



Grant Application 2022-2023

The 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.

*Note: if you are requesting a large grant (over \$35,000) you must first submit a Large Grant Abstract. Abstracts must be reviewed and approved by the Sustainability Engagement Institute Director before a final application can be submitted. Ask a program representative for a copy of the Large Grant Abstract template.

Each grant team is assigned an SEJF project coordinator; this individual will collaborate with the project team and provide feedback and insight on the application. Teams are expected to meet on a regular basis with their SEJF project coordinator.

The research and writing components required for this application take, at minimum, a month to complete. Last-minute requests may not be accepted. For detailed application instructions, please refer to the *SEJF Grant Application Toolkit* or ask your project coordinator.

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

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

X	Small Grant: Up to \$5,000. Applications of this size will be reviewed by the Sustainability Institute Director. Small grants may be approved, declined, or sent to the SEJF Committee for consideration.
	Medium Grant: Between \$5,001 and \$35,000. Applications of this size will be reviewed by the Sustainability Institute Director for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant, receive your presentation, and approve or decline the funding request.
	Large Grant: Over \$35,000. To request funding at the level, you must already have submitted and received approval of your grant abstract. Please attach your approved abstract to the end of this application. Applications of this size will be reviewed by the Sustainability Institute Director for alignment and completeness and then provided to the SEJF Committee. The committee will review the grant, receive your presentation, and approve or decline the funding request.

SECTION 1: Project Concept.

a. Project Title:

Native Landscapes Phase II: Art Annex

b. Statement of Purpose:

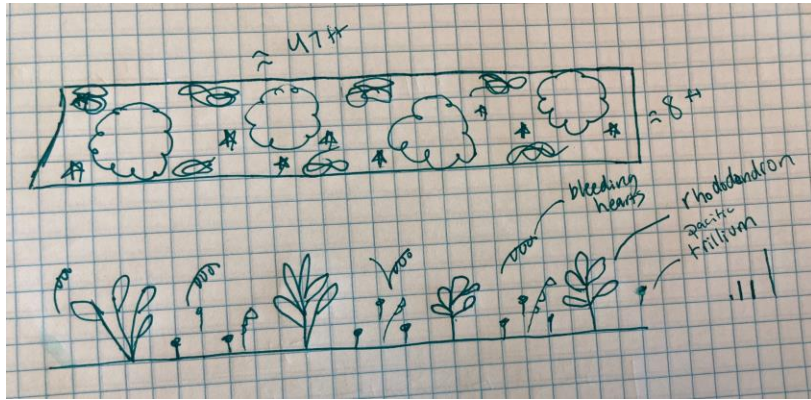
Our group plans to replace underutilized lawn space on campus with diverse selections of native plants in 2024. We would like this project to serve as an educational opportunity for the greater Western Community by modeling sustainable landscapes and including signs with a QR code linked to an educational webpage on the Sustainability Engagement Institute's website.

c. Describe your proposed project in detail:

Native Landscapes Phase: II aims to replace small and underutilized lawn spaces on Western Washington University's (WWU) campus with diverse selections of native plants. The spot we have chosen is a small, underutilized, and irrigated section of grass against the west side of the Art Annex. This spot is visible to anyone walking by, but a sign will also be pointing to the Native Landscape to clarify its location and give students more information about the plants there. The area chosen was suggested by WWU's lead gardener, Oskar Kollen, because it targets an area that outdoor maintenance was already wanting to replace. The location of this plot has proved difficult to mow as it is more removed than other lawn plots. It is also underutilized as it sits up against the building and does not get a lot of sun. The grass would be removed by the Grounds team. Once the grass is removed, a work party will be held to cover the area with wood chips. The native plants would be planted by group members and a work party in the Spring of 2024. Participants will be incentivized for the work parties with free food. The selected plants are Pacific Bleeding Heart (*Dicentra Formosa*), Pacific Rhododendron (*Rhododendron Macrophyllum*), and Pacific Trillium (*Trillium Ovatum*). These native plants were chosen for their appeal to pollinators, their aesthetic, and their growing preference for shaded areas. Once this project proves successful, other students could collaborate with maintenance to continue the project and expand to other sites.

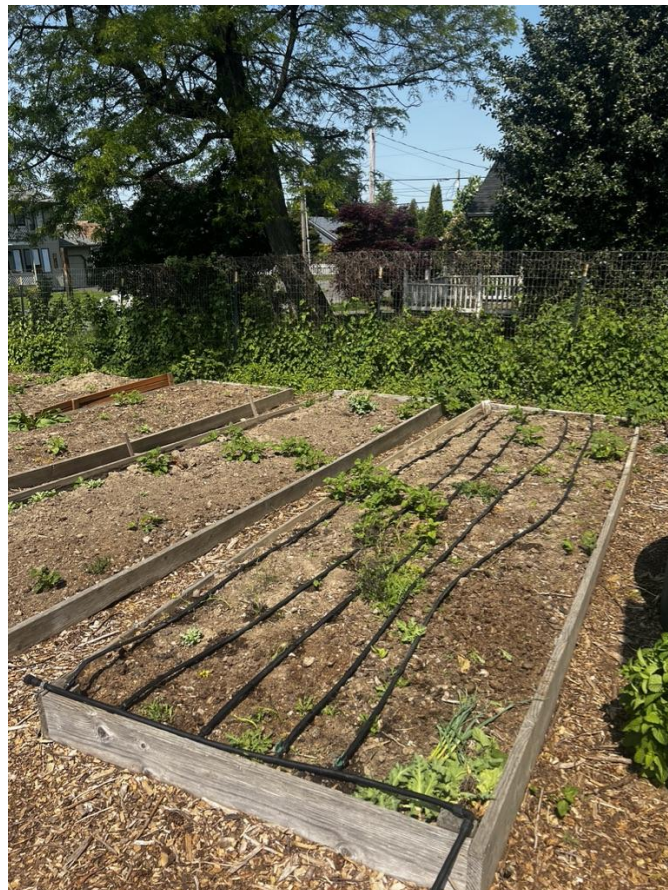


Plot by Art Annex



Plan for Art Annex Plot

To ensure this project will run smoothly, the Spring 2023 team planted an experimental plot at the York Community Farm. The York Community Farm is currently managed by the Center for Community Learning (CCL) at WWU. Ellie Duncan, a Program Coordinator in the Center for Community Learning, helps manage this farm space. CCL is currently establishing the York Farm as a community garden that centers shared learning and community connection. This plot will allow us to gain experience in planting, managing student volunteers for watering, and recording success metrics. We planted Pacific Bleeding Heart (*Dicentra Formosa*), Camas (*Camassia*), and Evergreen Huckleberry (*Vaccinium Membranaceum*) in one of the raised plot beds. These plants were chosen to showcase edible native plants and increased pollinator support. This plot will also help us reach the wider Bellingham community, allowing us to educate community members about the project we aim to implement on campus.



Plot at York Community Farm

The goal of the *Native Landscapes* project is to create a model of sustainable urban landscapes by restoring our natural systems around campus and the city as native ecosystems. This small model we are implementing will be combined with educational signs. These signs will promote student learning about native plants by including a QR code that leads to a page on the Sustainability Engagement Institute's (SEI) website. This page would explain the purpose of this project, help students identify the plants in the plot, their usage and importance to local Indigenous peoples, general information, and show metrics of success. General information provided on the website would include why replacing grass with native plants is important and why each native plant was chosen. The metrics of success would show the resources saved, however minimal. The SEI office staff have agreed to help maintain the website so that it would stay up to date as time goes on; this project would be in collaboration with the next group of students taking over the *Native Landscapes* project. On top of educating the public, the webpage also would assist in conducting outreach to help the community know about the project and how they could volunteer to help. An example of the website can be found in the appendix of this proposal.

d. Who is the intended audience?

The intended audience includes WWU's students, faculty, staff, and any visiting/touring groups. The audience will be able to enjoy the diverse flora and fauna on campus while using educational signs to improve their knowledge.

e. How does this project directly impact the Western student community? How many students will be affected?

Students, staff, faculty, and community members will be able to walk past the new plot and enjoy the native plants. We will have educational signs that improve students' knowledge of the plants and the reasoning/benefit of using native plants. Classes/clubs also will benefit from this space as it will allow professors/advisors the opportunity to show students native plants they discuss in class. This will provide a more interactive and active learning experience for students at Western.

SECTION 2: Project Outcomes.

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

- Establish native plant alternatives to replace grass from small areas around campus that are not utilized heavily by students.
- Educate students and the community on native plants and sustainable landscaping.
- Create positive stakeholder engagements between landscaping staff, students, student-led organizations, and education.
- Reduce long-term maintenance of plots.
- Increase pollinator vitality.

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

Create economic vitality:

Phase II targets economic vitality by reducing cost-heavy grass maintenance on campus. The area we hope to replant on WWU's campus was chosen because it has been historically difficult to maintain for the Grounds team. This project will help reduce costs associated with labor of that plot in the long term. The native plants are more acclimated to our local ecosystem in comparison to the current invasive grasses and will be more resource efficient. Once established, native landscapes need little to no care (EPA, 2016). Native Landscapes will also promote investment in native plants in other areas.

Promote human health:

Native Landscapes will help transform our campus and town in a positive way by creating educational opportunities surrounding a sustainable and resilient natural landscape. Planting at The York Community farm provides a learning opportunity and exposes Bellingham and Western communities to native plants. Those who engage in gardening or watering will benefit from the satisfaction of improving Western's campus. In addition, there are the benefits of stress reducing qualities of gardening as well as the benefit of routine (Wimmer, 2022).

WWU's urban environment provides many nature spaces scattered around campus and town that are utilized by not only Western students, faculty, and staff but the greater Bellingham community. Replacing grass areas with native plants will not take away these natural spaces but rather provide a native example of natural spaces.

Protect the environment:

Native Landscapes is a local project, mimicking the local natural environment in the city. Educating WWU and Bellingham's community on native plants strengthens our socio-ecological system by creating environmental mindfulness in our communities. In addition, the project actively displays sustainable alternatives to grass landscapes. The type of grass currently located in the targeted spaces are non-native species that require more water irrigation, fertilizers, and maintenance than native species. Native landscapes, once established in phase II, will function self-sufficiently with only minor stewardship needed. The diverse perennial landscape will help restore soil health, with deeper-rooted systems and diverse nutrient exchange (EPA, 2012). The soil will be able to filter and retain more water (EPA, 2012).

These native plants do not require mowing, thus reducing the amount of carbon released during landscape maintenance. Native plants also help reduce air pollution and sequester carbon (U.S. Forest Service).

Uphold social equity:

The areas that are replanted are accessible to everyone who comes to Western's campus. Native Landscapes aims to expose the Bellingham community and Western students to native flora in an accessible way. By creating small pockets of educational nature-scapes within our urban environment, *Native Landscapes* connect humans back to nature. Those who don't have the time or resources to visit natural spaces around Bellingham can find nature. In phase II we want to enhance the aesthetics of WWU's natural landscapes.

This project also works in conjunction with Phase I of *Native Landscapes*. The plot in the York Community Farm also helps uphold social equity. The York Community Farm's mission is to provide space for community members to grow food and learn. We planted and are actively showcasing three native plants, two of which are edible. Native edible plants can help contribute to a more resilient food system. The third plant will help bring in pollinators, which are vital for healthy farms and ecosystems.

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

1. Built Environment
2. Campus & Community Engagement
3. Curriculum and Research
4. Dining Services
5. Grounds
6. Investments

7. Procurement
8. Student Life
9. Transportation
10. Waste

Primary chapter of alignment: Grounds

Explanation: Our project aligns with the goals of Grounds in Western’s Sustainability Action Plan. Within this plan, Western has aligned itself with the use of native plants, reducing water, and reducing pesticide use. This chapter also states that the grounds maintenance is dedicated to being stewards of the land, and we intend to continue to collaborate with grounds maintenance. This project will help reduce the consumption of natural resources, by reducing the amount of water needed in the long run. Another goal of Grounds is to contribute to the education of sustainable practices and to use campus grounds to involve students in environmental stewardship. Using signage around the newly planted plots serves to promote sustainable practices and environmental stewardship. Having student volunteers in watering and planting also involves them in environmental stewardship.

Additional chapter(s) of alignment, if applicable: Campus & Community Engagement

Explanation: Native Landscapes would help create a culture of sustainability that aligns with the goals stated in the Campus & Community Engagement Chapter. This project will help engage students in sustainability by allowing them to engage with diverse flora and fauna on campus. This project would also enhance understanding of culture on the grounds by using native plants and signage that explain the necessity. This would create an interactive experience for students and visitors. The information from the signs could also be accessed by the public, increasing general access to sustainability resources.

d. How will your project address the UN Sustainable Development Goals (SDGs)? *The United Nations has developed seventeen sustainable development goals (SDGs) to transform our world. These goals address the full spectrum of sustainability. When we work locally to transform our community, we are in league with people around the globe striving to create a more just society. The UN’s seventeen SDGs are:*

- | | |
|---|--|
| 1. No Poverty | 10. Reduced Inequality |
| 2. Zero Hunger | 11. Sustainable Cities and Communities |
| 3. Good Health and Well-being | 12. Responsible Consumption and Production |
| 4. Quality Education | 13. Climate Action |
| 5. Gender Equality | 14. Life Below Water |
| 6. Clean Water and Sanitation | 15. Life on Land |
| 7. Affordable and Clean Energy | 16. Peace and Justice Strong Institutions |
| 8. Decent Work and Economic Growth | 17. Partnerships to Achieve the Goal |
| 9. Industry, Innovation, and Infrastructure | |

Please list and explain the three United Nations’ Sustainable Development Goals that your project primarily addresses.

Quality Education

The 4th goal, Quality Education, focuses on equitable education for all while promoting education over a lifetime (United Nations, 2015). Native Landscapes align with this goal due to the fact that exposure to diverse flora and fauna can help educate students and staff on the necessity of incorporating native and local ecosystems into our communities. WWU’s campus is often visited by many people, not just students and staff. The inclusion of

educational signage will help promote education about native plants to all ages. We also acknowledge that for students to be successful in academics, they have to balance their schoolwork, social lives, and mental health. Being around flora and fauna has direct benefits for students' mental health (Akers, 2019), allowing them the space to balance these needs to be successful.

Sustainable Cities and Communities

Focused on the environmental sphere, the 11th goal, Sustainable Cities and Communities, aims to plan more communities to be smaller, walkable, resource-efficient, and self-sufficient (United Nations, 2015). Native Landscapes primarily supports this UN goal because it is adding more natural environment to Western’s built landscape. Western’s campus already supports the UN Goal with walkable, bikeable, and bus infrastructure and a diverse selection of trees, shrubs, and understory plants. The more native plants the better for the natural ecosystem. Although the grass provides nature spaces around campus, these areas can be more sustainably used and treated with native plantings. Native Landscapes still provide usable nature space for students and the greater Bellingham community while also supporting the longevity and effectiveness of natural ecosystem services.

Life on Land

Life on Land, the UN’s 14th goal focuses on terrestrial landscapes to help maintain biodiversity and natural capital. Native Landscapes is primarily focused on establishing native landscapes that provide natural ecosystem services like habitat, soil building, and water run-off treatment (U.S. Forest Service). The monoculture of grass in landscaping has decreased the biodiversity of plants and the lack of habitat has decreased animal diversity (Talbot, 2016). Creating diverse landscapes that mimic larger local environments will help extend habitat to Western’s campus.

- e. **How will the success of the project be measured? Describe the quantitative and/or qualitative sustainability metrics you will use to measure the success of your project. A data collection plan is required for all projects, and all data must be provided to the SEJF Program upon completion of the project.**

Metric	Description	How and when will you collect it?
Webpage Visitors	Success of the project will be in part determined by the number of people visiting the website page from the QR code.	This can be monitored through Google analytics and will be collected every month.
Student and Staff Enjoyment	Success of the project will be in part determined by an increase in student enjoyment of the diversity of plant life on campus.	After planting, a survey can be accessed on the website page for those who visit campus. This survey will access the enjoyment of the student and staff, and results will be recorded every two months.
LEED Rating System	USGBC’s LEED (Leadership in Energy and Environmental Design) framework designates criteria to achieve more energy-efficient design, one of which involves using native and adapted species to help manage rainwater runoff. If this project could achieve certification Western could collect benefits from tax breaks and energy savings involving lawn maintenance.	This will be created after applying for the Sustainable Sites credit category in the LEED framework and applying for the <i>SS Credit-Rainwater Management</i> . Points in this category can be earned by planting native species of plants.

Hours of Labor	Success of the project will be in part determined by a reduction in the hours of labor needed to maintain the area over the course of a year.	Once the roots have taken place, about 6 months, the amount of labor should be greatly reduced. Any labor during that time should be student volunteers watering. After that period, any additional maintenance will be recorded and then compared to other similar-sized areas that need to be mowed.
Gallons of Water Used	Success of the project will be in part determined by the reduction in the gallons of water needed to maintain the area over the course of the year.	Once the roots have taken place, about 6 months, the amount of water needed should be greatly reduced. The amount of water used during that period and after will be approximated and compared to a similarly sized patch of lawn.
Community Enjoyment (York Farm)	Success of the project will be in part determined by an increase in community enjoyment of the diversity of plant life on campus.	After planting, a survey can be accessed on the website page for those who use the York Farm. This survey will access the enjoyment of the community and results will be recorded every two months.

SECTION 3: Project Participants.


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

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

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

Financial Agent: The project must have 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 Manager.

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

Name	Department/School: <i>Students provide major/minor</i>	Position: Faculty/staff/student; <i>Students provide expected graduation quarter/year</i>	Western email address	Signature to verify agreement
<i>Team Advisor:</i> Craig Dunn	College of Business and Economics	Faculty	dunnc3@wwu.edu	x
<i>Team Lead:</i> Macaela LaPorte	WWU: Business and Sustainability/ Environmental Policy Minor	Student/ Spring 2023	laportm@wwu.edu	

<i>Team Member:</i> Lizzie Lorenz	WWU: Business and Sustainability	Student / Fall 2023	lorenze2@wwu.edu	<i>Elizabeth Lorenz</i>
<i>Team Member:</i> Bella Bedard	WWU: Business and Sustainability	Student/ Winter 2024	bedardi@wwu.edu	<i>Isabella Bedard</i>
<i>Team Member:</i> Talus Lantz	WWU: Business and Sustainability	Student/Spring 2023	lantzt@wwu.edu	<i>Talus Lantz</i>
<i>Team Member:</i> Drew Shepherd	WWU: Business and Sustainability	Student/Winter 2024	Shephea05@wwu.edu	<i>Drew Shepherd</i>
<i>Team Member:</i> Bryce Williams	WWU: Business and Sustainability	Student/Winter 2024	willi519@wwu.edu	<i>Bryce Williams</i>
<i>Financial Agent:</i>	Wayne Galloway	Director of Facilities Services	galloww@wwu.edu	<i>Wayne Galloway</i>
For fund transfers <i>FAST Index:</i> <i>Activity Code:</i>	<i>Wayne Galloway will supply this information, upon approval of the grant proposal.</i>			
Program Coordinator:	Zinta Lucans			

SECTION 4: Project Timeline.

- a. Describe how your project will progress, both before and after the approval of your proposal. Outline all tasks that are required to complete the project, including all the means in which you will promote the project on campus, in the table below. Insert additional rows, as necessary.

Action	Purpose	Initiation	Completion
Creation of Grant Proposal	Replacing relatively unused green spaces with native plants to increase native vegetation and knowledge.	Fall 2022	Spring 2023
Acceptance of Proposal	To include native plants in relatively unused green spaces.	Spring 2023	Spring 2023
Order and Collect Native Plants (York Farm)	Order and collect Bleeding Heart, Pacific Huckleberry, and Camas from Plantas Nativas for York Farm.	Spring 2023	Spring 2023
Plant Species (York Farm)	Plant Bleeding Heart, Pacific Huckleberry, and Camas in a 5'x20' plot at the York Farm through coordination and advising with Ellie Duncan.	Spring 2023	Spring 2023
Water Plants (York Farm)	Water plants bi-weekly until the roots take hold, about six months.	Spring 2023	Winter 2024

Create Website	Signs will have QR codes that students can use to be directed to a website where they can learn about the plants and how they are more sustainable.	Fall 2023	Fall 2023
Create Signage	Create signs for the York plot and the Art Annex plot.	Winter 2024	Winter 2024
Removal of Grass	Maintenance team removes the non-native species to replant with natives.	Fall 2023	Spring 2024
Order and Collect Native Plants	Order and collect Lupine, Pacific Rhododendron, and Bleeding Heart from Plantas Nativas so that non-native species can be replaced.	Spring 2024	Spring 2024
Native Landscapes!	Fill empty landscape with native plants.	Spring 2024	Spring 2024
Monitor and Assessment	Monitor landscape filled with native plants to assure enhancement of aesthetics and plant growth.	Spring 2024	Spring 2025
Western Community Enjoyment	Students/faculty/visitors can appreciate and be educated on native plant species.	Spring 2024	Eternity

b. When is the planned project completion date?

Spring 2025.

c. When will final metrics and a final report be submitted to the SEJF Program? This should be completed no later than one month after the project completion date.

Spring 2025.

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.

Stakeholder Name	University Department and Position	Involvement in Project	Stakeholder signature of approval
Oskar Kollen	Western Washington University Lead Gardner	Assist with plant selection and management of the plot.	X
Amanda Cambre	Director of Sustainability Integration in FDO (Facilities Development and Operations)	Assist in providing a lens through Facilities Development and Operations.	X
Wayne Galloway	Director of Facility Services	Responsible for grounds maintenance and landscape services.	X

Lindsey MacDonald	Associate Director of the Sustainability Engagement Institute	Approval of a page on the SEI website.	x
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b. Who will be the project owner upon completion of the project? Which individual/office/department will take over the project? This owner should also be listed as a stakeholder.

Ground Maintenance.

c. Does your project propose a temporary or permanent facility or property modification?

Yes

If so, is a Project Owner Form attached to the appendix of this application? *Please ask your project coordinator for this form.*

Will be attached.

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. 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.

Table I. Phase I - York Farm Plot

Budget item	Cost per Item	Quantity	Cost + Tax
Camas (Camassia)	\$15.00	6	\$97.92
Evergreen Huckleberry (Vaccinium ovatum)	\$12.00	4	\$52.22
Bleeding Heart (Dicentra formosa)	\$15.00	4	\$65.28
Refurbish Plants	\$15.00	3	\$48.96
Total project budget			\$264.38

****Phase I has already been funded; we are including it in this proposal just for reference.**

Table II. Phase II - Western Washington University Plot

Budget Item	Cost per Item	Quantity	Cost + Tax
Green Earth Technology GET Compost	\$32.00	8	\$278.53
Exterior Signage (Dibond)*	\$27.82	3	\$98.79
Green Earth Technology Bio-Media Soil	\$35.00	6	\$228.48
Pacific Trillium (Trillium ovatum)	\$25.00	25	\$680.00
Bleeding Heart (Dicentra formosa)	\$15.00	15	\$244.80
Pacific Rhododendron (Rhododendron macrophyllum)	\$140.00	5	\$761.60
Bunchberry (Cornus Canadensis)	\$15.00	25	\$408.00
Incidental Expenses**	\$800.00	1	\$870.40
Food	\$200.00	1	\$217.60
Total Project Cost			\$3,788.20

**Quoted by Signs By Tomorrow in Bellingham*

***Incidental expenses may include more soil, compost, tools, additional tax, etc.*

Additional funding source(s), if applicable	Status	Amount
n/a		
Total of all other funding sources		
Total requested funds from SEJF		\$3,788.20

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

Ongoing cost	Amount/year	Responsible Stakeholder	Signature
n/a			

SECTION 6: Appendices.

Website Information/ Rough Draft Design:

Western Plot:

Pacific Rhododendron: Washington's state flower, there are about 30 species of rhododendron that are native to Washington state, one of which is the Pacific rhododendron (Habitatdana, 2015). They were used by Salish peoples to create dance wreaths and other forms of decoration.



Pacific Trillium: Blooms in early spring, varying in color depending on where in North America they grow (Wikimedia 2022). The Pacific trillium is the most prolific across the continent, often found growing in dense coniferous or deciduous forests. Juices made from Pacific Trillium were used by Salish people to treat boils and eye sores.

Western bleeding heart: Blooms are seen mostly in mid-spring. Blooms can vary in color from red to white with pink blooms also being very common. The Four petals of its flowers form a heart shape from which the name is derived. This flower is found up and down the north american coast most commonly found along wooded stream beds. Bleeding heart roots can be used in a tincture to lessen pain from bruises.



York Farm Plot:



Camas: Can be found From the northwest coast of British Columbia to parts of Utah and Wyoming. Grows best in fields and rocky Riparian zones. Blooms with a blue or purple flower in the early to mid-spring. Camas were a staple food source for Salish peoples in what is today Washington. Initial caring for Camas fields is being undertaken to ensure the continued yields of patches of Camas along with controlled burns to clear space for new Camas patches. The bulbs can be harvested, baked, or steamed for consumption. They also can be ground into a meal and dried to make camas pancakes (The Oregon Encyclopedia, 2023).

Evergreen huckleberry: This slow-growing plant is common in second-growth forests, along sides and growing under openings in the canopy. Its tart edible berries are ripe from August to September but often remain on the plant into the winter.



Western bleeding heart: Blooms are seen mostly in mid-spring (Habitatdana, 2017b). Blooms can vary in color from red to white with pink blooms also being very common. The Four petals of its flowers form a heart shape from which the name is derived. This flower is found up and down the north american coast most commonly found along wooded stream beds. Bleeding heart roots can be used in a tincture to ease pain from bruises.



Provide any additional documents, references, or information here. For large grants, attach the approved abstract in its entirety at the end of this document. When possible, provide documents rather than URLs.

Website Photos:

https://www.fs.usda.gov/wildflowers/plant-of-the-week/camassia_quamash.shtml

https://commons.wikimedia.org/wiki/File:White_Pacific_Trillium_Flower.jpg

<https://www.wallpaperflare.com/flowers-bleeding-heart-flower-arch-lamprocapnos-plant-flowering-plant-wallpaper-wbced>

<https://www.flickr.com/photos/bryanto/3651246540>

<https://www.flickr.com/photos/willamettebiology/5048944242>

All other citations:

Akers, G. (2019, April 5). *How Plants Improve Your Mental and Physical Health*. Hillside Atlanta.

<https://hside.org/plants-improve-mental-physical-health/>

Camas. The Oregon Encyclopedia. (2023, April). <https://www.oregonencyclopedia.org/articles/camas/>

Environmental Protection Agency. (2012, March 15). *Landscaping with native plants*. EPA.

<https://archive.epa.gov/greenacres/web/html/index.html>

Habitatdana, & Habitatdana. (2015, October 7). *Evergreen Huckleberry, Vaccinium ovatum*. Native Plants PNW.

<http://nativeplantspnw.com/evergreen-huckleberry-vaccinium-ovatum/>

Habitatdana, & Habitatdana. (2015, October 14). *Pacific rhododendron, Rhododendron macrophyllum*. Native Plants PNW. <http://nativeplantspnw.com/pacific-rhododendron-rhododendron-macrophyllum/>

Plantas Nativa LLC - online store - NW native plant nursery. Native Plants and Seed, Consultation, Installation. (2021, September 27). <https://www.plantasnativa.com/>

Talbot, M. (2016, September 30). *More Sustainable (and Beautiful) Alternatives to Grass Lawn*. NRDC.

<https://www.nrdc.org/stories/more-sustainable-and-beautiful-alternatives-grass-lawn>

U.S. Forest Service. Forest Service Shield. (n.d.).

https://www.fs.usda.gov/wildflowers/Native_Plant_Materials/Native_Gardening/index.shtml#:~:text=Native%20plants%20are%20also%20advantageous,soil's%20capacity%20to%20store%20water.

Wikimedia Foundation. (2022, September 17). *Trillium ovatum*. Wikipedia.

https://en.wikipedia.org/wiki/Trillium_ovatum

Wimmer, L. (2022, July 12). *Dig into the benefits of gardening*. Mayo Clinic Health System.

<https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/dig-into-the-benefits-of-gardening#:~:text=It's%20been%20shown%20to%20lighten,soothing%20rhythm%20to%20ease%20stress.>

Yard compost in Birch Bay, WA: S & W rock products LLC. Green Earth Technology. (n.d.).

<https://www.greenearthtechnology.com/compost-n-soil-products>



**GRANT APPLICATION
PROPOSAL REVIEW PROCESS**

Please arrange a meeting with Zinta Lucans, SEJF Program Coordinator for the Sustainability Engagement Institute, to review your drafted proposal. Once your project proposal is complete, sign and deliver it via email to: lucansz@wwu.edu.

Completed medium and large grants applications are presented to the SEJF Committee for consideration. The SEJF Program Coordinator will provide you with dates and information for your presentation once your application is complete and submitted.

Zinta Lucans
SEJF Program Coordinator, Sustainability Engagement Institute, Western Washington University

Signature: _____ Zinta Lucans _____ Date: 06/07/2023

*This signature confirms that the application has been accepted for SEJF committee review;
it does not indicate funding approval.*

Grace Wang
Director, Sustainability Engagement Institute, Western Washington University

Signature: _____ Date: _____

*This signature confirms that the application has been accepted for SEJF committee review;
it does not indicate funding approval.*