



## 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](mailto: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:** Wade King Native Plant Showcase Garden

### b. **Statement of Purpose:**

This project will transform a high-traffic space next to the Wade King Rec Center. This area has been severely impacted by invasive species encroachment, which we will transform into a small native plant showcase garden through this project. Likewise, by replacing [noxious weed species](#) with a diverse native ecosystem, we will offer a space for rest and education for the campus community.

### c. **Project description:**

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

This project will be taken on by the LEAD program. LEAD (Learning Environment Action Discovery) is a longstanding ecorestoration and service-learning program at WWU that has been directed by College of the Environment graduate students since the 1990s. We provide service-learning and volunteer opportunities for WWU students, and many students involved with LEAD have gone on to find jobs and careers in related fields. We partner with on campus organizations such as WWU Buildings and Grounds, The Outback, and The Sehome Arboretum Board of Directors to help maintain and restore vegetated areas around campus. This work includes removing non-native species, planting native trees and understory plants, propagating native plants, amending soil, and otherwise turning degraded sites into healthy, functioning ecosystems. In addition to our on campus work, LEAD works closely with the City of Bellingham Parks and Recreation Department doing similar restoration work on sites around Bellingham. Other local partners include the Nooksack Salmon Enhancement Association, Whatcom Million Trees, and the Whatcom Land Trust.

LEAD is run by two graduate student co-directors as well as a group of undergraduate interns. We are currently expanding our intern program and have four outstanding interns working on various projects, including this one. In addition to the internal team, LEAD recruits hundreds of student and community volunteers throughout the year to participate in our weekly work parties. Our work parties are a great way for students (and community members) to participate in experiential learning across disciplinary boundaries. We also connect with relevant classes on campus to host specialized work parties related to specific class curricula. In the spring, LEAD co-directors teach a two-credit seminar class with 20 undergraduate students. This seminar is open to any student currently enrolled at Western. The seminar culminates in a student-run restoration project in partnership with one of the above organizations.

This current project is focused on restoring an approximately 35x30 ft plot on the south side of the Wade King Recreation Center. The space has already been cleared of non-native species by LEAD volunteers and staff, so the intent of this grant is to allow us to finish our restoration work in that area by replanting the site with a robust mix of native species. This will not only benefit the wider campus ecosystem by offering another pocket of diverse native plants, but will also help prevent the reestablishment of the previously removed noxious weeds. In addition, the space is intended to be a native plant showcase garden, and thus will offer a place of respite and education for the greater Bellingham community. Notably, our showcase will feature iconic local species such as pacific rhododendron, pacific dogwood, and trillium.

This grant would cover the two primary expenditures of this project: 1) the costs of purchasing plants from a local nursery and 2) the cost of purchasing local compost, which will rejuvenate the topsoil of the site. Any labor involved will be entirely community-driven, and will offer volunteers a valuable chance to engage meaningfully with their local ecosystem and participate in biodiversity-enhancement actions. We plan to work with community volunteers on Earth Day 2024, as well as the WWU students enrolled in the LEAD Habitat Restoration seminar to complete the planting labor while educating volunteers. Once the topsoil is delivered and distributed, our volunteers will help plant the native species in a stepped design from largest species down to groundcovers. As a result, this design will better integrate the new plants into the existing plant community on-site. Volunteers will help cover the new planting in mulch produced on campus in order to protect the plant starts and retain water during the dry summer months. Finally, this project has been constructed with guidance and support from the WWU Grounds team, who will continue to maintain the site in perpetuity alongside WWU LEAD.

**d. Goals:**

*What are the goals and desired outcomes of your project?*

The goals for this project are relatively straightforward. They are:

1. Replant the previously cleared plot with approximately seven native species;
2. Provide education about native plant ecology, habitat restoration practices, and planting techniques to the Western and Bellingham community;
3. Provide a pleasant, useful space for the community to enjoy in perpetuity.

**e. Student impact:**

*How does this project directly impact the Western student community?*

This project will positively impact the WWU student body in a number of ways. First, the project will be planned and executed by LEAD; itself a student-run, education-focused organization. Our undergraduate interns will gain valuable experience in grant writing, plant selection, environmental education, and leadership while working on this project. Second, the vast majority of the labor for this project will be completed by student volunteers, who will benefit from our embedded model of experiential environmental education focused on lessons about the local ecosystem, plant biology, planting practices, and more. Thirdly, this project will turn what was previously considered a “waste space” by many into an appealing and inviting community resource. The plot is sheltered by the existing plant community, but is situated near many residence halls and is along a major footpath. This location makes it ideal for a student resting area. Lastly, this space will offer an easily accessible case study for classes such as UEPP 499 LEAD Restoration Seminar and ESCI 302 Environmental Disturbances.

**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?*

LEAD has well-established outreach channels that we will use to promote this project as well. Our first plan is to promote the project amongst our weekly volunteers, many of whom have already participated in the first phase of this site restoration, and who frequently leverage personal networks to get others involved. We also have a robust Instagram account that we use to update the community and promote events, and will add details to our newly redesigned website. In addition, we frequently make class visits to promote LEAD and our ongoing projects, and will be teaching a seminar class at that time who will be asked to participate in service projects. Lastly, we hope to have this project prepared for Earth Week, which would allow us to promote it in Western’s Earth Week materials. As previously stated, education is embedded in the work LEAD does, both during the work parties through experiential lessons and mini-workshops, and in our seminar class - in which we hope to use this project as a focal case study for regular restoration practices.

**g. Metrics:**

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

In alignment with similar projects by the City of Bellingham (COB), our project will possess site- and volunteer-based metrics. First and foremost, our graduate Co-Directors will continue to visually monitor the health of the site on a bi-weekly basis. After our Earth Day planting, we will visually assess species establishment- including any potential plant mortality. Determined by the perceived needs of the site, we will plan our weekly work parties to provide continued care in the native garden. At these work parties, our Co-Directors and Interns will count and record the health of each species. These results will be stored in the LEAD Google Drive for future Co-Directors’ and Interns’ reference. Additionally, we will continue to record volunteer attendance and total hours worked- as the volunteer learning experience remains as intrinsic to the project as the physical restoration is.

**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 project represents a cornerstone in the future longevity of LEAD-based sites. While non-native species removal is an important step in the restoration process, it is incomplete without replacing those species to prevent their re-establishment. This project will

complete the restoration of the Wade King site, and will plant the seeds- literally and figuratively- for a lasting community of native plants, animals, and fungi.

The physical longevity of the space is theoretically very long, depending on the upkeep of the space. In collaboration with the WWU Grounds department- who have agreed to take care of the space once it is installed, and LEAD will also be a steward of the space for as long as the program is operational. In addition to site prep (to increase the likelihood that this garden fully established), planting a diverse mixture of native plants will result in a robust, mature ecosystem ready to thrive in perpetuity. This project also represents a new pattern for LEAD's own operation: shifting toward a project-based model to incrementally increase the percentage of native plants/habitats on campus, all while offering valuable teaching opportunities. After the success of LEAD's mini-forest last year, we are excited by the future of the Wade King site to cement our new, incremental project model.

## **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.

Our project will primarily support the second and third pillars of sustainability: 2) "Promote well-being"; and 3) "Protect the environment". The introduction of a native plant garden on campus presents a multifaceted opportunity for students and the broader community. In addition to the reasons listed in previous sections, the native plant garden provides a sanctuary for community well-being, offering students a space for relaxation and outdoor recreation to alleviate stress and improve one's mental health. Moreover, the garden contributes to environmental protection by supporting local biodiversity, conserving water resources, and improving soil health. Overall, the native plant garden not only beautifies the campus, but will also serve as a tangible manifestation of sustainability, equity, and holistic well-being for all who have access to it.

### **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: Grounds

Explanation:

The introduction of a native plant garden on campus would strongly align with several key areas across Western's Sustainability Action Plan; however, the primary SAP chapter of alignment is "Grounds". From a grounds management perspective, the garden would exemplify sustainable landscaping practices by showcasing native plant species that require minimal inputs of water, fertilizers, and pesticides, while also providing habitat for local wildlife. Likewise, near the primary entrance of campus, this grounds project focuses on cultivating a beautiful and inviting landscape for students and visitors alike. Finally, our proposal relates to this chapter as its future success and maintenance remains a joint effort with WWU Grounds.

Additional chapter(s) of alignment and explanation: Built Environment, Campus & Community Engagement, Curriculum & Research, Investment

In terms of the built environment, the garden could serve as a green infrastructure component, enhancing the aesthetic appeal of the campus while also providing ecosystem services such as stormwater management and temperature regulation. Furthermore, the garden would facilitate campus and community engagement by serving as a local environment. The garden would enhance student

life by providing a peaceful retreat for relaxation, reflection, and social interaction, thus contributing to overall well-being and academic success. Integrating the garden into the curriculum and research agenda could provide valuable opportunities for interdisciplinary learning and investigation into topics such as biodiversity conservation, ecosystem restoration, and sustainable landscaping practices. Moreover, the establishment of the garden could align with sustainable investment strategies by demonstrating a commitment to environmental stewardship and long-term resilience. Overall, the native plant garden represents a tangible manifestation of Western's commitment to sustainability across multiple dimensions, demonstrating leadership in environmental stewardship, community engagement, and holistic well-being.

**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.

<b>Role</b>	<b>Name</b>	<b>Department/School: <i>Students provide major/minor and expected graduation quarter/year</i></b>	<b>Position: <i>Faculty/ staff/ student</i></b>	<b>Western email address</b>	<b>Signature to verify agreement</b>
<i>Team Advisor</i>	<i>Steve Hollenhorst</i>	Facilities/COE	Vice President of Facilities, Professor	hollens@wwu.edu	<i>Steve Hollenhorst</i>
<i>Team Lead</i>	<i>Brandon McWilliams</i>	ENVS/LEAD - Grad 2024	Grad Student	mcwillb3@wwu.edu	<i>Brandon McWilliams</i>
<i>Team Lead</i>	<i>Gabrielle Lund</i>	ENVS/LEAD - Grad 2025	Grad Student	lundg@wwu.edu	<i>Gabrielle Lund</i>
<i>Team Member</i>	<i>Sophie Stephens</i>	LEAD - 2026	Student Intern	stephes8@wwu.edu	<i>Sophie Stephens</i>
<i>Team Member</i>	<i>Samantha Burgh</i>	LEAD - 2024	Student Intern	burghs@wwu.edu	<i>Samantha Burgh</i>
<i>Team Member</i>	<i>Colie Brook</i>	LEAD - 2024	Student Intern	brookn@wwu.edu	<i>Colie Brook</i>
<i>Team Member</i>	<i>Antoinette Vandembroucke</i>	LEAD - 2025	Student Intern	vandena5@wwu.edu	<i>Antoinette Vandembroucke</i>
<i>Financial Agent</i>	<i>Nic Covell</i>	Environmental Studies Department Manager	Department Manager	covelln@wwu.edu	<i>Nic Covell</i>
<i>SEJF Project Coordinator</i>	<i>Zinta Lucans</i>				

**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
Creation and Submission of Grant Proposal	February 2024	First week of March
Acceptance of Proposal	March 2024	End of March 2024
Order and Collect Plants	Mid-March - early April	First Week of April
Soil Delivery and Site Prep	Second Week of April	April 20th
Planting Day and Community Involvement	Earth Day, 2024	April 22nd

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

End of Spring Term, 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
Oskar Kollen	WWU Outdoor Maintenance - Landscape Supervisor	Advisory, ongoing maintenance, cite logistics coordination	Oskar Kollen
Wayne Galloway	Assistant Director - Building Services / Facilities Management	Supervisor/Department Manager	WK Galloway, III

- 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.

**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
Cubic Yards of Garden Topsoil	\$38.50/yard	15	\$577.50
Western Canada Goldenrod	\$15.00	50	\$750.00
Pacific Rhododendron	\$20.00	6	\$120.00
Pacific Dogwood	\$15.00	6	\$90.00
Mountain Huckleberry	\$15.00	6	\$90.00
Ocean Spray	\$12.00	6	\$72.00
Trillium	\$25.00	50	\$1,250.00
Pacific Bleeding Heart	\$6.00	50	\$300.00
Gloves	\$32.00	3 (packs of 12)	\$96.00
Spade-head Shovels	\$20.00	2	\$40.00
Hori-Hori	18.00	5	\$90.00
Hand Clippers	\$14.50	5	\$72.50
Lunch for volunteers	\$200	1	\$200.00
Discretionary budget	\$600.00	1	\$600.00
<b>Total project budget</b>			<b>\$4348.00</b>

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		
<b>Total of all other funding sources</b>		<b>\$</b>

<b>Total funding amount requested from SEJF</b>	<b>\$4348.00</b>
---	------------------

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

**SECTION 7: Appendices.**

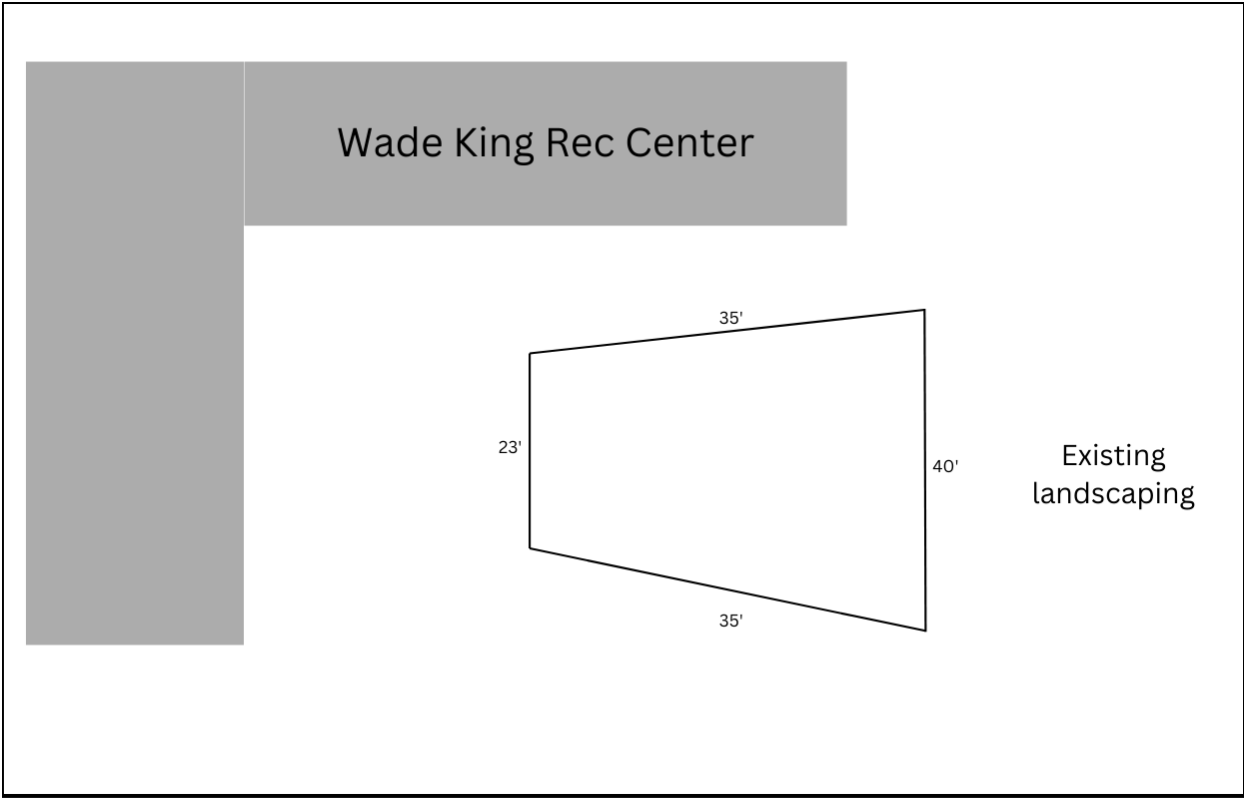
Provide any additional documents, references, or information here.



Reference map of site location



Reference photo of the cleared site



Approximate site measurements