



Grant Application 2023-2024

This SEJF grant application is for all fund requests. Please fill out the application completely, utilizing additional space as appropriate. Supplementary documents may be added in the appendix at the end of the document. For questions about the application, reference the SEJF Grant Proposal Toolkit or ask a program representative.

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

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

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

SECTION 1: Project Concept.

a. Project Title:

Spring Natural Tie-Dye Event

b. Statement of Purpose:

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

This project aims to help mitigate the problem of food and clothing waste on campus by showing students how their spices, vegetable peels, and fruit pits can be repurposed into natural fabric dyes.

c. Project description:

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

This project is a two-part event that will take place on campus, either in the Fine Arts building or somewhere similar. It would be an RSVP event for students to make their own dyes using food scraps provided by the WHOLE pantry, such as avocado skins and pits, onion peels, etc. and learn how food scraps can be used to create different shades of dye. The second part of the event would be held the same week; during this event students will receive white kerchiefs and cloth napkins donated by Ragfinery to dye fabric using the previously made natural dye. These events will be treated separately so if a student would prefer to RSVP for one workshop but not the other, they would be able to do so.

The goal of my project is to provide creative solutions for using food scraps, raising awareness about food waste. This project aims to engage the Western community in preventing food waste on campus and in their personal lives and in doing so, helping the environment by reducing the emissions produced by food and textile waste by repurposing their old clothes and utilizing food scraps from Western's WHOLE pantry that would otherwise be thrown out.

This event will impact students through its education on the environmental impact of food waste, and by offering affordable solutions for its reduction. It also encourages the community to prevent waste by repurposing scraps, updating clothes, and connecting with peers and campus resources like the Food Insecurity Network, who will be supplying informational pamphlets on the effects of food waste, for sustainability and food justice information.

These events will be promoted with posters around campus as well as Instagram advertisements. Take-home pamphlets will cover food waste issues, repurposing food for dyes, and include guides from the Food Insecurity Network at Western. The project educates students on environmental impacts such as methane and carbon emissions, and ways to reduce food waste in daily life.

The budget for this project is estimated around \$772.49 which includes sales taxes and any last-minute purchases, the food scraps needed for the event along with the fabrics will both be collected and donated in the months leading up to the event by Ragfinery and Western's WHOLE Pantry.

d. Goals:

What are the goals and desired outcomes of your project?

The goal for this project is to give community members new ideas and solutions for using their food scraps while also meeting the goal and desired outcome of bringing awareness to the issue of food waste. This will get the Western community not only thinking about the issue but engaged in ways that they can continue to prevent food waste on campus as well as in their personal lives.

Another goal for my project is to provide students with the materials and skills needed to refurbish old clothes rather than throwing them out. Doing so can help reduce emissions such as methane and CO₂ caused by textile waste as well as bringing to attention sustainable, accessible, and financially feasible ways to upcycle fabrics.

e. Student impact:

How does this project directly impact the Western student community?

This project gives students the knowledge of how food waste impacts the environment around them and provides easy, fun, and affordable solutions to reduce their food waste at home and on campus. This event also gives our community the chance to prevent food waste by using any scraps they may have as well as the opportunity to update old clothes and form connections with their peers. Students will also be able to discover campus resources such as the Food Insecurity Network to learn more about sustainability and food justice on campus.

This event will be open to anyone who is interested in participating or wanting to learn more about the dye making process or reducing food scraps. The student demographic that will be most impacted by this event are students in the college of the environment since sustainability and environmental wellness align with their studies and interests. Students dealing with financial insecurity would also be most affected by this project since it will teach them a lifelong skill that is easy to do at home and requires little to no money.

In terms of materials, students will be encouraged to bring their own food scraps and clothing items to the event, but one of the WHOLE pantry coordinators, Leo Curtis, will also be donating excess produce from the WHOLE pantry and the local fabric store, Ragfinery, will also be contributing textiles that would otherwise be recycled.

f. Education and outreach plan:

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

Advertising will be done through posters around campus as well as social media advertising on Instagram. Take-home pamphlets for the event that summarize food waste issues and the variety of food items that can be repurposed to make dyes will be provided, as well as food resource guides provided by the Food Insecurity Network at Western. There is an educational aspect of this project, and it is to inform students of how food waste impacts the environment and climate through the emissions they produce and providing different ways they can get involved to mitigate food waste and how they can reduce it in their daily lives.

g. Metrics:

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

Project success and impact will be measured by number of attendees and a post-project google survey to gauge students' investment and enjoyment of the events.

h. Lasting impact & Ownership:

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

This will be a one-time project, however, the goal for this project is that by introducing students to the different ways food waste can be repurposed that students will continue to hold waste-reducing events and further involve themselves in campus sustainability. Western's Foraging Club has also agreed to take ownership of any leftover dyes and materials to use them for future projects which would promote sustainability on campus by

continually using these natural dyes in open club activities and reach students who were not able to participate in the Earth Week events.

SECTION 2: Sustainability Impact.

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

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

Economic Vitality: This project supports economic vitality by saving food and making new items with what they have, this will also reduce the amount of money lost from buying new clothing items and produce that could be repurposed, it also helps reduce the production costs that comes with producing new clothes from raw materials like cotton, linen, and wool.

Promote Well-being: Students' well-being will be supported by giving them new ways to update their wardrobes or home items, as well as providing a fun and relaxing event that can serve as a way for students to reduce their stress, have a creative outlet, and meet other students with interests in sustainability which will create stronger community connections at Western.

Additionally, students will have the opportunity to build skills in fabric dyeing and up cycling clothes, as well as working with food scraps.

Protect the Environment: Students will help protect the environment through this project by learning new ways to put food scraps to use which will lead to a reduction in food waste-based emissions and greenhouse gasses. This will also draw awareness to the environmental degradation caused by food waste.

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

Explanation: By providing community with the knowledge, experience, and opportunity to reduce waste by making natural dyes from food scraps that would otherwise be thrown out this project aligns with goal 2.5 of the SAP's Waste chapter which is to create an engaged citizenry, consistent expectations, and student buy-in to waste reduction by fall 2020. The usage of these food scraps also aligns with goal 2.6 of the SAP's Waste chapter by managing waste wisely at all events hosted on Western property and by Western-affiliated groups by fall 2020. Finally, although the waste used will be made into dye before being composted, it gives students the opportunity to dispose of food waste in a sustainable way by extracting the remaining nutrients from them and then composting the remaining peels, pits, and skins, thus aligning with goal 1.4 which is to divert waste from the landfill by providing opportunities for campus to recycle and compost effectively and efficiently by 2025.

Additional chapter(s) of alignment and explanation, if applicable: This project aligns with the Student Life chapter of the SAP, specifically through goal 1.1 which is to increase participation in programs that connect students to sustainability in the local, regional, and global community beginning fall 2017, as well as goal 2.1 which aims to Enhance and increase co-curricular opportunities for student participation in campus-based sustainable practices beginning fall 2017. By hosting a natural dye event on campus, students are participating in local sustainability by turning food waste into dyes that can be further used to reuse old articles of clothing that would otherwise be thrown away.

Finally, this project also addresses goal 2.3, which is to Improve sustainability literacy throughout co-curricular learning beginning in 2018. This project aligns with these goals by providing the literacy of financial, environmental, and health related issues of food waste with informational pamphlets which will also provide the knowledge of how to mitigate food waste through sustainable practices.



SECTION 3: Project Participants.

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

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

Financial Agent: The project must have someone with budget authority to manage funds for all purchases. Should funds require transfer, this individual will have to provide a FAST Index and Activity Code to the SEJF Program Coordinator. Financial agents must be permanent staff and/or faculty members on campus, and cannot be student employees.

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

Role	Name	Department/School: <i>Students provide major/minor and expected graduation quarter/year</i>	Position: <i>Faculty/ staff/ student</i>	Western email address	Signature to verify agreement
<i>Team Advisor</i>	Zander Albertson	College of the Environment	Faculty	Albertz2@wwu.edu	
<i>Team Lead</i>	Maddie Pelkey	Environmental Studies major and Sociology minor, Spring 2024	Student	Pelkeym@wwu.edu	<i>M. Pelkey</i>
<i>Financial Agent</i>	Nic Covell	College of the Environment	Staff	covelln@wwu.edu	
<i>SEJF Project Coordinator</i>	Anna Phippen & 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.


Task	Timeframe	Estimated Completion Date
Assign financial agent to project.	December 1 st – January 10 th	December 8th
Finalize stakeholders and team members.	November 27 th – January 15 th	January 15 th
Purchase event materials	March-May 2024	May 2024
Begin advertising event on social media	April-May 2024	May 2024
Finalize event plans	March-April 2024	May 2024
Begin set-up for dye making portion of event	May 2024	End of May 2024
Begin set up for clothes dyeing portion of the event	May 2024	End of May 2024

- b. When is the planned project completion date?

End of May 2024

SECTION 5: Project Stakeholders.

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

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Whitney Morrison	College of Science and Engineering, Facilities, Collections, and Technology Manager/Senior Instructor	Dr.Morrison will be supplying the hot plates needed for the project from the SMATE resource library.	<i>Whitney Morrison</i>
Kiera Parnell	Student, president of the WWU foraging club.	Kiera and the foraging club will be taking leftover dyes and materials to use for future events.	<i>Kiera Parnell</i>
Leo Curtis	Student, co-coordinator of the WHOLE pantry	Leo will be providing vegetable scraps such as avocado pits and skins, carrot fronds, and onion peels to be used for dyeing	

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

No, not applicable.

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.

Budget item	Cost per Item	Quantity	Total Cost
Pack of 30 Nitrile disposable gloves purchased from Fred Meyer These are needed to keep participants' hands from being stained with dyes.	7.99	1 size small 1 size medium 1 size large 1 size extra large	33.96 including tax
Pack of 100 disposable aprons purchased from Fred Meyer These will be needed to keep participants clothing safe from stains during the workshops since they will be working with dyes.	18.63	1	21.58 including tax
12 qt stainless steel stock pots purchased from Value Village These will be used to make the dyes while they are heating, they must be made from stainless steel as any other material could interact with the dyes and change its shade.	45.00	6	281.70 including tax
2 bags of Alum powder purchased from The Woolery Alum powder is mandatory for treating the fabrics in before dyeing so that the fabrics hold onto the dyes and do not lose their color after washing.	11.99	2	25.83 including tax
6 mesh strainers purchased from Fred Meyer These will be used to remove the food scraps from the dye once it's finished so they don't get in the way when dyeing the fabrics.	5.99	6	41.44 including tax
1 gallon storage jars purchased from Value Village or Amazon These will be used to store any of the leftover dyes	11.99	2	27.58 including tax
16x20 ft tarp purchased from Fred Meyer A covering is needed to protect the ground from any chemicals or if the event is hosted indoors, spills that could stain the floor.	30.00	1	30.00 including tax
Stainless steel spoons from Fred Meyer In order to ensure the dye comes out evenly, lots of stirring is required, the materials need to be stainless steel so they don't interact with the dye and change the colors.	15.95	6	110.40 including tax
Additional costs such as needing to buy different brands of items in case listed items are out of stock, more materials are needed for participants, etc.	200.00	1	200.00
Total project budget			\$ 772.49

The SEJF program encourages the identification of additional funding sources to augment SEJF funds, though it is not required. List pending, approved, and denied applications for funding from other sources, along with amounts requested from those sources.

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

Total funding amount requested from SEJF	\$772.49
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If the project is implemented, will there be any ongoing replacement, operational, maintenance or renewal costs? If yes, has a source of funds been identified to cover those costs? This must be communicated to the appropriate stakeholder.

Ongoing cost	Amount/year	Responsible Stakeholder	Signature
N/A			

SECTION 7: Appendices.

Provide any additional documents, references, or information here.