



**Sustainability, Equity,  
& Justice Fund**

**Grant Application**

Submit your completed application by emailing a scanned version (including signatures) to [Johnathan Riopelle](mailto:Johnathan.Riopelle@wwu.edu). Applications must be signed by your advisor, all members of the project team, and all stakeholders in order to be reviewed. Email: [johnathan.riopelle@wwu.edu](mailto:johnathan.riopelle@wwu.edu).

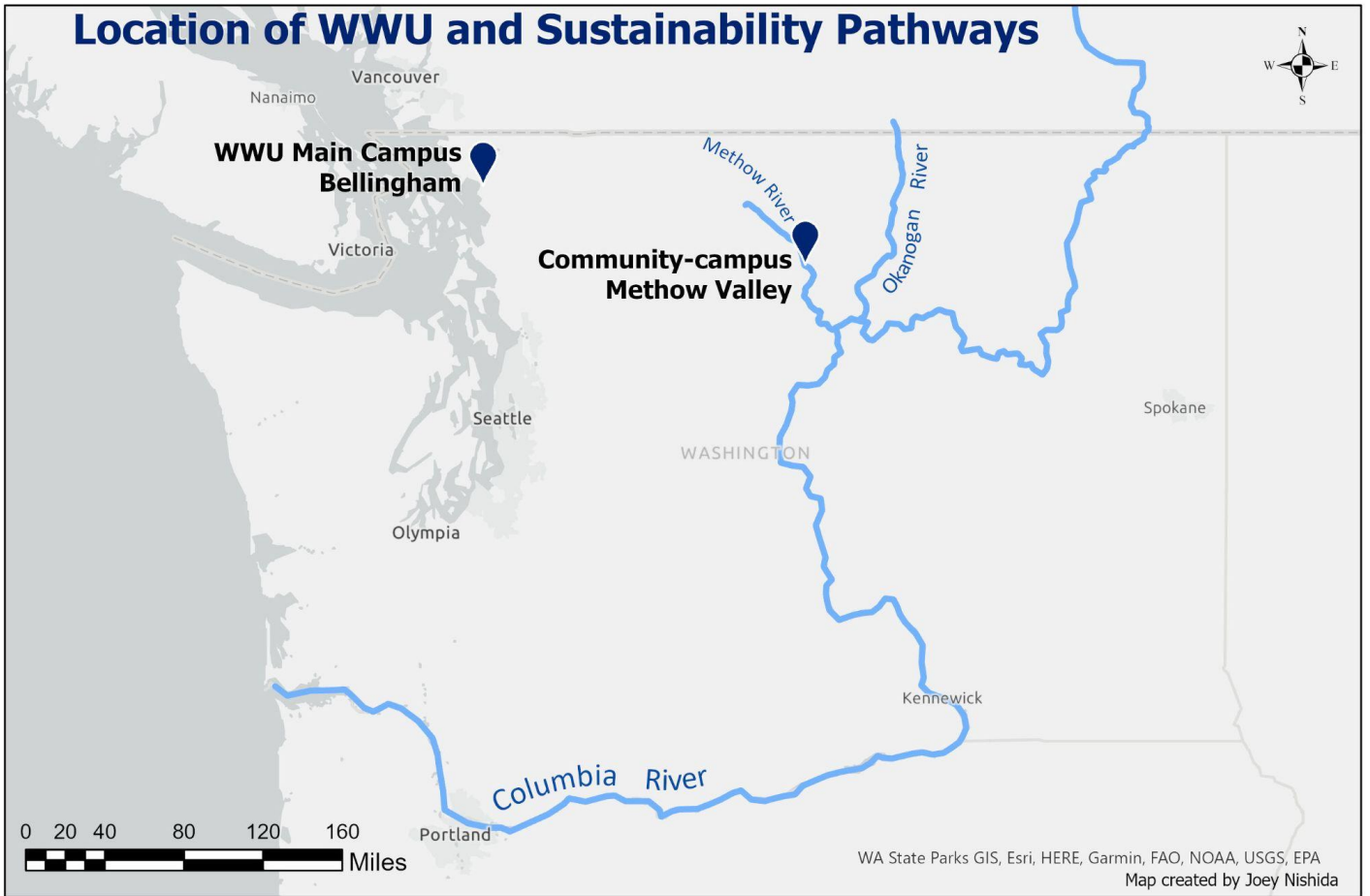
Application Level: Please determine the amount of funding you will require and check the appropriate box:

	Small Grant: Up to \$5,000. Applications of this size will be reviewed by the Communications Manager and the Sustainability Institute Director. Small grants may be approved, declined, or sent to the SEJF Committee for consideration.
	<input type="checkbox"/> 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.
<b>X</b>	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:

**Mobile Field Station Housing for WWU Sustainability Pathways Students in the Methow Valley**



b. Statement of Purpose (This is a one- to two-sentence synopsis of the project):

This project enables WWU student participation in the Sustainability Pathways and Climate Leadership Certificate programs in the Methow Valley by providing critically needed housing for the place-based, residential program. The project seeks financial resources to purchase two tiny homes on trailers to accommodate up to four students.

c. Describe your proposed project in detail:

Housing is needed for WWU students participating in the Methow Valley-based Sustainability Pathways program, as well as the Climate Leadership Certificate students completing their summer practicum in the Methow. The program has provided a ten-week community learning lab experience for undergraduate students in the summers of 2020 and 2021. This is an interdisciplinary program open to all majors, where students work three days per week in a paid work position with a local partner organization that is engaged in some aspect of sustainability.

Partners represent multiple dimensions of sustainability, including ecological quality, social justice, economic vitality, and community health. The student work experience is paired with the 3 credit Campus Sustainability Planning Studio course two days per week where students develop and apply systems thinking and project management skills through managing community-engaged projects.

This model of pairing the practicum work experience and aligned Sustainability Planning Studio course also dovetails with two of the requirements of the Climate Leadership Certificate, so the Methow-based certificate students participate fully as members of the Sustainability Pathways cohort as well.

This program is set up as a fellowship, where in addition to being placed in a paid practicum / internship, housing is provided at no cost to the students. This is achieved through community member support and fundraising via donations and multiple grants, and contributions from some of our partner organizations. Offering this program as a fellowship is essential as a practice of equity, to ensure greater access for participation. The experience is mutually beneficial to all parties involved, as students offer their skills and knowledge to contribute to sustainability work, while partners provide students the opportunity to gain entry-level experiences which will launch lifelong careers in sustainability.

For this project we are proposing the financial resources to purchase 2 tiny homes, have them moved to their site in the Methow Valley, and cover initial set up costs. This proposal can be accomplished in two installments, spanning 2022 - 23, with that timing determined by the SEJF committee. Should the committee support the project but need to offer a partial award, funds to purchase even one of the tiny homes would help address our need for student housing.

If awarded support from the Sustainability, Equity, and Justice Fund for these tiny homes, we will complete the necessary risk-assessment planning required from WWU and the permit requirements for Okanogan County. We understand that receiving funds for the purchase will be contingent on a successful risk assessment and final determination of which WWU entity will be the official owner. The county permit process will be different for each site, and will begin when we know we have secured funds for the project. Both the risk-assessment and the permit process will require significant time not only from our team, but many WWU administrators, county planners, Sustainability Pathways students, and program partners. It is important for us to secure a commitment of funds for the project before beginning these processes to respect peoples' time and workloads. We would also like to approach our storytelling around this project with the intention to amplify collaborative solutions that WWU students and the SEJF demonstrate in the broader WWU community.

This emphasis on mutual uplifting is a pillar of the Sustainability Pathways program, and we are determined to uphold it by minimizing the program's burden on the local housing market. The Methow Valley, much like many rural communities in the Northwest, is experiencing an extreme housing shortage due to high property values, limited land available for development, and a high proportion of second-home ownership. Affordable housing is especially difficult to come by, pushing low-income families and longtime Methow residents out of the Valley while discouraging younger generations from moving here. Okanogan County has been declared a persistent poverty county, and a recent comprehensive economic study for the Methow Valley demonstrated that 40% of the valleys residents are over 60 years old, 39% of the housing stock is second homes, and part-time remote workers make five times the average income compared to full time households.

In order to prioritize the housing needs of existing Methow residents, the Sustainability Pathways fellowship has provided free housing to its participants by collaborating with WWU alumni and community members to offer homestays, guest houses, yurts, and cottage spaces. In the summer of 2021, we provided housing for 14 students, and this upcoming summer we are committed to doing so for 22 students. Housing is, in fact, the limiting factor to the program's growth: we have many local organizations interested in becoming partners with the program, but have had to turn down a number of fellowships due to lack of housing. The purchase of two tiny homes, which could house up to 4 students, represents the beginning of a strategic solution to this issue. Provided our development of a long-term stewardship plan for a property being offered to Western, we also have a pledge to match infrastructure funds we secure for this project that will enable the purchase of at least one additional tiny home and cover the water and power infrastructure costs at one of the field station sites. We estimate that the program would greatly benefit from securing a total of 10 tiny homes in the next four years.

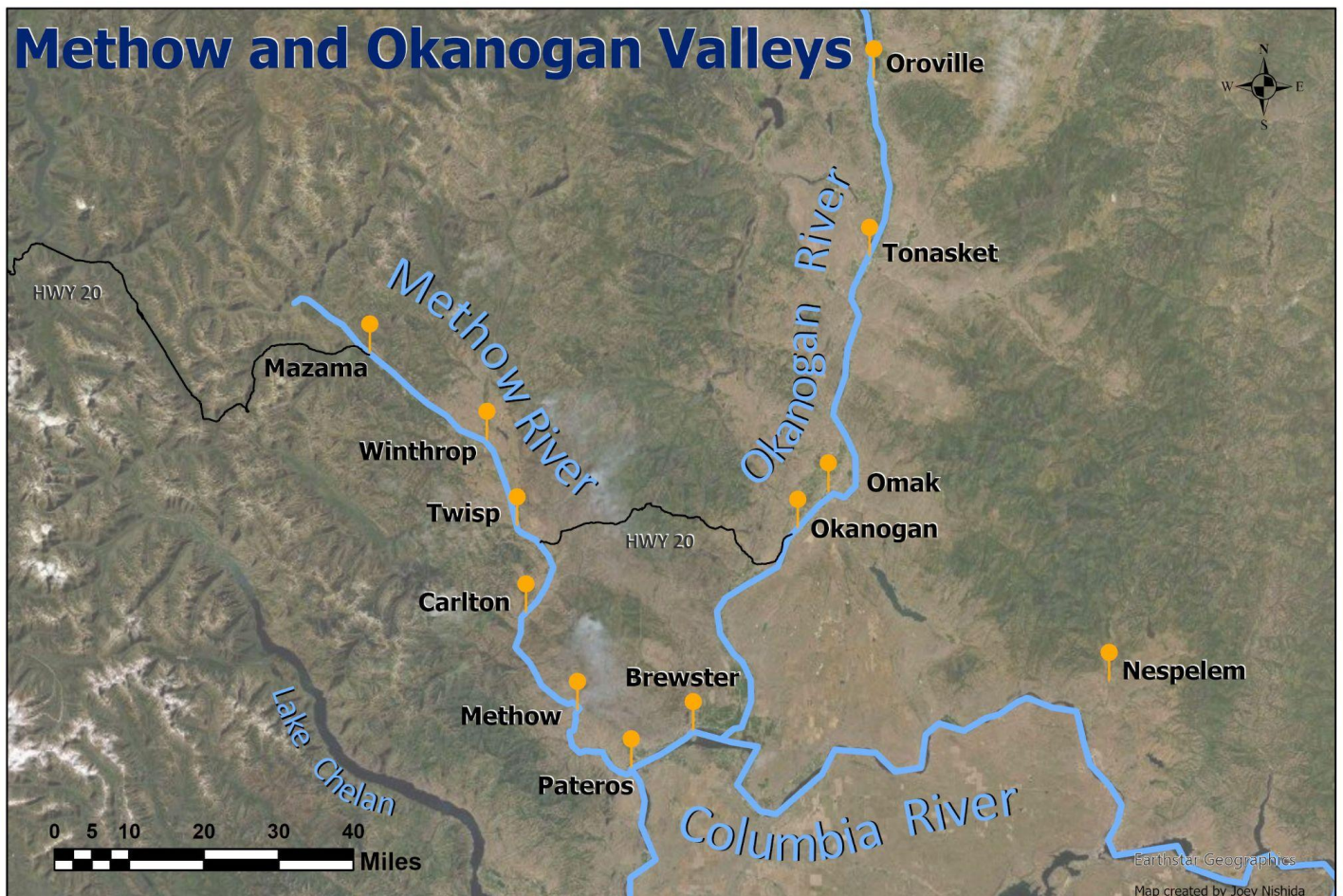
Beyond providing stable housing for Sustainability Pathways fellows, we intend for the tiny homes to serve as valuable components of the program's emphasis on place-based learning. Students living in the tiny homes will actively engage with stewardship efforts on the land surrounding the homes: ecological restoration projects; the planting and maintenance of vegetable gardens; construction and maintenance of trails; and opportunities to lead educational and community programs that enable students to connect with and give back to the land they reside on.

Each of the field station sites that has been offered for locating tiny homes has unique attributes, including one site that is on the Twisp River and has seen transformational riparian restoration; a shrub-steppe site that has 400 acres of restored native grasses and habitat; and a spring and botanically-rich canyon where local youth have engaged in ecological monitoring for over a decade. Each site is also recognized as part of a cultural landscape within the traditional territories of the Colville



Confederated Tribes, and especially the homelands of the Methow and Okanogan people. Sustainability Pathways works in collaboration with Indigenous elders and leaders on multiple levels. These include an orientation to the valley with Methow tribal community leaders with emphasis on how Indigenous knowledge systems, sovereignty, and social justice connect in sustainability; partnering with the Environmental Trust Department of the Colville Confederated Tribes on a native pollinator and climate change Sustainability Planning Studio course project; and working in partnership with the Indigenous-led L.I.G.H.T Foundation on increasing access to these sites for traditional gathering and informing the development of place-based sustainability curricula for area high schools that is especially relevant to Indigenous youth.

While the intention is for these tiny homes to remain stationary long-term, the mobility of the units will enable them to accommodate even more of the students' needs. The option to place some units closer to the nearby town of Omak, where a number of partnerships have the potential to be established, would relieve students of the need to make a lengthy commute. Moreover, the ability to move the units will ensure that students are provided stable housing even in the face of wildfires, which can displace students by causing evacuation orders or unhealthy smoke conditions. This also provides a security for the investment of these tiny homes in having the ability to move them out of harm's way if necessary.



**Figure 1: Map showing the relative locations of Winthrop, Twisp, and Omak.** The town of Twisp, where the Sustainability Pathways program is headquartered, lies 38 miles (45 minutes' drive) away from the city of Omak. Placing 1-2 tiny home units close to Omak would substantially reduce the burden of transportation on students completing fellowships based there.

d. Who is the intended audience?

This project serves WWU students directly by providing housing during a residential WWU program in the Methow Valley. It also serves the Methow community by housing WWU students without contributing to the shortage of rentals and enabling students to help advance local sustainability initiatives and projects. The program presently runs as a ten-week summer



program but is being expanded to also offer an 8-month program April – November. The longer program model will allow students to connect more deeply in the community and their work with organizational partners.

Tiny homes are suitable for this 8-month residential experience given the climate, and not needing extensively winterized spaces to dwell in through our snowy winters. While dwelling in tiny homes year-round could be possible, we have determined that the cost-benefit analysis favors designs for the 8-month residency. Winter use would require a more expensive heating system, more extensive insulation, and robust winterized infrastructure related to the water and septic systems that would be prohibitive at the field station sites in the short-term. In addition, providing regular access to the tiny homes in winter would require expensive routine snow removal. Since the tiny homes will be built to weather the deep Cascade snowpack, we do reserve the possibility to consider winter use in the future. That would require a proposal that clearly demonstrates the programmatic need, plans for upgrading and weatherizing systems, and a sustainability plan accounting for increased winter maintenance. Sustainability Pathways will meet its programmatic needs by providing housing for 8-months each year, and the routine winterizing steps will be cost effective and simple to perform.

This mobile student housing proposal is a solution for an immediate need for supporting student opportunities that involve supportive cohort-based learning environments, place-based learning that is community-engaged, and hands-on work experience that applies students’ knowledge, skills, and creativity to needed projects. We plan to develop a contingency algorithm for how the long-term asset value of these tiny houses would be re-assigned in the distant future when either their life cycle has run its course, or in the unlikely event they become available for other use. Because these units are mobile, we maintain the flexibility of moving them if necessary. These tiny houses would be one strategy that would have immediate benefits to students, and that will be utilized far into the future of this program.

Our longer-term strategy will be to fundraise and establish permanent housing as well. Planning for such capital fundraising and then purchasing / construction will be a many-year process (estimated at 5 years). Even when we establish some permanent housing locations, we will still need these and additional tiny house units. If we are able to meet the housing needs for the program, we expect to be able to offer paid fellowship placements for 24 students within the next two years. The sooner we can build housing capacity for students, the more stability and continuity we are able to provide students.







e. How many students will be directly affected?

Purchase of two tiny homes with a SEJF grant will directly benefit 4 students in the first year. Since we will be able to secure an additional tiny home with matching funds, that increases to 6 students per year. For each decade of use that equals 60 students benefiting from this added housing in the Methow Valley. Projecting to 2050, well below the typical life cycle of a tiny home, more than 160 WWU students will have benefited from these homes.

## **SECTION 2: Project Outcomes.**

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

Our goals and outcomes of this project are:

1. Provide sustained, accessible housing for Sustainability Pathways students for the long term while being responsible for bringing solutions for our program needs so we avoid putting a strain on the existing housing market
2. Deepen student understanding of and connection with place by enabling direct engagement in regular land stewardship projects that are site-specific, ecological restoration and regenerative farming
3. Redefine what seasonal housing can look like by creating a community space that fosters connection, shared learning, and demonstrates practices of sustainability

4. Form and deepen connections between students and existing community members, as experienced through internships and planning studio projects and expressed in long lasting projects and relationships (Zoe is still in touch with their homestay / neighbor family and staff at Methow Trails where they worked; Lillian works as a Policy Research Assistant on a 8 month project-based hire that was extended after her internship; and all three of us are still involved with this project!)
5. Enable a widening range of organizational partners to help both students and the broader local public develop sustainability literacy, including awareness of the 4 pillars of sustainability, moving beyond a more traditional ecologically-oriented definition of sustainability to a cross-sector systems thinking understanding, where social justice, community health, and economic vitality are equally centered. Sustained housing will help enable longer residency experiences up to 8 months, creating more opportunities working with local schools, on farms for the full growing season, and through multiple seasons offering more opportunities for practices of place, such as the traditional gathering activities fostered by the partnership work with the L.I.G.H.T Foundation
6. Demonstrate pathways into sustainability livelihoods and studies for local youth in ways they can understand what sustainability is; see local opportunities modeled via work at partners like Room One, that enable students to see the real impacts of their work; build confidence in being able to have a positive impact, and provide a model for future WWU students and other local youth to aspire to

As in many communities in the Northwest, the Methow Valley is in a housing crisis. There is a shortage of seasonal housing, and in an effort to help us generate some creative solutions both for our WWU program and potentially the broader community, four students worked on developing the concept of a mobile field station for student housing using tiny houses on trailers. The concept is that we purchase self-sufficient tiny houses that can house up to 2 students each, and park them on lands that have been offered for our use with local organizations and individuals throughout the Valley.

We presently have four sites offered for our potential use providing close access to different communities in the Methow and Okanogan Valleys. Our initial goal is to start with 2 tiny houses in one location to experiment with the model and offer the opportunity for students to connect directly with adjacent lands via stewardship work.

While our immediate goals are around providing direct support to WWU students as housing, a longer-term outcome we seek is a place-based connection in the Methow Valley for WWU students as well as WWU as a University providing access to rural communities not otherwise served by a 4-year university. This aligns with WWU strategic goals around state-wide impact, inclusive access, support of inclusive student success, and advancing a deeper understanding about engagement with place.

Students have already played instrumental roles in helping develop this project concept. The work of both the 2020 and 2021 Sustainability Planning Studio housing related project teams engaged those 8 students deeply in the design elements important to student access, experience, and well-being. Both teams also conducted surveys and design clinics with all of their other classmates, integrating input from a total of 27 students. Enabling students' creative license, ideas, and leadership is essential in how our program approaches projects, and is another clear goal. The work becomes a vehicle for applied experiential learning and the ability for students to both inform, and moreover, help create central aspects of how this program is designed and developed.

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

The Sustainability Pathways program is providing hands-on, paid work experiences for WWU students entering sustainability fields. Whether studying energy studies, public health, urban planning, food systems, or wildlife biology, this program enables students to apply what they have learned in courses in needed community contexts and provides mentoring and professional skill development with a network of community partners. This helps students develop the systems thinking skills necessary for doing cross-sector sustainability work. Positive impact at WWU results directly through student engagement on a community level, future application of those skills developed back on campus and via project management capacity that could be applied to the Sustainability Action Plan. In addition, the structure of the Sustainability Pathways program is designed to recruit more students into the Sustainability Minor, also a goal in the WWU Sustainability Action Plan.



1. Create economic vitality:
    - Provide paid internships in sustainability (this is the first and only paid opportunity Zoe has found)
    - Minimize students' impact on the housing market in the Methow
  2. Promote human health:
    - Enable students to be directly involved with land stewardship
    - Enable students in doing meaningful sustainability work which itself aims to promote human health (e.g. Foundation for Youth Resiliency and Engagement, Methow Climate Action Plan, Clean Air Methow, Mid-Valley Hospital)
  3. Protect local and global ecology:
    - Land stewardship projects to maintain and restore housing areas
    - Assist with fire safety and prevention practices
    - Maintain gardens that also contribute food to local food access / security programs
  4. Uphold social equity:
    - Provide a community space for students and community members to meet around sustainability
    - Continue developing Sustainability Pathways as culturally relevant to Indigenous youth
    - Expand the Valley's definition of sustainability to encompass social equity and economic opportunity
- c. SEJF projects must align with Western's Sustainable Action Plan (SAP). Please determine how it advances one or more of the ten SAP chapters.

**Primary chapters of alignment and explanations:**

*1. Built Environment*

The Built Environment chapter of Western's Sustainability Action Plan applies to every human-made component of the university's campus, and our proposed collection of tiny homes will be no exception. **Goals 1 and 2** of the Built Environment chapter focus on carbon neutrality and energy efficiency efforts, respectively, for all campus buildings. The tiny houses will address these goals by utilizing recycled materials where possible, taking advantage of surrounding resources to enable passive heating and cooling, relying on efficient electric appliances rather than natural gas ones, and minimizing wastewater by recycling gray water and employing rain barrel collection. Moreover, the tiny homes will be testing grounds for solutions like composting toilets, small-scale solar charging, outdoor kitchens, and a micro-hydro system. One of the models being sought for purchase includes rooftop photovoltaic cells to enable the house to operate completely off-grid.

**Goal 6** of the Built Environment chapter tasks the university with developing an active learning, living laboratory within Western's built environment. We hope to collaborate with an existing SEJF-funded initiative, the ZeNETH project, to incorporate net-zero energy design elements into the pod of tiny houses in the future. Additionally, Sustainability Pathways is working with the Career and Technical Education coordinator for the Methow Valley School District to develop a sustainability curriculum framework for all Career and Technical Education (CTE) courses, beginning with the Construction Trades program. The program will allow future Construction Trades students to build 1 tiny house per year as a vehicle to learn the trades, with an emphasis on sustainable design. Most importantly, the tiny houses will substantially enhance students' experience with place-based learning, as they will be intimately connected to the surrounding environment.

*2. Campus and Community Engagement*

Fostering mutually beneficial relationships between Western and the broader communities it interacts with is at the core of the Sustainability Pathways mission, and the program is closely aligned with many of the goals listed in the Campus

and Community Engagement chapter of the university Sustainability Action Plan. The broader Methow Valley community will have opportunities to be involved in this project to acquire tiny houses. As mentioned above, we are collaborating with the Construction Trades program at the Methow Valley School District to build future tiny homes. Beyond gaining real-world experience in building structures, these high schoolers' engagement with a university program will introduce them to the opportunities in store beyond high school. It is our hope that some of these students may go on to become Sustainability Pathways fellows themselves. To encourage the wider community, the program will invite participants in events and forums being developed in partnership with local libraries and the Center for Community Learning at WWU. Finally, the program will work in conjunction with other sustainability programs across the region - like Wenatchee Valley College - and with other satellite WWU campuses such as the Salish Sea Campus on the Olympic Peninsula offering remote or hybrid certificates in ecological restoration.

Sustainability Pathways continues to strengthen our connection to local Indigenous communities in order to develop long-term relationships based on reciprocity. We are making the program culturally relevant for Indigenous youth while supporting Tribal sovereignty and increasing access to land for cultural practices. For instance, the program is working in partnership with the Indigenous-led LIGHT Foundation directly on one of the tiny home sites; working with the Environmental Trust Department on related course projects; and the Fish and Wildlife Department of the Colville Confederated Tribes in restoration stewardship field work opportunities and in developing future paid practicum placements for Indigenous youth

### *3. Investments*

The Investment element of Western's Sustainability Action Plan utilizes a non-financial criteria of environmental, social, and governance, (E.S.G.), standards for responsible investment. Thoughtful, deliberate, and achievable investment alternatives should represent and be understood by all Western stakeholders, not just students. The tiny homes investment would address **Goal 1** from the investments element of the S.A.P.. Western sustainability values are reflected in the project and would be a great social, environmental, and governance investment. The tiny homes would house people to develop a better social and governance understanding of sustainable movements. **Goal 2** is also addressed, the investment in this project would allow for the Foundation to join Western in demonstrating its commitment to sustainable practices.

### *4. Student Life*

The Tiny House Mobile Field Station will advance the Student Life chapter of Western's Sustainable Action Plan (SAP). The vision of the Student Life chapter is "Western inspires graduates who create a sustainable world by integrating social, economic, and ecological justice (SEE) practices into their lives." The project will meet Student Life **Goal 1** (Students have a solid foundation for understanding cultural and global interdependence) by giving students the opportunity to incorporate social, economic and ecological justice into conversations through systems thinking and place-based learning. The project's long-term land stewardship goals, engagement in place-based practices, as well as conversations and opportunities to work with Indigenous members of the region facilitates the students in integrating these principles into their personal and professional lives.

Student Life **Goal 2** (Through structured community and campus-based co-curricular learning experiences, students gain knowledge and insight of sustainability in practice) is also met by this project. The tiny mobile homes allow students a deeper connection to place that is multi-seasonal. Living and working in the region for a period of eight months, the interdisciplinary nature of student backgrounds allows the students to learn from each other as much as they learn from their local internship colleagues, the land, and other members of the community.

And finally, the project meets Student Life **Goal 3** (Social, Economic, and Ecological (SEE) sustainability principles are integrated in student career and lifelong practices). Students engage in community based work opportunities, implementing SEE principles, project management skills, and a systems-thinking approach that can be translated back into student involvement with Western and also into their future careers. The ability to live in the region for a longer

period of time allows for an even more meaningful relationship between students, internship colleagues, community members, cohort members, program partners, and the land, which are sustained even after graduation from Western. Mentoring and professional development through the program’s network of community partners is a unique opportunity for students to engage in SEE principles that can be applied to all aspects of their future career development and lifelong practices.

- d. The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world. These goals address the full spectrum of sustainability. When we work locally to transform our community, we are in league with people around the globe striving to create a more just society. The UN’s seventeen SDGs are:
- |  |   |
|--|---|
| 1. No Poverty                              | 10. Reduced Inequality                            |
| 2. Zero Hunger                             | <b>11. Sustainable Cities and Communities</b>     |
| 3. Good Health and Well-being              | <b>12. Responsible Consumption and Production</b> |
| 4. Quality Education                       | <b>13. Climate Action</b>                         |
| 5. Gender Equality                         | 14. Life Below Water                              |
| 6. Clean Water and Sanitation              | <b>15. Life on Land</b>                           |
| 7. Affordable and Clean Energy             | 16. Peace and Justice Strong Institutions         |
| <b>8. Decent Work and Economic Growth</b>  | <b>17. Partnerships to Achieve the Goal</b>       |
| 9. Industry, Innovation and Infrastructure |   |

This section covers the SDGs addressed by both the tiny homes **project** and the Sustainability Pathways **program**. Since the tiny home units provided by this grant would add a substantial layer of learning to students’ experiences in the Methow, it is important to consider both the project’s *and* the program’s connections to the United Nations’ Sustainable Development Goals.

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

1. *SDG 12: Responsible Consumption and Production (12)*

Between the year 2000 and 2017, the global “material footprint” increased by 70% (United Nations). The Tiny House Mobile Field Stations address the UN’s SDG 12: **Responsible Consumption and Production**, by incorporating elements of responsible consumption and production into the Tiny House design, placement, and use. For example, the facilities included in the Tiny Homes will facilitate responsible consumption and waste recycling by using composting toilets, energy efficient appliances, water efficiency systems, and solar powered for off-grid field station sites. In addition, we will work with the builders to integrate as many sustainable building materials (including recycled) as possible.

2. *SDG 15: Life on Land*

The Tiny House Mobile Field Stations address the UN’s SDG 15: **Life on Land**, by minimizing the impact of the tiny houses on the land on which they are located. The mobile design of the tiny houses themselves ensure minimal land degradation and biodiversity loss - with attention to minimizing new road access and parking spaces. Stewardship and restoration of field sites including native planting, removal of invasive plants, debris clean-up, low-impact trail development and maintenance, maintaining gardens, and assisting with related farm operations . Further, students will assist with making the surrounding land fire-wise.

3. *SDG 17: Partnerships to Achieve the Goal*

The Tiny House Mobile Field Station will address the UN’s SDG 17: **Partnerships to Achieve the Goal**, by working with the community to ensure that sustainable practices are used in the development of the project. We will work with regional / local builders for the initial tiny homes as well as a local high school construction program for the construction



of future homes. The program will work with Indigenous partners to engage with land restoration, stewardship, and access for cultural gathering practices.

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

### 1. *SDG 8: Decent Work and Economic Growth*

The Sustainability Pathways program addresses the UN's SDG 8: **Decent Work and Economic Growth**, primarily by offering undergraduate students paid, entry-level positions in sustainability, in addition to free housing throughout the duration of the fellowship. By ensuring that students are provided with a living wage, the program removes significant financial barriers associated with many sustainability internships throughout the state, which are often unpaid. Moreover, students are made to feel valued and appreciated through the program's financial support. Participating organizations, too, benefit greatly from partnering with Sustainability Pathways fellows, especially those receiving grant-funded student positions. Finally, the Sustainability Pathways programs supports SDG 8 by providing students with ongoing job opportunities. While some students may use their fellowships to kickstart lifelong careers in sustainability work following graduation, others will return to the Methow Valley as paid program support staff and mentors to a new cohort of fellows.

### 2. *SDG 11: Sustainable Cities and Communities*

The United Nations SDG 11: **Sustainable Cities and Communities**, is centered around the development of living spaces which prioritize the health and wellbeing of the communities they support. The intentional cohort-centered approach of building a supportive learning community provides a space to foster friendships / collaborations with other students as they connect through their sustainability projects. A tiny home community can be a place to host program events (shared dinners, game nights, campfires, etc) but also serve as an interface between students and the broader community. This can be important for students to have a place to invite partners and community members to have conversations about sustainability, as well as broaden opportunities for connecting with affinity groups.

SDG 11 goes beyond material attributes to define sustainable cities and communities as "inclusive, resilient, [and] safe." Fostering such communities is at the core of the Sustainability Pathways program, which works to minimize the consequences of climate change in the Methow Valley and design a future that prioritizes health and safety of all Methow dwellers. Future implementation of other student CSPA projects, such as the designed Okanogan Youth Corps, will meet far-reaching community needs through work in food security, home efficiency / weatherization, fire risk mitigation, and air quality; as well as offer earlier exposure to sustainability work opportunities for local youth to help improve and transform their communities. By placing a heavy emphasis on stakeholder engagement, all fellowships and CSPA projects encourage students to collaborate with a wide variety of community members in order to break down barriers to equitable access in sustainability work. The perspectives of historically marginalized groups, including lower income households, Indigenous communities and people of color are especially valued. We firmly believe that a sustainable future must accommodate the needs of *every* community member, and it is with this in mind that students approach their fellowships and CSPA projects.

### 3. *SDG 13: Climate Action*

The projects Sustainability Pathways fellows tackle - whether for their CSPA projects or within their fellowships - also address the UN's SDG 13: **Climate Action**. For instance, a summer 2021 project challenged students to create a comprehensive list of all known pollinator species present in the traditional lands of the Colville Confederated Tribes (CCT) for preparation of their Climate Action Plan. Students worked closely with representatives from the CCT to identify how those species were being impacted by climate change, with the goal of developing more effective strategies for protecting these important species. The majority of practicum positions offered by the program are equally focused on climate action: the incoming cohort of 2022 fellows will work within a broad range of issues, from improving energy

efficiency programs with the Okanogan County Electric Cooperative to the implementation of the Methow Valley's Climate Action Plan.

e. How will the success of the project be measured?

Metric	Description	How and when will you collect it?
1	Number of students housed per tiny homes	Annually, in program tracking document
2	Number of land stewardship / restoration hours students allocate per tiny home field site	Logged weekly by students and then compiled annually, in program tracking document
3	Number of community-engaged events connected to field station sites	Annually, in program tracking document
4	Resource usage at tiny homes	Logged monthly in tracking document to include electricity production / usage, water use, waste, compost and recycling production, etc.
5	Evaluation of place-based experience for residents of the tiny homes	Annually gathered via survey and exit interviews to receive feedback on student experience, identifying home improvements / needs, and ideas for new engagement opportunities
6	Budget tracking and projection	Annual tracking of tiny home expenditures, and projections for necessary maintenance, repairs, or future upgrades

**SECTION 3: Project Participants.**

Name	Department/School Students provide major/minor	Position: Faculty/staff/student <i>Students provide expected graduation quarter/year</i>	Western email address	Signature to verify agreement
<i>Team Advisor:</i> Same as Lead				
<i>Team Lead:</i> <b>Joshua Porter</b>	Urban and Environmental Planning & Policy Department College of the Environment	Director, Sustainability Pathways Research Associate / NTT Faculty	Porterj7@wwu.edu	
<i>Team Member:</i> <b>Zoe Hemez</b>	Energy Science & Mathematics  Energy Policy Minor  Climate Leadership Certificate	Student Spring 2022  Sustainability Pathways Fellow (on Mobile Field Station CSPA project team)	hemezz@wwu.edu	
<i>Team Member:</i> <b>Lillian Propst</b>	Environmental Policy Minors in Geography and Sustainability Studies	Student Spring 2022  Sustainability Pathways Fellow (on Mobile Field Station CSPA project team)	propstl@wwu.edu	
<i>Team Member:</i> <b>Sophia Fox</b>	Environmental Studies	Student Spring 2023  Sustainability Pathways Fellow (on Mobile Field Station CSPA project team)	foxs22@wwu.edu	
<i>Financial Agent:</i>	Same as Team Lead			
For fund transfers  <i>FAST Index:</i>  <i>Activity Code:</i>				
<b>Program Coordinator:</b>	Zinta Lucans and Johnathan Riopelle			



**SECTION 4: Project Timeline.**

<b>Action</b>	<b>Purpose</b>	<b>Initiation</b>	<b>Completion</b>
<b>SEJF application</b>	<b>Secure funds for tiny homes</b>	March, 2022	May, 2022
<b>Risk Analysis</b>	Complete risk analysis for purchase of tiny homes and determine ownership placement (WWU, SEI, College of the Environment)	June, 2022	July, 2022
<b>Final design and order</b>	Work with tiny home manufacturer to meet sustainability criteria and place initial order for 2 homes ( or 1 if award is staggered with second order when funds are available)	June, 2022	August, 2022
<b>Special use permit</b>	Work with program partners offering field site locations to apply for special use permit with Okanogan County for intended use	June, 2022	September, 2022
<b>Site preparation planning</b>	Plan for needed infrastructure installation prior to arrival of tiny homes	July, 2022	September, 2022
<b>Site preparation</b>	Install needed infrastructure, including site access, leveling, hook-ups for water, and in one location, power	April, 2023	May, 2023
<b>Delivery of tiny homes</b>	Coordinate arrival and placement of tiny homes on prepared sites	August, 2022	May, 2023
<b>Access construction</b>	Construct any additional access needs such as steps, ramps, decks, and external storage space (for wells, pumps, etc.)	May, 2023	June, 2023
<b>Systems tests</b>	Test all energy, compost, and water systems; begin tracking resource use, implement on-site risk management plan	June, 2023	June, 2023
<b>Report to SEJF Committee and communicate project impact to the public</b>	Complete all reporting for project implementation / completion, including metrics from first program quarter of student use and community impact of the project	June, 2023	September, 2023

a. Where will the project be located?

The project will be located in Okanogan County on two field sites: one at the “Twisp Ponds” property offered by the Methow Salmon Recovery Foundation, and the second at the “Loup Canyon” site, 10 miles west of Okanogan

b. Planned project completion date:

June, 2023

c. Who will the project owner be upon completion?

This will be determined during the Risk Analysis process, prior to procurement. Ownership may either be WWU, the College of the Environment, or the Sustainability Engagement Institute

**SECTION 5: Project Stakeholders.**

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
<b>Lindsey MacDonald</b>	Associate Director of the Sustainability Engagement Institute and NTT Faculty	Collaborate with connections of project as pertains to Sustainability Engagement Institute and the Climate Leadership Certificate	<i>Lindsey E. MacDonald</i>
<b>Grace Wang</b>	Director of the Sustainability Engagement Institute; Department Chair & Professor, Urban and Environmental Planning and Policy, College of the Environment	Collaborate with connections of project as pertains to UEPP Department and College of the Environment	
<b>Paul Mueller</b>	Director of Risk Management	Will review risk assessment process	Will be engaged if funds are awarded for the project

**SECTION 6: Project Budget.**

Budget item	Cost per Item	Quantity	Cost
Materials			
Purchase of 2-person Tiny SMART house “Oregon Trail”	\$81,000	1	\$81,000
Purchase of 2-person Tiny Mountain Home- off grid	\$85,000	1	\$84,000
Sustainability upgrades to Tiny SMART house	\$6,000	1	\$6,000
Sustainability upgrades to Tiny Mountain Home	\$10,000	1	\$10,000
Labor/contracts			
Transportation of tiny homes to sites and initial set up	\$4,000	2	\$8,000

<b>Total project budget</b>			<b>\$189,000</b> <i>[delivered in 2 disbursements over 2 years 2022-23]</i>
<b>Additional funding source</b>	<b>Status</b>		<b>Amount</b>
<b>Private donor:</b> Major donor (WWU alum) for the Sustainability Pathways program, has already provided / committed \$154,000 to support student practicum placements, student housing, and site planning / development.	Has communicated intention of an additional \$200,000 towards site development and additional tiny house units when other funding source(s) are secured to demonstrate investment from WWU and other entities and a stewardship plan is completed for the site (expected completion is Fall 2022)		\$200,000
<b>Total of all other funding sources</b>			\$200,000
<b>Total requested funds from SEJF</b>			<b>\$189,000</b>

- f. 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.

There will be ongoing operations and maintenance costs that will be lined out in detail as part of the Risk Analysis process prior to procurement. To start, we will apply funds to cover these expenses that are part of the Sustainability Pathways Fund with the Western Foundation. These funds will continue to be raised using a combination of partner organization contributions, philanthropic gifts, and grant writing. A budget will be created balancing annual operations, depreciation, and maintenance costs with a set figure targeted for per student fellowship housing costs to be secured annually.

**SECTION 6: Appendices.**

Additional information:

**Sustainability Pathways:**

<https://sustain.wvu.edu/pathways>

**Student experience in Sustainability Pathways:**



[https://westerntoday.wvu.edu/features/my-summer-in-the-methow-valley-with-sustainability-pathways?utm\\_source=Western%20Today%20distribution&utm\\_campaign=177b40379d-WTemail\\_COPY\\_13&utm\\_medium=email&utm\\_term=0\\_bd027a69be-177b40379d-223309730](https://westerntoday.wvu.edu/features/my-summer-in-the-methow-valley-with-sustainability-pathways?utm_source=Western%20Today%20distribution&utm_campaign=177b40379d-WTemail_COPY_13&utm_medium=email&utm_term=0_bd027a69be-177b40379d-223309730)

**Student Mobile Field station project in Campus Sustainability Planning Studio course Summer 2021:**

[https://sustain.wvu.edu/files/2021-10/Methow\\_Mobile\\_Field\\_Station.pdf](https://sustain.wvu.edu/files/2021-10/Methow_Mobile_Field_Station.pdf)

**Student Eco-share House project in Campus Sustainability Planning Studio course Summer 2020:**

<https://sustain.wvu.edu/files/2021-08/CSPS%20-%20EcoShare%20House%20Report.pdf>

**L.I.G.H.T Foundation:**

<https://thepnwlf.org/home-%F0%9F%8C%B1>



**GRANT APPLICATION  
PROPOSAL REVIEW PROCESS**

Please set an appointment with Johnathan Riopelle, Communications Manager for the Sustainability Institute, to review your drafted proposal. Once your project proposal is complete, sign and deliver it via email to:

[johnathan.riopelle@wwu.edu](mailto:johnathan.riopelle@wwu.edu).

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

**Johnathan Riopelle**  
**Communications Manager, Sustainability Institute, Western Washington University**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Grace Wang**  
**Director, Sustainability Institute, Western Washington University**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

Comments: