



## **Sustainability, Equity, & Justice Fund**

### **SEJF Grant Application 2024-2025 Academic Year**

This SEJF grant application is for all fund requests, regardless of grant size. Please fill out the application completely, utilizing additional space as appropriate. Supplemental 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 Manager, Zinta Lucans. Applications must be signed by your advisor, all project team members, and stakeholders, for them to be reviewed. Email: [lucansz@wwu.edu](mailto:lucansz@wwu.edu).

---

During the 2024-2025 academic year, only grant requests between \$500.00-\$35,000.00 will be accepted. Applications will be reviewed by the Associate 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.

Project title	Accessing The Outback - Phase 1: Accessible Tools
Funding amount requested	\$605.23
Deadline you are submitting for (Fall, Winter, Spring)	November 1, 2024 (Fall)
SEJF program representative signature (all project teams must work with an SEJF representative prior to submitting the application)	Zinta Lucans

## SECTION 1: Project Concept.

### a. Statement of Purpose:

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

Phase One of Accessing the Outback is part of a larger initiative to improve accessibility at the Outback Farm. The current phase aims to obtain and supply the Outback Farm with more accessible tool options, allowing more students to participate in outdoor activities.

### b. Project description:

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

Our overall mission is to increase accessibility in The Outback because we believe everyone deserves to participate fully in the space without needing to request accommodations. We aim to do this in a multi-phased approach to take time to see what works well, what needs to be further improved, and how students feel about the project development. Eventually we hope to implement an accessible pathway to fulfill the vision of equity within the Outback.

Phase One of the Accessing the Outback project aims to improve accessibility in The Outback Farm by purchasing and providing various options of accessible tools for Western students. We believe introducing these tools to the farm will increase community engagement and student comfort and raise the bar for accessibility on Western's campus. The phased approach allows us to integrate accessible features into the Outback Farm on a piece-by-piece basis, allowing us to gather feedback after each phase to direct future project goals and adapt to the changing contextual restraints involved in implementing an SEJF grant. For example, if the tools we purchased aren't enough for the Outback we can use the second phase to purchase more.

To provide a brief history of our project development: we began our project with near-weekly meetings. At the meetings, we discussed the stage of the original grant, what we could do to raise awareness about our phased-approach ideas, and how to plan tabling events.

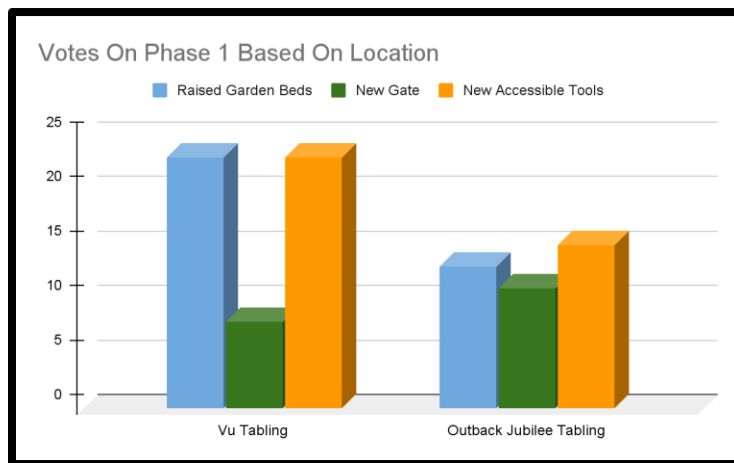
After multiple meetings, we decided our first tabling event would occur during The Outback Farm Jubilee on October 24th (*Photo 1: Phase One Team (Left to Right): Sloane Bodner, Riley Hammack, and Miles Cordova working a tabling event at Outback Farm Jubilee*). We purchased marbles and jars to gather quantitative data on which project should occur during Phase One. We created a survey to collect qualitative data on how students felt about The Outback Farm's current options for accessibility. The jars gave three options: more accessible tools, raised garden beds, and a new entry gate to The Outback. During the event, many students asked which project could be implemented more efficiently and what tools would be provided to The Outback. After showing various options, students gave us input on what tools they would like to see, including adjustable tools so students could stand as they worked. The Outback Jubilee event gathered 39 votes: 15 for accessible tools, 13 for raised garden beds, and 11 for a refurbished gate. These results helped us begin brainstorming what forms of accessible tools could be purchased for The Outback and show more examples at our next tabling event. Our second tabling event occurred the following day, on October 25th, in the Viking Union (*Photo 2: Phase One Team (Left to Right): Miles Cordova, Riley Hammack, and Sloane Bodner working on a tabling event in the Viking Union*). We provided the same table setup and voting options, this time with photo examples for the raised garden beds and accessible tools. With the increased student traffic, we gathered 54 votes: 23 for accessible tools, 23 for raised garden beds, and 8 for a refurbished gate. Considering the responses from the two tabling events and the student survey, we ultimately decided Phase One of Accessing the Outback should center on purchasing and providing The Outback Farm with new accessible



tools. We made this decision based on many votes for newer tools (See Figure 1) and input from the Outback Farm Manager, Terri Kempton, who expressed their belief that new tools would increase participation in The Outback Farm. Terri had shared that multiple students recently were requesting tools that the Outback Farm didn't have, making this the perfect phase to start with.



We've additionally received input from various other students at Western. One example is from an anonymous student: "I would like to volunteer but my disability can make it difficult for me to do physical work. I love gardening and want to volunteer, so any accommodations like less strenuous physical activity are perfect." We have also received two letters of support from people that have a stake in the Outback Farm- these letters can be found in the appendix.



	New Accessible Tools	Raised Garden Beds	New Refurbished Gate
<b>Outback Farm Votes</b>	<b>15</b>	<b>13</b>	<b>11</b>
<b>VU Tabling Votes</b>	<b>23</b>	<b>23</b>	<b>8</b>
<b>Total (Both Locations)</b>	<b>38</b>	<b>36</b>	<b>19</b>

Figure One: Results From Tabling Events at Outback Jubilee and Viking Union

After solidifying our project to purchase and implement more accessible tools for the

Outback Farm, we spoke to Terri Kempton, the Outback Farm Manager, about which tools would be the most beneficial to purchase. After deliberating, we selected the following tools: upright-handle gardening tools, adjustable 2-in-1 hoe cultivators, garden stools with claw gloves, extendable garden tool kits, and arthritis-supportive hand shears.



The upright-handle gardening tools come in a set of three stainless steel tools. The upright handle allows for an easier grip, preventing strain on wrists and students with arthritis. *(Photo 1 Courtesy of Amazon: Upright Garden Tools).*

The garden stools allow for multiple height options for kneeling to work in garden beds, preventing knee pain. Additionally, the stools provide pockets for holding garden tools or personal belongings. The two-piece kit found on Amazon also comes with clawed gloves, allowing students to use their hands to dig rather than grip other tools *(Photo 2 Courtesy of Amazon: Kneeling Garden Stools).*



The extendable garden tool kits come with five tool options, all with adjustable lengths besides the hand shears. Because these tools are adjustable, students can use them while standing, kneeling, or sitting in a wheelchair, allowing for increased accessibility. These tools are rust-proof and made of heavy-duty metal *(Photo 3 Courtesy of Amazon: Set of Five Extendable Garden Tools).*



The arthritis-supportive hand shears have a relaxed grip and high-quality metal handles, allowing for long-lasting comfort *(Photo 4 Courtesy of Amazon: Hand Shears/Pruners).*

Lastly, we would purchase two wooden raised garden beds. These beds are made from high-quality wood and would prevent students from bending down to participate in gardening *(Photo 6 Courtesy of Amazon: Wooden Raised Garden Beds).* To support the wooden raised garden beds, we would need to purchase a set of eight rubber caster cups for the table legs. These caster cups would prevent the garden beds from shifting during labor and prevent garden bed movement *(Photo 5 Courtesy of Amazon: Rubber Caster Cups).*



All of these tools would provide students not only with accessible tools but also with accessible options. Western students shouldn't have to hope accessible tools are available, and with these tools, we hope it would be a good starting point.

All purchases for these tools would be made through Amazon. The costs for these tools would total \$445.23, with taxes included with an Amazon Prime membership. We would require \$160 of incidental expenses for possible seedling purchases and food for a spring potluck event (explained below). With the total from incidental expenses and tool purchasing, we are

requesting for this grant is \$605.23. All purchasing would be through Amazon. After searching local businesses in Bellingham, we concluded that no local businesses had the



tools we were looking for, and ultimately decided to order from a giant corporation like Amazon. While this was the decision for Phase One, we hope to work with local businesses on future projects to implement accessibility in The Outback.

Through our phased approach, the project for Phase One can be revisited and revised as future projects are implemented. We believe accessibility should never be a 'simple fix'; instead, we want to ensure accessible options are high-quality, high-availability, and last for future students.

To celebrate the implementation of these tools, we will host a "Tools and Treats" event in The Outback during the spring quarter. At this event, people can bring food and test the new accessible tools in the raised garden beds. This event will allow for community building and share the effort of this phase with other students, possibly increasing their interest in participating in future phases.

c. **Goals:**

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

- **Goal 1:** Supplying The Outback Farm with more accessible tool options.
- **Goal 2:** To increase equity on Western's campus by improving accessibility, allowing a wider variety of students to visit and utilize the benefits provided by The Outback Farm.
- **Goal 3:** To support The Outback Farm in their goal of creating a safe, accessible gardening space open to all students.

d. **Student impact:**

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

This grant will directly impact Western students by allowing disabled students to use high-quality gardening tools that are suited and comfortable for them rather than expecting students to adapt to what the Outback currently has. Terri Kempton, the Outback Farm Manager, believes "the Outback Farm is a resource for all WWU students, but physical accessibility is a barrier for some. We want to increase the opportunities for all students to engage in farm workshops, events, and volunteering by obtaining more accessible hand tools. We have already received requests for better inclusion and accommodation, and providing tools that better meet a diversity of physical needs will help us reach our goals of involvement and inclusion." While Phase One is a relatively small request, its impact on The Outback Farm and Western students represents so much more than purchasing tools; it means raising the bar on accessibility. They aren't just tools; they're a way for students to participate in a space without asking for accommodations.

Western Washington University's Disability Access Center states that roughly 10% of Western students use accommodations each quarter. While not all 10% of these accommodations relate to physical needs, this total still represents a large portion of Western's student population. Phase One not only supplies more accessible tools to The Outback Farm but also allows other Western students to participate in a shared space, whether they have visited The Outback before or not.

e. **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?*

After implementing Phase One in the fall, we plan to host a potluck celebration event during the spring quarter. People can provide their favorite foods, engage with their community, and test the Outback Farm's new accessible tools. We will track who checks out which tools and interview students, gathering their thoughts on the various accessible options.

The potluck would be an opportunity to try the new tools and a time for students to connect and learn how to participate in the Outback Farm's efforts and projects. Additionally, students can learn about our phased approach to future grants and share their excitement and possible involvement in future phases. The Outback Farm staff will incorporate these tools into daily and weekly activities, including gardening, classes, and events. Additionally, we will contact the Outback Farm Instagram account to advertise the new tools online.

**f. Metrics:**

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

For our metrics, we use various qualitative and quantitative methods to understand how our project impacts the Western community. For qualitative methods, we plan to interview Western students during our potluck event in the spring as they test the new tools, asking them their opinions on the variety of accessible tools, how they feel about using them, and how easy it is to check them out for use. Additionally, we will ask students what they think about the phased approach to the original grant plan and if they want to participate in the future.

For our quantitative methods, we will count the number of people who check out specific tools, attend the event, and favor particular tools. By seeing which tools are used more frequently, we can understand what tools should be purchased in the future or if we need to get more accessible versions of tools Outback already owns.

**g. Lasting impact:**

***What is the longevity of this project? How will it impact sustainability, in the long-term, on campus?***

By adopting a phased approach, we can ensure the impacts of our projects last far beyond our team. For example, by first implementing new accessible tools, those tools can be used for years before a future grant team writes a new phase to replace them, allowing the phases to move forward. We wanted to implement a phased approach because it allows for planning, implementing, and improving on a cycle. Rather than figuring the project is complete after implementation, the phases will enable us to go back and see what we can improve or how we can build off of our work.

As the phases progress, we could implement the accessible methods into other aspects of Western's campus. By raising the bar on accessibility in The Outback Farm, we would be urging Western to raise the bar on accessibility everywhere else, too.

**h. Ownership & post-SEJF-funding plan:**

***Which individual, office, or department is taking ownership of this project? Identify the post-SEJF-funding plan: if the project is to be continued, how will it be funded?***

If the project continues, the phased approach would allow more brainstorming to earn funding. With the success of the phases, it would be easier to gain community support and possible funding from the Bellingham Community. Terri Kempton will own the project for this phase and ensure the tools remain available and maintained for students. After the project is implemented, gaining support from the Western community for project involvement, funding, and implementation will be easier.

## SECTION 2: Sustainability Impact.

**a. How will your project positively support each of the four pillars of sustainability at Western? Explain the connection to at least three of the four pillars.**

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

**2. Promote well-being:** The Outback farm is a space on campus that provides unique learning opportunities and other benefits to the community. Some studies show that spending time in green space is associated with better mental health and higher levels of vitality (see appendix for more information). Personal experiences of community members can also speak to the therapeutic effects of spending time in nature. By getting tools that more members of the community can use with ease, and therefore allowing more people access to the activities that the Outback has to offer, this action will promote well-being.

**3. Protect the Environment:** Purchasing accessible tools that a broader range of people can use means that more members of the community can gain experience with practices like gardening, composting, and learn more about environmental topics in general. These actions would help promote an environmentally conscious and sustainable ethos within the community. Additionally, tools that can be used while standing and that allow for less grip strength could mean that more people can participate in work parties and learn proper stewarding practices in the wetland environment of the Outback Farm.

**4. Uphold Social Justice:** The new tools will allow more Western students to participate in community events in the Outback Farm, such as garden parties and Western classes. This upholds social justice because increasing accessibility creates a more equitable campus environment. By improving the ease at which students with disabilities can participate in community events, we take a step towards providing a more equal experience for students within the Outback.

**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 by connecting it to a specific objective. *For information on the SAP, please refer to the Sustainability Engagement Institute's website ([sustain.wvu.edu](http://sustain.wvu.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 chapters and objectives in alignment:** Campus & Community Engagement. Goal 2: Western's culture and community engagement efforts reflect a strong commitment to sustainability

The Outback Farm is an important center for community building on campus. Within the Outback, students interact with peers and community members, bonding over the outdoor space and the learning opportunities that occur here. Objective 2.4 of the Campus & Community Engagement chapter is to "Establish sustainability-related interactive experiences, cooperatively designed and supported by WWU and community partners, to help build relationships among members of Western, and with the broader community by 2019". On one hand, providing accessible tools allows students with disabilities to participate in the events that make the Outback Farm such a hub and community on campus. Additionally, the Spring quarter potluck that would be funded by this grant serves as a community engagement

opportunity for students to get involved in the Outback Farm as we carry out the mission of increasing accessibility of the space.

**Student Life. Goal 2: Through Structured community and campus-based co-curricular learning experiences, students gain knowledge and insight of sustainability in practice.**

Approving this grant would show a commitment to all three goals listed for the Student Life chapter of Western's SAP. Our grant meets at least one objective per goal of this chapter. For the sake of concision, this grant would be most applicable to Goal 2. Goal 2 is stated above. Providing accessible tools would reduce some of the barriers that individuals within the Bellingham community face when attempting to participate in activities at the Outback farm which require a certain degree of mobility, such as gardening and work parties. The accessible tools within this grant make participation in these activities easier by reducing the need to bend down or to utilize a high level of grip strength. Objective 2.1 is to "Enhance and increase co-curricular opportunities for student participation in campus-based sustainable practices beginning fall 2017", while objective 2.5 aims to "develop co-curricular education and outreach programs targeting sustainable living practices by 2018". The Outback is a great space on campus to practice sustainable activities, and to learn about agricultural, and environmental processes that empower community members with lifelong knowledge and skills. However, the space simply isn't accessible to everyone, which produces a huge disparity. This grant proposing the purchase of accessible tools would take a step towards meeting objectives 2.1 and 2.5, by reducing barriers and therefore increasing opportunities for students to participate in the sustainability focused activities, services, and events that the Outback farm offers.

**Curriculum and Research. Goal 1: Western's curricula provide all students opportunities to nurture and create the conditions for a thriving society, economy, and environment (SEE).**

Under goal one of the Curriculum and Research chapter of Western's SAP, objective 1.3 seeks to "identify and promote opportunities for engaged learning in the area of sustainability by 2020". Learning through hands-on experience can be more valuable than verbal lessons, and accessible tools would promote the opportunities for students with different levels of mobility to have this same level of learning engagement. Objective 1.4 aims to "Expand sustainability related student research opportunities [Independent Study Projects (ISP)] to all interested students by 2020". This priority would also be supported by buying accessible tools because the Outback farm is a space that frequently serves as the environmental setting for students to carry out senior projects and ISPs. By increasing the experience of disabled persons to work within the farm via providing more accessible tools, this would expand the amount of research opportunities available to interested students and meet objective 1.4 within this chapter of Western's SAP.

**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.

\*Important note: expenditures become the responsibility of the grantee if not all grant conditions are met. This includes final reporting requirements. If you are unclear what the requirements are, please contact an SEJF representative. Your signature below indicates an understanding of this note.

Role	Name	Department/College: <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>	Terri Kempton	Outback Farm	Outback Farm Manager	<a href="mailto:kempot@wwu.edu">kempot@wwu.edu</a>	<i>Terri Kempton</i>
<i>Team Lead</i>	Riley Hammack	ENVS Education and Eco-Social Justice (Graduate in Spring of 2025)	Student	<a href="mailto:hammacr@wwu.edu">hammacr@wwu.edu</a>	<i>Riley H. Hammack</i>
<i>Team Member</i>	Miles Cordova	Urban Planning and Sustainable Development (2027)	Student	<a href="mailto:cordovm2@wwu.edu">cordovm2@wwu.edu</a>	<i>Miles X. Cordova</i>
<i>Team Member</i>	Sloane Bodner	Environmental Studies, Policy, Politics, & Governance (Hopefully Graduate in Spring 2025)	Student	<a href="mailto:bodners@wwu.edu">bodners@wwu.edu</a>	<i>Sloane K. Bodner</i>
<i>Financial Agent</i>	Terri Kempton	Outback Farm	Outback Farm Manager	<a href="mailto:kempot@wwu.edu">kempot@wwu.edu</a>	<i>Terri Kempton</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
Grant Development: Meetings With Coordinator	Every Friday (3:15-4:15pm)	Complete
Outreach: Tabling the Outback Farm Jubilee Event	Thursday (Oct. 24th/2024)	Complete
Outreach: Tabling in the Viking Union	Friday (Oct. 5th/2024)	Complete
Submit SEJF Application		November 1, 2024
Purchasing Tools	End of Fall 2024 to End of Winter 2025	End of Winter Quarter
Outback Farm Begins Utilizing Tools	Winter Quarter	Ongoing
“Tools and Treats” Event	Spring Quarter	End of Spring Quarter

- b. When is the planned project completion date? This is when SEJF staff will be checking in and requesting a Final Report and a Final Expense Report.

We plan on completing this project by the end of the spring quarter, which will give us enough time to make all purchases in the fall, supply tools in the winter, and host a potluck celebration in the spring.

**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
Terri Kempton	Outback Farm Manager	Project Owner	<i>Terri Kempton</i>

- 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.

The Phase 1 project requires no temporary or permanent facility or property management.

**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.

<b>Budget item</b>	<b>Cost per Item</b>	<b>Quantity</b>	<b>Total Cost</b>
Garden Tools Set 5 Piece with Extended Handle, Heavy Duty Garden Tools Set, Ideal Gardening Tool Kit Gifts for Parents and Kids Including Trowels, Hand rake, Weeder, Pruning Shears	\$19.97	2 (sets of 5)	\$39.94
Easi Grip Garden Tools Set of 3	\$23.99	2 (Sets of 3)	\$47.98
DEERFAMY Garden Stool 10.2" Width, Garden Kneeler and Seat Load Cap 350 lbs, Heavy Duty Gardening Stool with Extra Kneeling Pad, 2 Tool Pouches, Claw Gloves, Gift for Women Seniors, 2 Pack	\$89.99	1 (Sets of 2)	\$89.99
Premium 8 inch Pruning Shears, 3 Times Easy To Work, Arthritis Weak Hand Snips	\$21.99	2	\$43.98
4X4 Rubber Caster Cups, Non Slip Furniture Pads, Anti-Slip Gripper, Anti Skid Furniture Feet, Anti Slide Floor Protector for Bed Couch Stoppers - 8 Pack, Brown	\$30.99	1 (Sets of 8)	\$30.99
Backyard Expressions 48"x34" Raised Garden Bed - Elevated Wood Planter Box for Healthy Plant Growth, 440 lb Capacity - Natural Color	\$79.99	2	\$159.98
Incidental Expenses (Snacks for potluck, seedlings)	\$160	Various	\$160
Estimated tax			\$36.77 (Tax from Amazon)
<b>Total</b>			<b>\$605.23</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>\$605.23</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
n/a			

## **SECTION 7: Appendices.**

Links to tools we plan on purchasing:

[Amazon.com : Garden Tools Set of 3, Stainless Steel Gardening Kit, Upright Handle Garden Tool Set for Hand Joint Damage/Arthritis, Garden Tools Gifts1](#)

[VOCOMO 2X2 Rubber Caster Cups, Non Slip Furniture Pads, Anti-Slip Gripper, Anti Skid Furniture Feet, Anti Slide Floor Protector for Bed Couch Table Chair Stoppers - 8 Pack, Black - Amazon.com](#)

[Amazon.com: Backyard Expressions 48"x34" Raised Garden Bed - Elevated Wood Planter Box for Healthy Plant Growth, 440 lb Capacity - Natural Color](#)

[Amazon.com : Garden Tools Set 5 Piece with Extended Handle, Heavy Duty Garden Tools Set, Ideal Gardening Tool Kit Gifts for Parents and Kids Including Trowels, Hand rake, Weeder, Pruning Shears](#)

[Amazon.com: DEERFAMY Garden Stool 10.2" Width, Garden Kneeler and Seat Load Cap 350 lbs, Heavy Duty Gardening Stool with Extra Kneeling Pad, 2 Tool Pouches, Claw Gloves, Gift for Women Seniors, 2 Pack](#)

[Premium 8 inch Pruning Shears, 3 Times Easy To Work, Arthritis Weak Hand Snips](#)

Study showing relationship between visiting green space and better mental health outcomes:

Van den Berg, M., Van Poppel, M., Van Kamp, I., Andrusaityte, S., Balseviciene, B., Cirach, M., ... & Maas, J. (2016). Visiting green space is associated with mental health and vitality: A cross-sectional study in four european cities. *Health & place*, 38, 8-15.

Letters of support:

October 24, 2024

To whom it may concern,

My name is Lucy and I am the Intramural & Youth Camps Coordinator here at Western Washington University. While I may not interact with the outback much during the school year, my summers are spent exploring out there with all the kids who participate in our K - 5th summer camp.

After hearing about this grant proposal, I wanted to make sure that the committee was made aware how important the outback has been to our campers, and how much more accessible this area will be to ALL our campers if this proposal was approved!

We have had many campers of all different abilities attend our summer camp. We do our absolute best to ensure they are able to participate in everything we do. For many of our campers, the outback area is their favorite part of camp, and it would be tremendous if we could guarantee that 100% of our campers can navigate the outback no matter their ability.

I would love to utilize the outback even more every summer, and this grant will definitely help make that happen.

Thank you for your consideration,

A handwritten signature in black ink that reads "Lucy Caples". The signature is written in a cursive style with a long, sweeping underline.

Lucy Caples  
Intramural & Youth Camps Coordinator

Dear SEJF committee,

For years we have looked for ways to make the Outback Farm more accessible to a diversity of students. This is a challenge for a variety of reasons. One is that the farm is rough terrain with uneven paths, and we are unable to provide ADA access through a protected wetland area. Another is that farm labor tends to be physically strenuous, which limits participation by people with disabilities, muscle weakness, injury, and illness.

The purchasing of accessible tools - featuring extended reach gardening basics like trowels and hoes, along with easy-grip pruners - will open up the possibility of farm classes and volunteer opportunities by a wider range of students. The addition of elevated garden beds will allow gardening without having to bend over, which is especially critical for long periods of time. Portable benches can travel throughout the farm to be used in work parties and class activities in a variety of tasks.

The Outback Farm is grateful for your consideration of improving access to our 5-acre site of agriculture, restoration ecology, and community building. I am committed to helping this effort and maintaining the tools and garden beds in this effort.

With many thanks,

*Terri Kempton*  
Outback Farm Manager