



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

Each grant team is assigned a project coordinator; this individual will collaborate with the project team and provide feedback and insight on the application. For detailed application instructions, please refer to the *SEJF Grant Application Toolkit* or ask a program representative.

Submit your completed application by emailing a scanned version (including signatures) to [Johnathan Riopelle](mailto:Johnathan.Riopelle). 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.

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.
 - 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.
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SECTION 1: Project Concept.

- a. Project Title:
Waiwai Ho'opa'a: Equitable Access to Housing, Food Security, and Recreation for families in Puna

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

Waiwai Ho'opa'a addresses core issues in the community of Puna, Hawai'i at the nexus of affordable housing, building regulations, land use, & inclusive access to recreation through research & planning. The program will determine gaps in current policy & provide recommendations; identifying place-based models for housing, land use, and accessible recreation to enhance sustainable community development. The lessons learned through this project will begin a dialogue with similar place-based models in Washington, contributing to curricular development.

- c. Describe your proposed project in detail:

Project Brief

The proposed Sustainability, Equity and Justice project engages students and community with complex issues inherent in sustainable community development. Working through community-based partnerships, the project responds to needs that arise from the post-disaster recovery in Puna, Hawai'i from the 2018 Kilauea eruption and Covid-19 pandemic. The immediate funding needs for the project are to assist field research being conducted by two MA ENVS Planning students and James Miller with assistance from Tammi Laninga. The outcomes of the field project will be the continuation of project support through UEPP 356 Sustainable Housing Innovations and a future symposium.

The proposed project is broken up into two components.

1. Support of the Graduate Planning Students' Field Project and Dr. Miller's research on Kauhale housing models.
2. Support of the Sustainable Housing Innovations course in which a Ohana Dwelling guideline and Kauhale toolkit will be developed utilizing the findings developed through the graduate student field project.

Funding for a Symposium on Place-Based models for innovative housing models and inclusive recreation will be applied for between Summer and Fall 2022. Place-based models provide a counter narrative to the proliferation of Western/ continental planning practices. The symposium will create a dialogue between the place-based models researched in Hawai'i and similar models in Washington. Tentatively, the symposium would be incorporated as a session during the Whatcom Housing Alliance's Housing Week in Fall 2022.

Introduction:

As Hawai'i County continues to recover from the 2018 Kilauea eruption and the Covid-19 Pandemic, complex issues concerning housing and access to recreation have been highlighted. In support of the Planning Department's efforts to address pressing community development needs in Puna, Dr. James Miller has been working with two students in the Urban Planning graduate level studio to develop a research proposal that contributes to long-range planning at the nexus of affordable housing, innovative housing models, and access to recreation to help identify gaps within current land use regulations and identify targeted programs. The studio started in September 2021 and will continue until September 2022. The students' focus areas include affordable housing, land use, and access to recreation, while Dr. Miller's research will focus on innovative housing solutions, including ongoing work on food security with Ho'oulu Lahui, which is integral to the Kauhale model of

inhabiting the Land. Centering lokahi in land-based practices, our goal is to contribute toward a comprehensive planning study of Puna as a joint effort with the Hawaii County Planning Department and Disaster Recovery Team to meet the needs of Puna.

1. Graduate Planning Field Project – Puna, Hawai'i

Addressing Housing Affordability: Vibrant Hawai'i, a nonprofit formed in 2019, has identified several issues associated with housing access and affordability that the proposed study will address. In particular, this study will analyze regulatory requirements, studies, and assessments to determine limitations and gaps in the existing framework and make recommendations for reform. The project will also develop conceptual design for innovative housing solutions, informed by data collected during interviews and field surveys.

To address the affordable housing crisis, and meet the need for workforce housing, we are proposing a research project that investigates existing housing typologies in Puna through a housing transect study and that explores the potential of incremental building codes to address access to affordable housing. We will also address a stratified sample of vacant, abandoned, and deteriorating properties to better understand land use activities and housing typologies in the district. The transect study will provide us with a spatial analysis of these occurrences (various land activities, housing typologies, vacancies, abandoned properties, and informal uses) in relation to population statistics (demographics, income, poverty, etc), access, regulations, and proximity to services.

Innovative Housing Solutions: Dwelling as a land-based process: Generative codes have shown promise in increasing access to affordable housing, providing flexibility in financing construction, securing loans, and building equity over time, and incremental construction allows families to build to suit their needs.

Dr. Miller specializes in Indigenous architecture and planning, emphasizing the importance of land-based models to community resilience. Miller is proposing a research project that explores alternatives to 'continental' frameworks of housing within Hawai'i. The research will analyze existing housing typologies and coinciding land uses, of which the housing transect study will be a component. The project proposes a collaboration with the Maku'u community, to analyze dwelling at the family scale and to co-create housing and land use models supportive of Kanaka 'Ōiwi communities. Framing housing as a land-based practice, the goal of the project will be to emphasize Kanaka 'Ōiwi epistemologies within resilience frameworks that contribute to the Regional Plan and General Plan and provide recommendations for amending Building Codes and Land Use Regulations to support culturally significant architecture and planning practices.

Land Use Analysis: The research on Innovative Housings Solutions speaks to the importance of flexible land use models, drawing from Indigenous planning and work of critical planning theory. This research will develop a review of alternative land use models and generative codes to demonstrate the potential of incremental planning and flexible regulations in approaches to increasing access to affordable housing. As mentioned under the housing section, the research will activate a space for the co-creation of land-use and building codes based on Kanaka 'Ōiwi epistemologies and therefore is appropriate for Department of Hawaiian Home Lands (DHHL) lands.

Access to Recreation: Poho'iki Park has been at the center of the Kilauea recovery efforts as it provides beach and community boat access. In an area with limited beach access in Puna, Poho'iki has become a hotspot of tourist activity . The intensified use of the beach has created issues for Kanaka Ōiwi ohana of the land as well as for local recreation access, which is at the center of debate. As an area of cultural significance, increased tourism negatively impacts the protection of cultural resources, while tourism traffic in the area limits community access.

In support of the ongoing work of the resilience teams, the proposed research project aims to address local community access at Poho'iki with respect to inclusive access and protection of cultural resources. How is local access to recreation affected when jurisdictions that are heavily reliant on tourism provide access to beaches and other outdoor recreational amenities? The research will highlight the importance of centering community in the development of recreational spaces within tourism economies. Respect and responsibility are two components of ethical use that tourists must practice. Giving control of recreational spaces to local communities, rather than prioritizing tourism, allows for community based placemaking that invites visitors into a space calling for respect and responsibility to the land.

Data Collection: We will begin the land use analysis and layered analysis in the Spring quarter. We will request support in attaining existing spatial data to help develop our layered analysis approach of infrastructure, roads, water, location of resilience hubs, and any other base layers that may exist. The expected field-based data collection methods include interviews, housing documentation, housing surveys, and windshield surveys. The Native Hawaiian Organization, Ho'oulu Lahui and Vibrant Hawaii will assist in identifying community participants in the research that provide a cross-section of Puna. Remote interviews and meetings will be scheduled between May through June once IRB approval is made; on site field studies will take place between the end of June and beginning of July, 2022; analysis will take place between through August, 2022; and final reporting will be in September, 2022.

Anticipated Outcomes: We see the proposed project directly supporting County of Hawai'i resolutions 432-20 and 431-20 and the Vibrant Hawaii, Vibrant Communities Program. Regarding resolution 431, the work will contribute to the analysis of existing housing typologies, housing models, and housing policies and will contribute to the development of the strategic roadmap to implement recommendations. The analysis of land use and land use codes in Puna will contribute to resolution 432. We also anticipate identifying existing gaps in the study areas and providing recommendations that will support the county's General Plan update. This project, in collaboration with local community-based organizations Vibrant Hawaii and Ho'oulu Lahui, has the support of County of Hawai'i staff in the Planning Department and Research & Development.

2. Sustainable Housing Innovations Course (UEPP ###)

Ohana Dwelling Guidelines & Kauhale Toolkit: As part of Dr. Miller's Sustainable Housing Innovations course in Winter 2023, the students will work on a class project to develop guidelines for the development of Ohana Dwellings on individual land parcels. Dr. Laninga may also contribute toward the Ohana Dwelling guidebook by conducting a visual preference survey to support ideas developed as part of her Community Development course in the Fall. Ohana Dwellings provide the similar opportunity for households as do Accessory Dwelling Units (ADUs) and are allowed in most residential designated zones. These provide an excellent opportunity for their original intent – housing for extended family, as well as income generating properties through rent or vacation rentals. An Ohana Dwelling Guidebook will help interpret the land use regulations, other legal stipulations, and the building code to assist families in understanding their rights and opportunities to develop an ADU. This work directly supports the work of the Vibrant Communities Program run through Vibrant Hawai'i and draws on knowledge developed through the Whatcom Housing Coalition and work of Taylor Webb.

The Kauhale toolkit will build on the growing appetite for tiny home villages and cottage villages drawing from millennia of Indigenous Intelligence to support the needs of low to moderate income households in the County of Hawai'i as well as DHHL. The toolkit will support the current code under review for the state legislature to allow for this type of development. The structure of a Kauhale development regulation allows for many smaller units to be developed on parcels, including structures that provide amenities such as meeting rooms, laundry facilities, health clinic, commercial 'imu, and more. The Kauhale model provides a promising response to the 15 minute village, but based on place-based knowledge of the environment that is integrated within ecologically

sustainable principles of Waiwai (abundance). Dr. Miller will work with upper level UEPP and ENVS students to assist in the toolkit development through UEPP 498 project credits.

d. Who is the intended audience?

The proposed project is intended for the benefit of nonprofit organizations, County of Hawai'i officials, and the local community in Southeastern Hawai'i County. The project directly addresses community-driven needs regarding land-use, recreation on wahi pana (sacred sites), and housing.

The intended audience of the lessons learned will primarily be students in UEPP, C/AM, and SALI. These outcomes will also contribute to a symposium on place-based models for planning that will benefit the broader WWU community as well as the larger Whatcom community. Findings could have relevance and application for Indigenous communities in the Salish Sea seeking models for affordable housing, cultural resource protection and recreation access in a highly desirable location.

e. How many students will be directly affected?

Two graduate students will be directly affected as the funds will support the completion of their field project. Twenty-five students in Dr. Miller's housing course will contribute to the project. Upwards of 50 students will benefit from the lessons learned reflected in course content. Upwards of 100 students, faculty, staff, and broader community members will attend the symposium. The insights and lessons learned from this project will foster and inspire students to engage with place-based models for planning and think more critically and equitably on issues regarding access to housing and recreation. Additionally, the outcomes from the project will directly correspond with important learning outcomes and goals the Urban Planning and Sustainable Development program and CENV have outlined for students at WWU.

SECTION 2: Project Outcomes.

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

- Enable graduate students to complete field project and engage in culturally and geographically unique planning.
- Support work of community-based nonprofits and be an asset for the County of Hawai'i for sustainable community development.
- Support the Cultural Resilience Committee for Puna, Hawai'i and their goals for protecting Pohoiki beach front and Isaac Hale beach park.
- Demonstrate the benefits of diverse housing options for low to moderate income working class citizens.
- Demonstrate the role place-based practices have in welcoming tourism into a recreation space while preserving community resources.
- Demonstrate the role of place-based control mechanisms that protect community access to recreation opportunities.
- Increase student understanding of affordable housing strategies and challenges.
- Engage students with innovative housing solutions embedded in place.
- Engage students with planning and design frameworks that challenge a western/ continental epistemology.
- Alignment with Community Development & Participatory Methods and Sustainable Housing Innovations coursework
- Identify models of place-based housing and recreation access that can be modified and applied in the Salish Sea region.

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

1. Create economic vitality:

The graduate planning field project will push students and others who participate in the project to think critically about affordable housing crisis and the role place-based models provide to meeting needs of low to moderate income households. It will also help mitigate the destructive nature of tourist recreation on the land, utilizing place-based models for mitigating the environmental toll while ensuring equitable and inclusive access to these limited resources for the community.

Similarly, the integration of the Ohana Dwelling Guidebook and Kauhale Toolkit will engage students to think critically of place-based planning and design models that challenge continental/ western frameworks. These guidelines and frameworks will assist the local communities in Hawai'i see economic opportunities that support abundance and will speak to local issues here in Whatcom county.

2. Promote human health:

Access to supportive housing is a leading indicator in personal health and wellbeing. Access to recreation opportunities similarly promote the health and wellbeing of community. In a place like Puna, a bedroom community to Hilo and Kailua-Kona, housing does not meet the needs of the community in principle because they must commute anywhere from 30 minutes to 150 minutes each way to work. In addition, there are few recreation opportunities available to the community and those that do exist are overwhelmed with tourists. This project aims to address both issues and provide participants, students, and community the tools to advocate for more sustainable solutions to the housing crisis and tourism crisis.

3. Protect local and global ecology:

At the heart of this project is the engagement with place-based ecological knowledge and how the past informs the present (I ka wa ma mua, ka wa ma hope). Building an understanding of typological housing needs, recreation, and developing place-based models provide counter narratives to the extractive nature of town-building in the USA. The project pushes students to think critically of localized knowledge to understand their broader applications within the broader ecosystem. For example, the proposed symposium on place-based models speaks directly to this critical engagement.

4. Uphold social equity:

The project directly addresses the inherent social inequity present within conventional models for housing and recreation tourism present in Hawai'i, with models and applications relevant to the Salish Sea region as well. Pushing participants, students, faculty, staff, and community, the project provides lessons and models to act on in the development of more inclusive, equitable, and just spaces.

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. For information on the SAP, please refer to the Canvas site, the SEJF Toolkit, or ask your program coordinator. The ten SAP chapters are:

1. Built Environment
2. Campus & Community Engagement
3. Curriculum and Research

4. Dining Services
5. Grounds
6. Investments
7. Procurement
8. Student Life
9. Transportation
10. Waste

Primary chapter of alignment 2, and 3, and 8.

Explanation:

The project will address several goals and objectives within the SAP including Campus & Community Engagement: Objective 2.4 Cooperatively designed experiences and Objective 2.5 create system for continually learning about evolving local to global sustainability opportunities and challenges. The opportunity for the graduate students to present on the field project with undergraduate students will engage students with issues at the intersection of social justice and equity within sustainable community development. The Western Urban Planners club will be engaged to assist in planning and outreach to increase participation in the events, giving them skills in promotion and community engagement. The partnerships developed through the project with community organizations will help develop long-term projects for student engagement with sustainable models for housing and recreation within place-based planning models. Students will continue to gain skills in community outreach and communications in the promotion of sustainable community development centered in equity.

The project also addresses Student Life Goal 1: understanding cultural and global interdependence. The project will directly connect students with sustainability in the regional and global community (Objective 1.1). It will also provide an opportunity for graduate and undergraduate students to engage in sustainability focused projects and research (Objective 2.4). Furthermore the development of education and outreach opportunities through the Housing Innovations course respond to Objective 2.5 and Goal 3 of Student Life, integrating SEE sustainability principles in lifelong practices.

Lastly, the project addresses Curriculum and Research, namely Objectives 1.3 and 1.4. As stated before, the project promotes opportunities for student engagement with learning in the area of sustainable community development at the intersection of social justice and equity. More significantly, the project directly provides research opportunities for students to engage with critical research in sustainable housing, recreations, tourism, and food systems.

- 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 | 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. **Sustainable Cities and Communities:** Participants will critically engage in research and project development that address issues related to sustainable community development. Students will learn about strategies and tools that can be used to address the affordable housing crisis through alternative, innovative models that are place-based. Students will also engage and learn about the integration of dwelling with inhabiting the Land and developing relationships with the local ecology through these place-based systems. Students will examine food security as an integral component to housing solutions while also valuing the need for access to recreation.
2. **Reduced Inequality:** The research project being conducted directly addresses inequality within the community of concern, examining ways to improve equity in the development of recreation spaces and within access to affordable, supportive housing. Students will learn through the project the significance of equity within building stronger more resilient communities. Operating from a perspective of abundance, students will learn the value of shared resource economies and social safety nets in mitigating inequities.
3. **Good Health and Well-being:** Participants will learn about the importance dwelling within relation to Land provides a holistic approach to health and well-being. When housing is supportive of individual and household needs, it supports health. When living on the Land is integrated within a dwelling ecosystem, health and wellbeing are nurtured. When access to good recreation is accessible and equitable, community health and well-being improves. These are all areas that students and participants will be engaged with throughout the research project and subsequent projects such as the Kauhale Toolkit and later symposium.

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 project, and all data must be provided to the SEJF Program upon completion of the project.

Metric	Description	How and when will you collect it?
Number of Organizations Supported	Community-based organizations, local and state government departments	Tally the number of different groups, and individuals representatives, during field work preparation, field research, and during final presentation
Number of students	Number of students participating/contributing to the project	Count of graduate students involved Count of students in UEPP 356 and UEPP 475
Number of resident/ community encounters	Research participants who live in Puna District and recreate at Pohoiki Beach and in other locations	Tally the number of research participants during field research
Number of symposium attendees	Number of people who attend symposium on place-based models for housing and recreation	Count of participants

SECTION 3: Project Participants.

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

Project Advisor Information (Faculty or Staff) Student proposals must include a staff or faculty advisor. The role of the advisor is to provide assistance and guidance to 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 a 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.

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

Name	Department/School Students provide major/minor	Position: Faculty/staff/student <i>Students provide expected graduation quarter/year</i>	Western email address	Signature to verify agreement
<i>Team Advisor:</i> James Miller	UEPP C/AM SALI	Assistant Professor	James.miller@wwu.edu	James Miller
<i>Team Lead:</i> James Miller	UEPP C/Am SALI	Assistant Professor	James.miller@wwu.edu	James Miller
<i>Team Member:</i> Taylor Webb	ENVS	Graduate Student, expected summer 2022	Webbt5@wwu.edu	Taylor Webb
<i>Team Member:</i> Yumi-Shika Shridhar-]	ENVS	Graduate Student, expected summer 2022	shridhy@wwu.edu	Yumi-Shika Shridhar
<i>Team Members:</i> UEPP 356	UEPP	Undergraduate Students		
<i>Team Member:</i> Tammi Laninga	UEPP	Associate Professor	Tammi.Laninga@wwu.edu	Tammi Laninga
<i>Financial Agent:</i> Diane Knutson	UEPP		Diane.Knutson@wwu.edu	
For fund transfers <i>FAST Index:</i> <i>Activity Code:</i>	Please ask Diane Knutson for this information			
Program Coordinator:	Diane Knutson Admin Services Manager Diane.Knutson@wwu.edu			

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SECTION 4: Project Timeline.

- a. Describe your project’s progress and promotional activity. Outline all tasks that are required to complete the projects, and all means in which you will promote the project to the campus, in the table below. Include all activities that will occur both before and after funding approval, Insert additional rows as necessary.

Action	Purpose	Initiation	Completion
Research Design	Place-based methodologies to support community driven needs for technical assistance.	January 2022	April 1, 2022
Multi-layered Analysis	Study context of field project	April 2022	June, 10 2022
Promote graduate student presentation on project to CENV undergraduates	Engage undergraduate students in CENV with community-driven field projects in support of sustainable community development. Promotion through CENV list serves and student groups. Create and place posters around AH and ES.	May, 2022	June 3, 2022
Presentation to CENV	Graduate students will present to undergraduate CENV students about their research foci and field project – speaking to methodology, community-driven work, and importance of sustainable community development	May, 2022	June 3, 2022
Field Project	Conduct field study - Taylor, Yumi, and James	June 21, 2022	July 10, 2022
Analysis	Data analysis and drafting of field report	July 10, 2022	July 28, 2022
Present on Findings	Taylor and Yumi will present on findings. This presentation will be open to WWU students, faculty and staff, primarily in ENVS and UEPP.	July 28, 2022	Week 9 summer session.
Ohana Dwelling Guidebook	UEPP 356 class will develop a Ohana Dwelling Guidebook for Vibrant Hawaii. Dr. Miller will finalize the draft.	January, 2023	April 2023
Kauhale Toolkit	Dr. Miller will develop the framework for the Kauhale toolkit based on current	September, 2022	April, 2023

	supportive legislation. UEPP 356 students will help further develop the toolkit.		
Symposium on Place-based Models	Engage a wider audience in dialog about place-based models for affordable housing and recreation access.	Fall 2022	Fall 2022

b. Where will the project be located?

The field project takes place in South Eastern Hawai'i County (Hilo and Puna). The development of the Ohana Dwelling guidelines and Kauhale toolkit take place in the UEPP 356 course in person. The Graduate students will provide presentations open to CENV students on the field project in-person with remote viewing available (Spring 2022 and Fall 2022).

c. Planned project completion date:

April, 2023

d. Who will the project owner be upon completion? This individual, office, or department is a stakeholder—see next section.

Guidelines and Kauhala Toolkit will be provided to Vibrant Hawaii, but UEPP and the project team are owners. The field project report and any recorded material will be owned by the project team, namely Taylor and Yumi.

SECTION 5: Project Stakeholders.

Does your project involve labor, include involvement, or require permission from organizations, departments, or individuals on campus? These project partners are your stakeholders. All stakeholders must provide a signature of approval for this project.

Key questions to identify your potential stakeholders:

- Who will impact or be impacted by implementation of the project?
- What financial or emotional interest do they have in the project, positive or negative?
- What information will they want, and what is the best way of communicating with them?
- What is their current opinion of your proposal? Is it based on accurate information?
- Who influences their opinions generally, and who influences their opinion of you? Do some of these influencers therefore become important stakeholders in their own right?
- Who else might be influenced by their opinion? Are these individuals also stakeholders?
- If they aren't likely to be amenable, what will win them around to support your project?
- If you are not able to win their support, how will you manage their opposition?

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
N/A			

If your project team is proposing a temporary or permanent facility or property modification, then a Project Owner Form must be submitted with the application. Please ask your project coordinator for this form.

SECTION 6: Project Budget.

- f. 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	Source	Confirmed?
Airfare (Taylor & Yumi)	\$775	2	\$1550	SEJF Grant	No
Airfare James Miller	\$775	1	\$775	JM Start-Up Funds	Yes
Airfare Tammi Laninga	\$775	1	\$775	TM travel fund	Yes
Accommodations for Taylor and Yumi (June 21 – July 8) (Note this is the youth hostel rate or AirBnB, not commercial hotel).	\$120	17 nights	\$2040	SEJF Grant	No
Accommodations for faculty support (June 21 – July 16) (Note: cost is at low commercial hotel rate)	\$175	17 nights	\$2975	JM Start-UP Fund	Yes
Rental Car (Enterprise corporate rate)	\$53	17 days	\$900	SEJF Grant	No
Rental Car Gas	\$5.50/gallon	20 gallons	\$110	SEJF Grant	No
Honorarium for Research Participants	\$20	20	\$400	CENV Small Grant	No
Carbon Offset (\$15/ton of Co2)	\$15	6	\$90	SEJF	No
Total project budget			\$9615		
Additional funding source					
Additional funding source	Status		Amount		
RSP Graduate Research and Creative Opportunities Grant for Taylor and Yumi	Applying co-currently		(\$1500 - \$3000)	RSP	No
CENV Small Grant	Applying co-currently		\$400	CENV	No
Ho’oulu Lahui provide 5 nights of accommodations for Dr. Miller (June 21 – June 26)	Available		\$875	Nonprofit partner	Yes
Dr. Miller’s Start-up funds for JM hotel accommodations and honoraria	Available		\$2875	JM Start UP Fund	Yes
Dr. Laninga’s travel fund	Available		\$775	TL Travel Fund	Yes
Total of all other funding sources			\$4525 Confirmed, \$7,925 possible		
Total requested funds from SEJF			\$4690		

- g. 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.

Budget Justification:

Only travel expenses for the graduate students, Taylor and Yumi, is being requested through the SEJF grant budget. Expenses for faculty are covered through faculty funds.

Airfare for travel to conduct field research.

Accommodations for two-week stay while conducting field research in Puna, HI. Accommodation price listed in budget is based on lower cost options such as peer-to-peer rentals (AirBnB) and hostels. The lowest cost hotel is roughly \$150/night.

Rental Car & Gas: Windshield surveys for documenting housing and recreation spaces in the Puna district is a core research method for the field project. Puna is not accessible by public transportation and a car will be required for Taylor and Yumi to conduct these surveys. A car will also be needed to reach participants in conducting field interviews and access sites of study, such as Pohoiki.

Carbon Offset: given the amount of travel, to make-up for the carbon footprint created by the travel, we will pay for carbon offsets.

Regarding other grant opportunities: Taylor and Yumi will apply for the Research and Sponsored Programs (RSP) grant for research and creative projects. The grant application is due April 14th and notifications go out in June. This is a competitive grant. Depending on how RSP interprets the submittals, it may be determined that Yumi and Taylor’s thesis are one collaborative project. If RSP makes this determination, then the maximum award is \$1500. If RSP determines they are two separate research projects, then the maximum award is \$1500 per project (\$3000 total). In addition to the RSP grant for graduate students, we will apply for the CENV Small grant to cover the honoraria for participants in the interviews.

We are requesting \$4690 from SEJF for this travel in order to begin booking travel in advance, ideally by May 15th. If the RSP grants are awarded, hopefully a fund transfer can be conducted at that time in June.



**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.

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: