begin to build out their schedule with activities and events that will benefit the campus and the community.

This project is an initial collaboration between the WWU Office of Student Resilience; CSSP; WWU Psychology Department; and the WWU Tribal Relations Office. We also plan to invite other close campus and community partners such as, the WWU Wellness Advocates Peer Mentoring Program; WWU Native American Student Union; WWU Arts Enterprise and Cultural Innovation Program; Lummi Nation Boys and Girls Club; and potentially more to build a community-based, inclusive experience.

d. Who is the intended audience?

The intended audience is the Western Washington University community of students, staff, and faculty. This will also serve the greater Bellingham and Whatcom communities.

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

In supporting the mission of WWU and the Tribal Relations Office, this project will fulfill the desire of WWU to foster and support working relationships with tribal communities in the state of Washington. The office recognizes the partnership opportunities with tribal communities as a way to enhance the support and success of Native students and the WWU community. The office works to enhance and encourage the development of programs, events, seminars and activities designed to educate the campus community and increase capacity to serve American Indian, Alaska Native, and First Nation communities. The office seeks to promote cultural sustainability, cultural awareness, and Indigenous ways of knowing in order to foster inclusive environments on campus. In collaboration with many campus and community partners, this project will further enhance our institutional relationship with the local communities.

The featured event will impact approximately 200 attendees. The various meetings with student clubs and community youth will impact hundreds, if not thousands more, of currently enrolled students and future generations of potential WWU students. We would like to bring awareness to issues of suicide, addiction, and overall mental health challenges in all our communities, whether that be campus, tribal, or others, as well as the resilience and strength within communities that can be leveraged for health and healing. We know that mental health challenges are a key indicator in the experiences of our college students, as we have seen an overall 135 percent increase in depression and 110 percent increase in anxiety in the United States from 2013 – 2021 (Lipson, Zhou, Abelson, Heinzem, et.al., 2022). Overall, more than 60 percent of college students met criteria for one or more mental health problems in 2021 and American Indian/Alaska Native students experienced the largest increases in depression, anxiety, suicidal ideation, and mental health (Lipson et. al., 2022). In Washington

State, a recent study indicated that more than half of college students face food or housing insecurity, key indicators of holistic wellbeing (Washington Student Achievement Council, 2023). Combining these factors with staffing shortages of college counselors, long waits at college counseling centers, and the overall stress of being a college student (Mental Health Project, 2022), we must find other ways to engage our students and campus community in conversations that destigmatize mental health challenges. This project is designed to frame these conversations through arts, film, sport, and storytelling by Indigenous leaders doing this work locally and globally.

SECTION 2: Project Outcomes.

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

This project has several goals and outcomes. As mentioned above, we plan to bring awareness to suicide, addiction, mental health challenges, and other forms of struggle in our communities. This project will frame these conversations in unconventional ways through arts, film, sport, and more. The featured event will empower our community to destigmatize mental health challenges and empower attendees to speak up about issues impacting their lives and communities.

This project also serves to continue strengthening our institutional relationship at WWU with the local tribal communities. We have firmly committed partnerships with Children of the Settings Suns Productions and the Boys and Girls Club, both from Lummi Nation. We have goals of involving other tribal communities in the area, such as Nooksack, Skagit, Swinomish, Tulalip, and more. Bringing our communities together around such important topics of discussion will only strengthen our relationship with one another.

Ultimately, this project is about celebrating sustainable life systems. While we all must overcome struggles and adversity in our lives, one of the overall messages from the films is that struggle is temporary. If we are still here and are privileged to wake up every day, then we must continue to strive to fulfill our purpose. As a community that has endured so much stress and anxiety over the last several years, these positive messages of overcoming life's most daunting challenges are crucial to our survival and our ability to thrive. As Native people, we are the original storytellers of this land. This project aims to celebrate our stories while acknowledging our struggles as similar to those of other communities. We all must continue in sustaining our strength and resilience towards a lifetime of holistic wellbeing.

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

1. Create economic vitality:

As mentioned above, mental health and wellbeing are key indicators in the experiences, persistence and retention of college students. This project is designed to engage the WWU community and beyond in conversations about the importance of mental health and destigmatize the conversations around mental health challenges. Therefore, the holistic wellbeing of our campus community is a key component of creating economic vitality. The more we are able to build and maintain strength and resilience in our mental health systems, the stronger our economic vitality. Also, in collaborating with Indigenous artists and knowledge holders, we are investing institutional resources in our building of relationships with local and global tribal communities as called upon by the mission of the President's Office and the Tribal Relations Office.

2. Promote human health:

In September 2021, WWU officially adopted the Okanagan Charter to work towards becoming a health promoting institution. Currently, we are 1 of only 16 campuses in the United States that have officially

adopted this commitment. In using the Indigenous framework from the Okanagan region of British Columbia, it is imperative that we continue to honor and highlight the systems of knowledge carried by our Indigenous relatives. Our relationship to our communities is the core of human health. This project will strengthen those relationships and provide our campus community the opportunity to partner with and learn from award winning and reputable Native storytellers and filmmakers, both locally and globally. As mentioned above, Native communities and the state of Washington in general struggle with mental health challenges, specifically depression, anxiety, and suicide. This project will promote human health by hosting critical conversations about these struggles that destigmatize talking about our problems and seeking help.

3. Protect the environment:

Building and maintaining sustainable life systems is at the core of this project. Indigenous people are the original caretakers of the land and environment. Strong relationships with all elements of life are a key component to Indigenous systems. This project does just that. It is building stronger relationships with the land through our engagement with its original inhabitants and their communities. Building relationships takes place by being present and in community with one another. We are protecting one another through our meaningful engagement with one another. Ultimately, we are protecting our environment and our relationship to the land and place we occupy.

4. Uphold social equity:

Many of the statistics presented above provide a quick snapshot of the inequities that exist within Native communities. The statistics also help us realize that all communities struggle with mental health challenges and must destigmatize conversations about mental health challenges. By partnering with the local tribal community and bringing Indigenous knowledge holders to campus, we are simultaneously acknowledging our shared struggles across communities, while also illuminating the increased significance of those struggles in Native communities. In both films it is very clear that our struggles do not define who we are as a people and/or community. We think this is a strong message that combats stereotypes and deficit models of Native experiences, serving to uphold social equity.

c. How will your project positively align with Western's Sustainable Action Plan (SAP)? Please determine how it advances one or more of the ten SAP chapters. For information on the SAP, please refer to the Sustainability Engagement Institute's website (sustain@wwu.edu) or ask your program coordinator. The ten SAP chapters are:

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

Primary chapter of alignment: Campus & Community Engagement

Explanation: We feel we have provided several examples above of how this project engages the campus and the community in critical conversations about the (de)stigmatization of mental health challenges in our society. This project is built in collaboration and a strong foundation of relationships with one another, campus partners, and

community partners. If you have any questions about what we have laid out above, please feel free to ask. Thanks!

d. How will your project address the UN Sustainable Development Goals (SDGs)? *The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world. These goals address the full spectrum of sustainability. When we work locally to transform our community, we are in league with people around the globe striving to create a more just society. The UN's seventeen SDGs are:*

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| 1. No Poverty | 10. Reduced Inequality |
| 2. Zero Hunger | 11. Sustainable Cities and Communities |
| 3. Good Health and Well-being | 12. Responsible Consumption and Production |
| 4. Quality Education | 13. Climate Action |
| 5. Gender Equality | 14. Life Below Water |
| 6. Clean Water and Sanitation | 15. Life on Land |
| 7. Affordable and Clean Energy | 16. Peace and Justice Strong Institutions |
| 8. Decent Work and Economic Growth | 17. Partnerships to Achieve the Goal |
| 9. Industry, Innovation and Infrastructure | |

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

1. Good Health & Wellbeing – One of the main goals of this project is to promote good health & wellbeing. This discussion has been addressed throughout this grant application. Please see above and let us know if there are any questions about aspects of health promotion in this project.
2. Life on Land – This project intentionally partners with local and global Indigenous knowledge holders, story tellers, and filmmakers who highlight the importance of connection to the land to build and maintain thriving resilience strategies. Indigenous peoples are the original inhabitants of our homelands who understand the significance of our relationship to land as a key indicator of building and maintaining sustainable life systems. This project will talk about Life on Land as Native peoples and how relationships with all living beings are crucial to holistic wellness and wellbeing.
3. Partnerships to Achieve the Goal – This project intentionally partners with the local company from the Lummi Nation, Children of the Settings Suns Productions, to accomplish our goals of bringing to campus accomplished and respected Indigenous knowledge holders and storytellers. We are illustrating for our campus community what it looks like to go beyond the institutional land acknowledgement and partner with our neighbors from the Lummi Nation to host important conversations around mental health challenges that all our communities endure.

e. How will the success of the project be measured? Describe the quantitative and/or qualitative sustainability metrics you will use to measure the success of your project. A data collection plan is required for all projects, and all data must be provided to the SEJF Program upon completion of the project.

- a. We have several outcome variables that we will assess. First, we will offer an anonymous survey to all registered participants on campus about their experiences with and evaluations of the events. We will also ask for suggestions about how such events could be improved and what was most impactful to guide future programming. Second, we will debrief with our community partners about their experience on campus, what worked well and what could be done in the future to make such events more inclusive and welcoming. Quantitative data from the survey and qualitative data from the debriefing sessions will be collated into a report for the SEJF Program.

Metric	Description	How and when will you collect it?
Anonymous Feedback Survey	Event Evaluations	To be distributed after each event;
Talking Circle	With campus and community partners to debrief about schedule of events; what went well; what could be done different;	May 2023

SECTION 3: Project Participants.

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

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

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

Financial Agent: The project must have someone with budget authority to manage funds for all purchases. Should funds require transfer, this individual will have to provide a FAST Index and Activity Code to the SEJF Manager.

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

Name	Department/School; <i>Students provide major/minor</i>	Position: Faculty/staff/student; <i>Students provide expected graduation quarter/year</i>	Western email address	Signature to verify agreement
<i>Team Advisor:</i> Kate McLean	Department of Psychology	Professor	mcleank2@wwu.edu	
<i>Team Lead:</i> Brandon Joseph	Counseling, Health, and Wellness	Director of Student Resilience	Josephb2@wwu.edu	
<i>Team Member:</i> Laural Ballew	Tribal Relations Office	Tribal Liaison to the President	ballewl2@wwu.edu	
Financial Agent: Janet McLeod	Counseling, Health, and Wellness	Business Manager	jmcleod@wwu.edu	

For fund transfers <i>FAST Index:</i> <i>Activity Code:</i>	Janet McLeod will supply this information upon approval of grant.
SEJF Project Coordinator:	Zinta Lucans

SECTION 4: Project Timeline.

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

Action	Purpose	Initiation	Completion
Get confirmation from desired guests & partners	To make sure desired guests and partners are committed to this project	Done	Done
Apply for funding	To find funding to help execution of project	Done	Done
Finalize Travel Logistics for Desired Guests	To secure trip to campus for desired guests and partners	Upon funding approval	March 2023
Reserve on campus spaces and other spaces in community for events throughout the visit	To finalize event space for hosting events	Upon funding approval; VU MPR already on hold	March 2023
Finalize other logistics for events (catering, set up, volunteers, protocols, emcees, etc.)	To make sure events are hosted and presented most effectively by our partners	Upon funding approval	March/April 2023
Develop & Implement feedback survey	To understand impact of events; Learn how we did	March 2023	April 2023
Event marketing; Develop graphics; Print and Digital Posters for campus & Social Media	To promote event to campus and community	March 2023	April 2023
Finalize schedule of events	Reach out to potential campus communities to engage interest in hosting event with guests; Finalize those meet and greets	March 2023	April 2023
Administer Post event feedback	To gain feedback on the impact of specific events, when possible	April 2023	April 2023
Host event decompression meetings	To talk with all partners and supporters about the overall schedule of events and how things went and where we can learn	May 2023	May 2023
Data Analysis	Look at feedback surveys to better understand the impact of schedule of events	May 2023	June 2023

- b. **When is the planned project completion date?**

June 2023

- c. **When will final metrics and a final report be submitted to the SEJF Program? This should be completed no later than one month after the project completion date.**

July 2023

SECTION 5: Project Stakeholders.

- a. Does your project involve labor/participation or require permission from organizations, departments, or individuals on campus? Who will be impacted if this proposal is implemented? All stakeholders must provide a signature of approval for this project.

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Brandon Joseph	Counseling, Health, and Wellness; Director of Student Resilience	Project Lead; Advisor to Native American Student Union	
Kate McLean	Psychology; Professor	Community Liaison & Researcher	
Laural Ballew	Tribal Relations Office; Executive Director and Tribal Liaison to the President	Community Liaison & Advisor to Native American Student Union	<div style="border: 1px solid black; padding: 2px; display: inline-block;"><i>Laural Ballew</i></div>

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

Office of Student Resilience (Counseling, Health, and Wellness)

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

No

If so, is a Project Owner Form attached to the appendix of this application? *Please ask your project coordinator 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. Include funding amounts from other sources that will impact project cost. The SEJF Program encourages the identification of additional funding sources to augment SEJF funds, and failure to secure such support may prevent approval of an application. List pending, approved, and denied applications for funding from other sources, along with amounts requested from those sources.

Budget item	Cost per Item	Quantity	Cost
Honorarium (Lakota Beatty; Kyle Bell; CSSP)	\$5,000	3	\$15,000
Flights	\$650	2	\$1,300
Hotels (2 Rooms; 4 Nights)	\$900	2	\$1,800
Rental Car - Enterprise	\$400	1	\$400
Rental Car Gas	\$100	1	\$100
Event Services (MPR Set Up for Event)	\$1,000	1	\$1,000
Catering for Event (Traditional Coast Salish Dinner for Estimated Attendance of 150 people)	\$8,000	1	\$8,000
Miscellaneous Costs (Other Honorariums for Singers, Dancers, & Drummers; Traditional Gifts to guests; Campus Parking; Shuttle Services; Etc.)	\$2,400	1	\$2,400
Total project budget			\$30,000

Additional funding source(s)	Status	Amount
n/a		
Total of all other funding sources		\$0
Total requested funds from SEJF		\$30,000

If the project is implemented, will there be any ongoing replacement, operational, maintenance or renewal costs? If yes, has a source of funds been identified to cover those costs? This must be communicated to the appropriate stakeholder.

Ongoing cost	Amount/year	Responsible Stakeholder	Signature
n/a			

SECTION 6: Appendices.

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



**GRANT APPLICATION
PROPOSAL REVIEW PROCESS**

Please arrange a meeting with Zinta Lucans, SEJF Program Coordinator for the Sustainability Engagement Institute, to review your drafted proposal. Once your project proposal is complete, sign and deliver it via email to: lucansz@wwu.edu.

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

Zinta Lucans
SEJF Program Coordinator, Sustainability Engagement Institute, Western Washington University

Signature: _____ Zinta Lucans _____ Date: 02/22/2023

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

Grace Wang
Director, Sustainability Engagement Institute, Western Washington University

Signature: _____ Date: _____

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