



The small grant application is for requests from \$500 up to \$5,000. For detailed application instructions and further information about the program, please refer to the *SEJF Grant Application Toolkit*.

Submit completed application by delivering a hard copy and emailing a scanned version (including signatures) to SEJF Manager Johnathan Riopelle at High Street Hall Room 22. Applications must be provided in both forms in order to be reviewed. Email: johnathan.riopelle@wwu.edu.

SECTION 1: Project Concept.

- a. Project Title: Period Pantry
- b. Describe your proposed project:

We propose to distribute free period products to students at the Summer Quarter Pop-Up Pantries. This grant will serve three purposes. First, this resource will reduce the financial barrier that purchasing period products poses to students. Second, this project will serve as a proof of concept for other menstruation-related grants (like Sustainability Period and Free the Toiletries) that will be presented to the SEJF Committee in the coming academic year. Third, this project will set a precedent for providing students with period products on Western’s campus, which is a step that many educational institutions have already taken. All three aspects of this proposed project will advance sustainability at Western by protecting students’ health and wellness, removing disposable period products from the waste stream, and creating equity for people who experience menstruation.

The institutions below are listed by type of product offered -- disposable product programs come first and reusable product programs and combination programs follow.

University	Date implemented	Products provided	Location of distribution	Scale	Status	Other information
University of Washington	June 2017	Disposable pads and tampons	Restrooms	72 permanent locations and 17 pilot locations	Operating	Also began as a pilot project
University of Wisconsin-	May 2017	Disposable pads and	Restrooms	2-4 buildings per year	Operating*	Also began as a pilot project

Madison		tampons				
University of Iowa	Summer 2015	Disposable pads and tampons	Restrooms	313 dispensers	Operating*	Estimated to save money for Facilities Management
Saint Louis University	January 2019	Disposable pads and tampons	Restrooms	22 dispensers	Operating*	Grant funded, proposal to make project permanent
University of Connecticut	March 2020	Reusable menstrual cups	“Womxn’s Health and Empowerment Fair”	500 cups distributed	Over (one time event)	
University of Northern Arizona	Spring 2019	Reusable menstrual cups	Health Promotion Office	1,200 cups distributed	Operating until supplies last(ed)	
Wesleyan University	April 2019	Reusable menstrual cups, disposable pads and tampons	Davison Health Center	Every student may receive one free menstrual cup during their time at Wesleyan Pads and tampons in 3 buildings	Operating*	After receiving one free menstrual cup, students can order them at a subsidized cost of \$14

*There is no evidence to suggest that the program stopped running, but there are also no standing sites to regularly update users about the program

Links to the programs listed above can be found in **Appendix A**.

Western has also taken steps to initiate programs like those mentioned above.

Location	Products offered	Scale	Status	Data collected
Associated Students’ WHOLE pantry	Pads and tampons regularly, menstrual cups sometimes and period underwear at one time	Numbers unknown, but everything is/was picked up consistently, with tampons taken more than pads	Not operating due to COVID-19	AS Program Coordinator Leti Romo reports that products were picked up regularly
Sustainability, Period. event in 2018 (funded by SEJF)	Menstrual cups and period underwear	701 products distributed; 349 Diva Cups and 352 pairs of period underwear	Project completed (one time event)*	Product count, stakeholder feedback

*This project required two SEJF grants, both of which were approved, because of the unexpected amount of interest in this event.

Western has also offered students other products related to health and wellness. Prevention and Wellness Services offers condoms and dental dams through an online ordering service; this service continues to provide these products to students by post during the COVID-19 pandemic. Additionally, the Free Food Pop-Up Pantry has served 70-120 students per week this summer, offering non-perishables, spice packets, and fresh produce from local farmers.

Each of these programs has demonstrated a need for and response to programs that distribute health and wellness products at Western. They have also demonstrated that there is ample potential to make these programs more efficient, tailored to student needs, and widespread in the products they offer -- especially regarding period products, which are integral to health for people who experience menstruation. In order to accomplish that, we need more data about what kinds of period products students prefer, what systems will best protect student privacy and agency, and how we can distribute products in the most equitable and efficient ways. Gathering that information will allow us to make future large-scale menstruation equity projects at Western more successful.

Project	Current status	Opportunities for advancement from Period Pantry
Associated Students' WHOLE Pantry	Not operating due to COVID-19	Data about student preferences regarding all products,
Free the Toiletries	SEJF grant in progress	Data about student preferences regarding disposable pads and tampons
Sustainability, Period.	SEJF grant in progress; review process postponed due to COVID-19	Data about student preferences regarding all products, as well as pickup methods
Possible online ordering service for period products	Not started	Data about student preferences regarding reusable cups and underwear, as well as pickup methods

Period Pantry exists to answer those questions so that the large amounts of funding going towards bigger menstruation-related projects on campus can be used better. This project is unique in a few other ways -- it exists to fill a void left by the WHOLE pantry that cannot run during the COVID-19 pandemic, to explore student engagement with these resources and this type of program, to expand the variety of period products regularly offered at Western, and to test distribution procedures that will work for a range of student needs.

The Pop-Up Pantry is very visible to the WWU community right now -- they are serving 70-120 students per week (as mentioned above), they are advertising widely, and they are recruiting help from local farmers (thus widening their circle of support and influence even further). However, SEJF funding has only covered food products at the Pop-Ups. Period Pantry will use this unique opportunity to distribute hundreds of period products to students, at a time where basic supplies are especially needed, and to pilot a project that could change how Western supports student health and wellness.

The Pop-Up Pantry is held every Thursday from 12-2pm in Lot 11G by the Viking Union. The Period Pantry table will be last in the row so that students can opt out of visiting it or take their time choosing a product. The table will be staffed

by a different Pop-Up volunteer each week. This volunteer staffing the Period Pantry table will have instructions attached to the Pop-Up crew's legacy document (**Appendix B**) with Haven Johansen's contact information in case questions or problems arise. Products will be placed on the table along with two surveys (**Appendix C**) and pens. There will also be a handwritten poster detailing the types of products offered, linking students to the survey QR code, and listing who to contact if they cannot take a product in public (**Appendix D**). To summarize, volunteer(s) will read over the pertinent section of the legacy document, arrange products, surveys, and pens on the table, hang up the poster, answer questions, encourage students to take the survey, put stickers on boxes that students take, sanitize pens, and count and record leftover products. Pop-Up facilitators have approved this list of tasks and are ready to help.

The survey, which is found in the Metrics section, will collect data about students' thoughts on the pickup process, the products offered, and the project itself. Students will be encouraged to take the survey at the Pop-Up on paper or on their phones. If they would rather take it later, they may scan the QR code sticker on the box they take home to find the survey. There are three ways to access the survey to ensure maximum potential for responses. Students will have the option of leaving an email address so that we can contact them in the fall to ask about their overall satisfaction with the product(s) they took. The paper version of the Pop-Up survey is simplified to fit on one page. Leti Romo, our financial agent, will print the surveys at the Associated Students and store them with the products that are being shipped there.

If students do not want to take a product at the pop-up, they can fill out an ordering form (**Appendix E**). The order will be fulfilled by someone at the beginning of the next Pop-Up, and can be picked up (already in a nondescript brown paper bag) the next week by them or by someone else. This process will be overseen by Haven Johansen in coordination with whoever staffs the Period Pantry table that week. Specific instructions will be added to the legacy document if needed.

We have chosen to purchase products from three companies. The first is Period Aisle, which will supply two styles (bikini and boxer) of period underwear in sizes XS, S, M, L, and XL. Period Aisle recently rebranded to be more gender-inclusive. They are also a B Corp certified company, meaning they are recognized for meeting "the highest standards of verified social and environmental performance, public transparency, and legal accountability to balance profit and purpose."¹ Their period underwear are lined with organic cotton, and their manufacturer is woman owned and operated. The second company, Flex, will supply two sizes (slim fit and full fit) of menstrual cups. These cups can be removed with one hand, making them more accessible. They are made with medical-grade silicone and are BPA free. Lastly, Veeda will supply tampons, non-applicator tampons, pads, and liners in a variety of sizes. Veeda products are made with 100% organic cotton; their tampons and their packaging are biodegradable. These companies were chosen based on accessibility, quality, sustainable sourcing, and lack of gender-based marketing (which is especially pertinent to Period Aisle).

Funding will be split three ways between each company in an attempt not to favor any specific product type. Veeda products are budgeted so that any given product type in a specific size is ordered in a quantity of 18. Products will be distributed in batches of four, with equal amounts of each product type offered at each Thursday for four Thursdays. Products will not be replaced when they run out, but students who ask for a specific product or size we have run out of that week will be given one from backstock (because of the potential for this scenario, a few extras were added to each product type in the budget). We will space products out in this fashion to ensure that students have a chance to hear about the products being offered rather than, in an extreme scenario, all of the menstrual cups being taken during the first week. The set amounts of products distributed each week will also allow the Pop-Up volunteer to talk to students and tell people about the survey rather than struggle to keep up with a rush.

Leftover products will go to the WHOLE pantry to be distributed when campus reopens.

c. Who is the intended audience?

<https://bcorporation.net/about-b-corps>

¹ "About B Corps." *Certified B Corporation*, n.d.,

We hope to reach all students who experience menstruation and are in need of period products. Distributing these products at the WHOLE pop-up pantries will allow us to reach some of the students that have been hardest hit by financial stress in the wake of the COVID-19 pandemic.

d. How many students will be directly affected?

We plan to reach 42-43 students per week for four weeks, adding up to 170 students. However, the ripple effects of this project will have lasting impacts as we establish a precedent for period product distribution at WWU, reaching far more students than those who receive products within the four week window.

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

Our first and most important goal is to reduce the financial barrier of purchasing period products to students -- especially those experiencing financial strain this summer. Our second goal is to collect data about students' preferences in product pickup, product type, and other aspects of this program. Starting with this small grant will allow us to learn what works and what doesn't, thus allowing us to use greater amounts of money in large projects as we work to institutionalize menstruation equity at Western. Our third goal is to establish a framework for high quality and free period products at Western.

These goals are steps on the path toward thriving communities and a thriving planet. Climate justice requires that everyone has the resources they need to make healthy choices for their own bodies, for the people around them, and for the environment. Period Pantry will reduce the financial barrier keeping some students from purchasing the period products they need, cultivating equity in health and wellness, which are vital to sustainability. Additionally, students will have access to reusable products that are traditionally about 4x as expensive as disposable products. This will divert disposable products from the waste stream by giving students the option to choose something different.

Over time, the desired outcomes of this project and those that will follow it are large and important -- that all students at Western have the period products they need to focus on school, engage with their communities, feel healthy and respected, and make choices that are best for their own bodies. This will protect the health of people and the planet, ensuring that Western is taking steps toward holistic sustainability within the world of menstruation equity.

SECTION 2: Project Alignment.

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

This project will provide students who experience menstruation with the products they need to be healthy. People who cannot afford appropriate period products may use products that don't work for them, reuse products, or go without. Additionally, confidence and autonomy are gained when people can use the period products that work for them without stressing about buying groceries too. As such, Period Pantry will support students' physical and mental health.

Period Equity states that to reduce the financial barrier to health during menstruation, we must "make menstrual products freely accessible in places like schools, shelters, and correctional facilities."² The COVID-19 pandemic has caused significant financial disruption for students, costing them jobs, leases, and even access to groceries and healthcare. Some supportive resources have emerged, but many student needs remain unaddressed -- including period products. Providing basic supplies to students will lessen the financial impacts of the COVID-19 pandemic, which is already widening economic gaps in our communities.³

² "Issues." *Period Equity*, n.d., <https://www.periodequity.org/issues>

³ Fisher, Max and Bubola, Emma. "As Coronavirus Deepens Inequality, Inequality Worsens Its Spread." *The New York Times*, March 15 2020, <https://www.nytimes.com/2020/03/15/world/europe/coronavirus-inequality.html>

The products we chose for this project are 100% organic and BPA-free. Half of the funding will buy reusable products that will divert period products from the waste stream. We have taken care to select companies that protect the health and dignity of their users and of the environment.

This project will further social justice at Western because it prioritizes the health of communities that may already experience disproportionate access to resources, including womxn, transgender folks, nonbinary folks, and people who hold other marginalized identities. The COVID-19 pandemic has shown that students need access to housing, groceries, medical care, and wellness-related products if they are to succeed in an educational institution. It has also shown that educational institutions have a responsibility to step in for students when crises hit. Ensuring that students have the period products they need, both inside and outside of pandemics, will help cultivate a campus community that supports student success and wellbeing.

- b. How does your project align with Western's Sustainable Action Plan and other campus sustainability goals or initiatives? Please reference specific SAP initiatives.

Curriculum and Research Goal #1 Objective 1.3: Identify and promote opportunities for engaged learning in the area of sustainability by 2020.

This grant is being written under an ISP credit for a Fairhaven Interdisciplinary Concentration on Environmental and Reproductive Justice. Writing this grant and facilitating this project cultivates learning in all four pillars of sustainability and the ways they interact in a community.

Campus Community and Engagement Goal #2 Objective 2.4: 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.

This project puts an idea about sustainability into practice through thoughtful collaboration between university departments, students, and sustainable businesses.

Student Life Goal #2 Objective 2.4: Increase the number and quality of opportunities for undergraduate and graduate students to engage in co-curricular SEE sustainability focused projects, research, and grants beginning 2020.

This project will be added to Western's impressive array of projects that enhance students' understanding of and engagement with sustainable practices.

Student Life Goal #2 Objective 2.5: Increase and further develop co-curricular education and outreach programs targeting sustainable living practices by 2018.

Many people who experience menstruation will purchase period products for most of their lives. The choice between products is a deciding moment in their comfort, their dignity and agency, their contribution to the waste stream, and their support of sustainable sourcing and production. This project will introduce students to a variety of products (some of which may normally be out of reach financially) so that they can truly make the decisions that are best for their bodies and their environment.

Procurement Goal #1 Objective 1.1: Develop "Sustainable Purchasing Guidelines" within Procurement processes, inclusive of lifecycle accountability, vendor information, embodied energy and emissions, and social equity practices.

The companies we have chosen were meticulously filtered through criteria about accessibility, sourcing, production, and advertising. These brands will reflect Western's commitment to sustainable purchasing.

Waste Goal #2 Objective 2.5: Create an engaged citizenry, consistent expectations, and student buy-in to waste reduction by fall 2020.

We will use half of our funding to purchase reusable products, encouraging students to switch to reusable products if that seems like the right fit for them. Consequently, this project will engage participating students in zero-waste decisions.

Student Life Goal #3 3.1: Cultivate student capacity and efficacy in creating positive change in SEE sustainability by 2025.

This project will empower students to engage with community-based sustainability both as facilitators and participants. Furthermore, this project will contribute to menstruation equity at Western, bringing about a needed and positive change.

- c. The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world:
1. No Poverty
 2. Zero Hunger
 3. Good Health and Well-being
 4. Quality Education
 5. Gender Equality
 6. Clean Water and Sanitation
 7. Affordable and Clean Energy
 8. Decent Work and Economic Growth
 9. Industry, Innovation and Infrastructure
 10. Reduced Inequality
 11. Sustainable Cities and Communities
 12. Responsible Consumption and Production
 13. Climate Action
 14. Life Below Water
 15. Life on Land
 16. Peace and Justice Strong Institutions
 17. Partnerships to achieve the Goal

How does your project align with the United Nations' Sustainable Development Goals?

- 1:** This project will lower the financial barrier of purchasing high-quality, sustainably sourced period products to students, thus increasing wealth for students who cannot afford these products while also juggling rent, groceries, healthcare, and other expenses. This financial barrier is especially pertinent as people lose employment during the COVID-19 pandemic, meaning that this project is more important than ever when addressing poverty.
- 3:** This project will show students that Western, as an educational institution, will protect student health by providing students with products that affirm health, identity, and ability.
- 4:** This project will allow students to focus on school without having to worry about paying for these products or experiencing stress and/or complications because they cannot buy them.
- 5:** As mentioned above, people who experience menstruation risk missing school and work if they cannot afford the period products they need. Additionally, lacking the right products might cause distractions and complications. Providing students with high-quality period products will ensure that periods do not prevent them from an equal opportunity to education.
- 9:** These products will be distributed through the Pop-Up food pantry, which is a pilot project aimed at community care, community organizing, and mutual aid. As such, this project is aligning itself with a group of people figuring out how to take care of their community through innovative and organized tactics.
- 10:** People who experience menstruation face an unequal responsibility to buy period products that are often prohibitively expensive, with reusable products ranging in price from \$30-\$40 apiece. Additionally, people who experience menstruation are often female-identifying, transgender, or gender non-conforming; these groups already face inequity. Providing students with these products will increase equity at Western because students with marginalized identities will not have to shoulder this cost alone.
- 11:** Section a. addresses the ways that this project aligns with the four pillars of sustainability at Western.
- 12:** The products we chose for this project are BPA-free, hypoallergenic, 100% organic products that are free of gender-based marketing and are accessible to use.

16: The COVID-19 pandemic has highlighted already existing structures of injustice in our communities. Students have struggled to pay rent, faced eviction, lost service jobs, gotten sick, and experienced other stressors and hardships. BIPOC students, queer students, transgender and nonbinary students, and students with other marginalized identities have felt the consequences of this pandemic the most. A glance at the WWU Community Aid Instagram page will show an outpouring of aid requests from BIPOC, queer, and trans students who have needed emergency funding since the pandemic hit Bellingham. It is up to us to build an educational institution that can hold the community when crises like this one hit -- an educational institution that can facilitate care, community, health, and dignity, and that is strong enough to take some stress off of individual students who are already struggling. Providing period products to students will be a step towards building an institution that produces peace and justice.

17: This project is a partnership between the grant team, the SEJF, and the Pop-Up facilitators.

- d. 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 projects.

Metric (<i>qualitative or quantitative</i>)	Description
Measure products taken (<i>quantitative</i>)	See Appendix F
Pickup survey (<i>qualitative</i>)	See Appendix G
Product survey (<i>qualitative</i>)	See Appendix H

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. The advisor should also be able to provide

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.

Name	Department/School Students provide major/minor	Position: Faculty/staff/student Students provide expected graduation quarter/year	Western email address	Initial to verify agreement
<i>Team Advisor: Hilary Schwandt</i>	Fairhaven College	Faculty	schwanh@wwu.edu	HMS
<i>Team Lead: Haven Johansen</i>	Biology and Reproductive Justice	Fall 2023	johansh@wwu.edu	HMJ
<i>Financial Agent: Leti</i>	Associated	Assistant Director	romol3@wwu.edu	LR

Romo	Students			
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b. 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. For more information, please refer to the SEJF Grant Toolkit.

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
Leti Romo	Associated Students Assistant Director	Providing feedback, meeting with grant writer, overseeing implementation at the Pop-Up	<i>Leticia Romo</i>

*Karen Deysher, Associated Students SAIRC Coordinator, is also a valued voice in this project whose feedback will be prioritized. Karen is being updated on the project but is (understandably) active in other engagements and will not be listed as an official stakeholder.

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. Form can be found on SEJF website: www.edu/sustain/programs/saf/apply

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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. Insert additional rows as necessary.

Action	Purpose	Initiation	Completion
Meet with Lindsey MacDonald	To answer these questions: - Who orders products for the Pop-Up Pantry? (This will answer who should be the financial agent.)	DONE	DONE

	<ul style="list-style-type: none"> - Logistics of the Pop-Up Panty (estimate of students/week , on-the-ground plan). - Thoughts on stakeholders/permanent owner 		
Review first draft of application	Meet with SEJF Team on July 17th	Week of July 13th	Week of July 20th
Identify stakeholders	<ul style="list-style-type: none"> - Who is handing products to students? - Who will track data? - Who will advertise? 	Week of July 13th	Week of July 20th
Identify permanent owner	Decide who will house the project.	Week of July 13th	Week of July 20th
Identify financial agent	Decide who will order products.	DONE	DONE
Create on-the-ground plan	Answer questions about logistics.	Week of July 13th	Week of July 13th
Get signatures	Confirm approval from all involved parties.	Week of July 20th	Week of July 20th
SEJF Final Edits	Polish the grant.	Week of July 20th	Week of July 20th
Send In Final Application	Send the project in for approval.	Week of July 25th	Week of July 25th
Order products	Get products ready to distribute.	WHEN APPROVED	WHEN APPROVED
Order stickers	Complete printing request form, budget authority, and printing for the QR code stickers	WHEN APPROVED	WHEN APPROVED
Write on and deliver poster	Put important information on the Period Pantry poster and deliver it to the Associated Students to be displayed at the Pop-Up Pantry	WHEN APPROVED	WHEN APPROVED
Distribute products	Distribute products to students and collect survey responses and pickup numbers	Thursday, August 20th	Thursday, September 10th
Review metrics	Evaluate successes and challenges, collect student preferences, and record metrics in an easily applicable way for future projects and other needs	Week of September 14th	Week of September 21st
Send second survey	Collect data about students' happiness with products	Week of October 4th	Week of October 4th
Review metrics	Record and analyze what we learn as detailed two rows above	Week of October 19th	Week of October 26th

b. Where will the project be located?

The project will be located at the Pop-Up Pantries on the WWU Campus, which are currently being held outside of the Viking Commons.

c. Planned project completion date: Distribution will end on September 10th, survey distribution will end on October 4th, and data review will end on October 31st.

SECTION 5: Project Budget.

e. 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
Period Aisle bikini underwear (five sizes)	\$40.00	21	\$840.00
Period Aisle brief underwear (five sizes)	\$46.00	21	\$966.00
Flex cups (½ slim fit and ½ full fit)	\$32.99	42	\$1,385.58
Veeda applicator tampons (four sizes)	\$9.97	72	\$717.84
Veeda non-applicator tampons (two sizes)	\$8.50	36	\$306.00
Veeda non-applicator tampons (one size)	\$9.99	18	\$179.82
Veeda pads (two sizes)	\$7.49	36	\$269.64
Veeda liners	\$8.79	21	\$184.59
Sticker sheets	\$0.28	22	\$6.16
Shipping costs	\$0.00	0	\$0.00
Total project budget			\$4,855.63
Additional funding source	Status	Amount	
Total of all other funding sources			
Total requested funds from SEJF			\$4,855.63

- f. If the project is implemented, will there be any ongoing replacement, operational, maintenance or renewal costs? If yes, has a source of funds been identified to cover those costs? This must be communicated to the appropriate stakeholder.

Ongoing cost	Amount	Responsible Stakeholder	Signature
n/a			

- g. Is there any additional information about the project that you would like to share?



Once your project proposal is complete, it must be signed and delivered to the SEJF Manager, Johnathan Riopelle, at High Street Hall Room 22. Please also email application to johnathan.riopelle@wwu.edu.

Please set an appointment with the SEJF Manager to review your draft proposal before submitting your application. You will not need to meet with Seth Vidaña, Director of Sustainability.

Johnathan Riopelle, Sustainability, Equity, & Justice Fund Manager, Western Washington University

High Street Hall Room 22

Available by appointment

Email: johnathan.riopelle@wwu.edu

Phone: (360) 650-4501

Signature: _____ **Date:** _____

This signature does NOT indicate that you have received funding, but it does confirm that the proposal has been received and is ready for funding review.

Once your application is submitted, the Sustainability, Equity, & Justice Fund Program team will determine funding for your project. The Director of Sustainability will then review the team's assessment.

Seth Vidaña, Director of Sustainability, Western Washington University

High Street Hall Room 22

Phone: (360) 650-2491

Signature: _____ **Date:** _____

This signature approves funding for the project.

Comments:

University of Washington: <https://facilities.uw.edu/blog/posts/2018/11/08/pilot-program-becomes-permanent>

University of Wisconsin-Madison: <https://badgerherald.com/news/2018/04/24/program-providing-uw-students-with-free-menstrual-products-set-to-leave-pilot-stages-expand-to-other-campus-buildings/>

University of Iowa: <https://dailyiowan.com/2015/08/28/ui-saves-nearly-30000-on-tampons/>

Saint Louis University: <https://www.slu.edu/news/2019/january/project-period.php>

University of Connecticut: <https://ecohusky.uconn.edu/2020/05/01/campus-cup-project-brings-free-menstrual-cups-to-uconn-period/>

University of Northern Arizona: <https://green-blog.nau.edu/index.php/2019/04/25/nau-offers-free-menstrual-cups-to-the-students/>

Wesleyan University: <http://wesleyanargus.com/2019/04/08/menstruation-station-university-to-offer-free-menstrual-products/>

Appendix B: Verbiage For Legacy Document

Thank you so much for taking care of the Period Pantry table today! You can get in touch with Haven Johansen 801-473-8295 if you have questions or concerns throughout the day.

WEEKLY SETUP:

Products -

5 Period Aisle bikini underwear (one in each size)

5 Period Aisle boxers (one in each size)

10 Flex cups (five slim fit and five full fit)

18 boxes Veeda applicator tampons (make sure there are boxes of lite, regular, super, and super plus sizes)

13 boxes Veeda non-applicator tampons (make sure there are boxes of regular, super, and super plus)

9 packages Veeda pads (make sure there are packs of night and day sizes)

5 packages Veeda liners

Other materials -

Poster

Paper surveys

Clean pens or pencils

Sticker sheet

ANSWERING QUESTIONS:

Taking a free period product in public can be intimidating, embarrassing, or even feel unsafe for some folks. Some visitors will benefit from you being friendly; others will want to check the table out on their own without being bothered. Do your best to answer questions and invite people in, but don't smother folks who seem like they just want to browse. There's also a lot of information on the poster, so people who seem less inclined to talk can be directed there.

TAKING PRODUCTS:

Folks can take two boxes of disposable products (pads, tampons, and liners) or one reusable product (period underwear or a cup).

SURVEYS AND DATA:

Surveys are an important part of this project -- it's funded by a grant, and survey responses will help us make future funding for period products on campus a reality. When people come check the table out, please encourage them to scan the QR code with their phones and take the survey right there. They can also take the survey on paper. If they take a box of products, please attach a QR code sticker to one of the boxes and ask them to take the survey at home. People are encouraged to take the survey even if they didn't end up taking products.

Data about which products students will take is also important to this project -- please count the number of products left at the end of the Pop-Up and enter those numbers in [this spreadsheet](#).

OTHER INFO:

*Please don't restock products as they run out throughout the day. If a visitor specifically asks for a size or a type of product that isn't on the table and we have it, give it to them, but make sure you include that information in the spreadsheet.

Appendix C: Paper Surveys

Paper Survey A: (for those who pick up products):

https://docs.google.com/document/d/1TX34dkWJiFhSzW0sULysC_tv8ldohwV6vymJ_G7AYmM/edit?usp=sharing

Paper Survey B (for those who do not pick up products): https://docs.google.com/document/d/1QmF-67dNWxM5yq112zWyRMrdZK_G_wySLUa927TPO8s/edit?usp=sharing

Appendix D: Information to be Included on Poster



With a little blurb that says "These products were purchased through an SEJF fund for a student-designed project called Period Pantry. This is a pilot project and we would love to know what you like about it and what we could do better. Please take a moment for our survey -- the QR code will direct you there."

VEEDA PRODUCTS:

- Plastic applicator cotton tampons, non-applicator cotton tampons, winged super absorbent night pads, winged day pads, and thin liners
- 100% organic cotton

- Chlorine, pesticide, dioxin, dye, fragrance, synthetic, and BPA free
- Pads and liners are rayon free and hypoallergenic
- Sizes vary by product, so take a look!

FLEX PRODUCTS

- Slim fit is for light to medium flows, absorbency 2 super tampons, recommended by company (especially for first time cup users). Full fit is for heavier flows, absorbency of 3 super tampons.
- Because it has an adjustable pullstring, it's removed like a tampon and can be taken out with one hand.
- Reusable
- 100% medical grade silicone, FDA approved, pH neutral
- Formaldehyde, dioxin, pesticide, chemical bleach, rayon, latex, BPA, and phthalate free

Period Aisle:

- Underwear with a super-absorbent and leak-proof lining
- Available in bikini or boxer style
- Made with organic cotton, recycled polyester, spandex, and TPU laminate
- Available in XS, S, M, L, or XL
- Absorbency ~4 tampons
-
- For privacy reasons, students may wish to order products ahead and/or have friends pick up for them. Contact Haven Johansen at 801-473-8295 for an ordering form.
- You can pick up for a friend and friends can pick up for you.
- Email Haven Johansen to hear about and be involved in other menstruation equity initiatives on campus.

Appendix E: Ordering Form

https://docs.google.com/forms/d/e/1FAIpQLSfQ05Ue_yXuOCaAGPUBs16rVYkX-nrCOABxGNGIkQm70_eFwg/viewform?usp=sf_link

Appendix F: Product Tracker Excel Sheet

<https://docs.google.com/spreadsheets/d/1StAheILBjTU3krSuZOj31j4mW2nIU7ZQuco8m2ka2o/edit?usp=sharing>

Appendix G: Pickup Survey

<https://forms.gle/HAj4emEuaacyd6o87>

Appendix H: Product Survey

<https://forms.gle/vkfkQqpnGVoHVJR1A>