



Sustainable Action Fund Grant Program

LARGE GRANT - CONCEPTUAL APPLICATION

For applicants requesting \$5,000-\$300,000. Application instructions can be found in the Large Grant Application Toolkit located on our website www.edu/sustain/proarams/saf/apply/.

Submit applications by delivering a hard copy AND emailing a scanned version (including signatures) to the SAF Grant Program Coordinator Johnathan Riopelle at Viking Commons Room 24. Email: John.Riopeieto@wwu.edu.

1. PROJECT TITLE: Project ZeNETH (Zero Net Energy Tiny House)

2. TEAM INFORMATION

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 proposal submitter during the development, implementation and post-implementation stages of the proposal process.

Project Lead: There must be at least one team leader assigned to the project.

Name	Department/School	Position	Phone Number	Email	W#
	Students also provide major/minor	Faculty/staff/student. Students provide expected quarter/year of graduation			
Project Lead:	Kellen Lynch - Local Energy Relations at Fairhaven College	Student Grad date Summer 2019	206-384-2135	lvnchk6@wwu.edu	W00838670
Strategy Lead	Olivia Dingus	Student Grad date Spring 2019	509-954-5380	dinguso@wwu.edu	W01189562
Project Advisor:	Imran Sheikh	Faculty Environmental Science	360-650-6452	imran.sheikh@wwu.edu	W01403423

* Teams may have two to four people.

Current ZeNETH Design

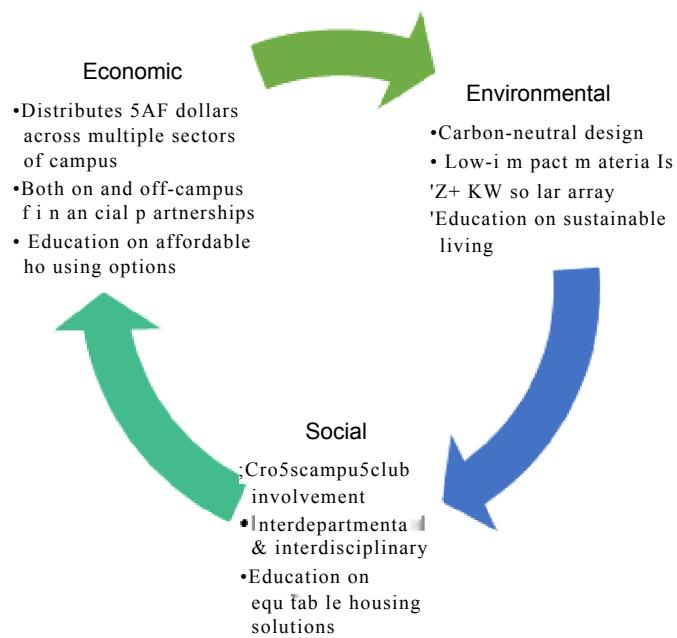


3. PROJECT DETAILS - Describe your proposed project.

The Project ZeNETH (Zero Net Energy Tiny House) team aims to design, construct, measure, and manage a net-zero, energy efficient mobile tiny house. ZeNETH will be an example of an affordable and sustainable housing solution that exhibits energy efficiency at every stage of the home's lifecycle. The house will be approximately 230 square feet, constructed directly on a trailer, and will be operating as a grid-tied house. The tiny home's design will reflect Pacific Northwest aesthetic with passive solar and carbon neutral building methodologies, and will borrow heavily from the Leadership in Energy and Environmental Design (LEED) rating system and Living Building Challenge design standards.

ZeNETH's large team consists of undergraduates and professors who are interested in integrating their coursework and field of study into the many aspects of this project. Through the Institute for Energy Studies, the team is tackling many issues of energy and design as a means to reduce carbon emissions in homes and buildings. This makes the energy efficient tiny house a great opportunity for students to have a hands-on learning experience. The tiny house will serve as a tangible design project and test bed for students in courses related to design, urban planning, environmental justice, business and sustainability, biology, environmental studies/science, electrical engineering, and energy policy. Upon completion, we hope that the house can be occupied and located on, or near campus, in order to provide access to students. This will include using the house as a living laboratory, a study space, and also as a short-term research residence for eligible students.

Environmental, social, and economic sustainability are intrinsically linked via the tiny house's principles of less is more, low-impact design, and interdisciplinary focus. These practices span in disciplines from industrial design to computer science, energy policy to sociology and many in between. A goal of the project is to collaborate with each college at the University and to incorporate specific learning opportunities into our house so that each college can benefit. Additionally, we are aiming to have at least one student from every college represented on our growing team. Currently, we have five of eight colleges represented within Project ZeNETH.



Environmental Sustainability:

This project will have both a direct and indirect impact on the sustainability of Western's campus. The house itself will be designed to generate enough electricity from its rooftop solar array to power the entire house through utilizing efficient appliances, insulation, and carbon-neutral design. The house will be designed using the Living Building Challenge standard, as well as aspiring to implement passive house design and cradle to cradle methodologies. These standards promote energy efficiency, place based design practices, reusable building material solutions, an awareness of ethical material sourcing, and an avoidance of toxic materials. During the showcase phase of this project, students from every discipline will be able to see what an affordable housing solution looks like. Awareness about tiny houses can help encourage the adoption of environmentally, low-impact housing during their time at Western, and especially post-graduation. The environmental impact of this project goes well beyond the house itself by educating and involving students across campus on sustainability solutions.

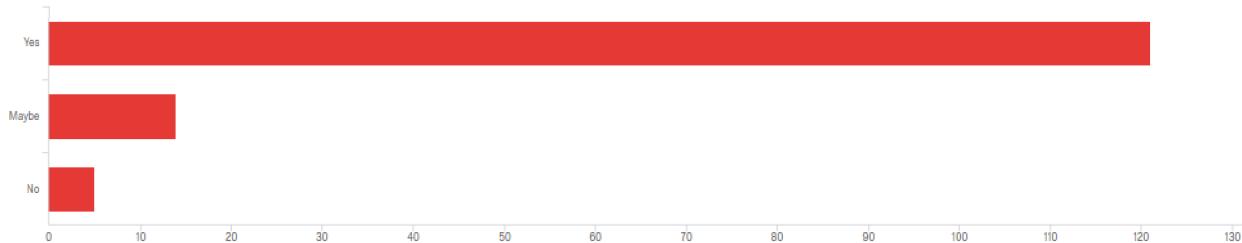
Social Sustainability:

The focus of our project is to provide Western students with an actionable learning environment where classroom learning can extend into real world applications, such as sustainable building design, energy modeling, construction, project management, data analysis, socio-economic analysis, psychological impacts, urban planning, community outreach, computer science, and marketing. This project acts directly on Western's commitment to addressing climate change, its own carbon neutrality, and the urgent affordable housing issue in Whatcom County.

Affordable housing is crucial in creating a campus culture where students are not burdened by the rising rents. One student on our tiny house survey reported, "I am Homeless, and couch surf, keep doing what you are doing it's just going to get harder out there for a lot of people." This comment illustrates that high rent is negatively impacting Western students and needs to be addressed immediately in order to ensure student success.

Results from our ongoing survey:

Q4 - Would you like to see a tiny house on Western's campus? It could be used as a study space, class lab, and would be available for tours.... Page Options v



# Field	ChoiceCount
1 Yes	86.43% 121
2 Maybe	10.00% 14
3 No	3.57% 5

140

On her recent visit to Western, special guest Majora Carter sat down with a few members of ZeNETH. Her guidance for our team was to focus on "chang[ing] the idea of what passes for 'development'" and that, "good design can be the connective tissue of a place". We so appreciate her depth of experience and her support of the tiny house movement. As she said a few times during her visit, "what is the price for doing nothing?"

Cross Campus Club Involvement: Our team of eighteen students is academically diverse, and our students are approaching the project from many backgrounds. Even still, our team is not absolutely reflective of the broad student body at Western. However, our team is actively working to create a more inclusive environment. We are in conversation with our peers at the Ethnic Student Center (ESC), the student club, Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), and have reached out to the Black Student Union, and Native American Student Union to explore various points of collaboration. Additionally, we established contact with the Tiny House Warriors which is an indigenous and women lead organization opposing the Kinder Morgan Transmountain Pipeline Expansion project in Canada. We believe that through these many connections we will create a dynamic culture of collaboration for people of all backgrounds.

Economic Sustainability:

ZeNETH will distribute SAF dollars across multiple sectors of campus. Much of the value, interest, and education of ZeNETH is found in the student's participation of the expansive project. If Western were to simply

purchase a tiny house it would be eliminating the hands-on education of the many students already involved with the project. Our team of 18 is still growing and is on track to include at least 30 more, especially during the construction phase. That means that the impact of our grant of \$57,500 over 50 students equals roughly \$1,150 per student. However, it is not only those 50 students who actively worked on the project that stand to benefit from the grant. Hundreds of students will be affected by this grant over the multi-year project. In the first year alone, at least five classes can use the space for course work such as: Life Cycle Analysis, Urban Planning, Carbon Neutral Design, Entrepreneurship and Innovation, Business and Sustainability, Industrial Design, and Fairhaven's independent study programs.

Financial Partnerships: Our team is working with regional businesses that can offer in-kind donations to our project like the ReStore, Puget Sound Energy, ITEK Energy, and Nature's Construct. We are in conversations with local professional builders from Al Builders and Chuckanut Bay Builders. We anticipate these professional relationships will allow us to reduce our cost for materials and labor, however, we must budget ourselves sufficient funds to work with in case of any change in partnerships. Additionally, our team will be seeking funds through alternative revenue streams for funding the student labor of ZeNETH.

Education on Affordable Housing Options: This tiny house project will have an indirect impact on the finances of students. We hope to partner with the Financial Literacy Intelligence program to help students win back control of the proportion of income they spend on rent. Students would benefit from this option greatly as the housing market is unaffordable for the vast majority of students. This leaves many students simply paying rent for years on end without creating equity in any property. Tiny homes across the nation, and here in Bellingham provide an opportunity for people of diverse income brackets to own a house of their own.

Student Involvement: Currently, our project is being guided by the work of eighteen students. We are aiming to involve any interested students. Our majors currently include: Industrial Design, Computer Science, Biology, Energy Policy and Management, Business and Sustainability, Environmental Science, Environmental Studies, Urban Planning, and Fairhaven's Interdisciplinary program. Our student team is growing to include other members for Spring quarter as we further our home's design. We aim to bring on students focused on art (for interior design), videography (to capture our progress), and more biology students (to research biophilic designs).

We have used social media, class raps, university newspapers, and events to engage students. Our social media platforms and website can be found at:

Facebook: <https://www.facebook.com/projectzeneth/>
Instagram: https://www.instagram.com/projectzeneth_7hUen
Website: <https://wp.wwu.edu/projectzeneth/>

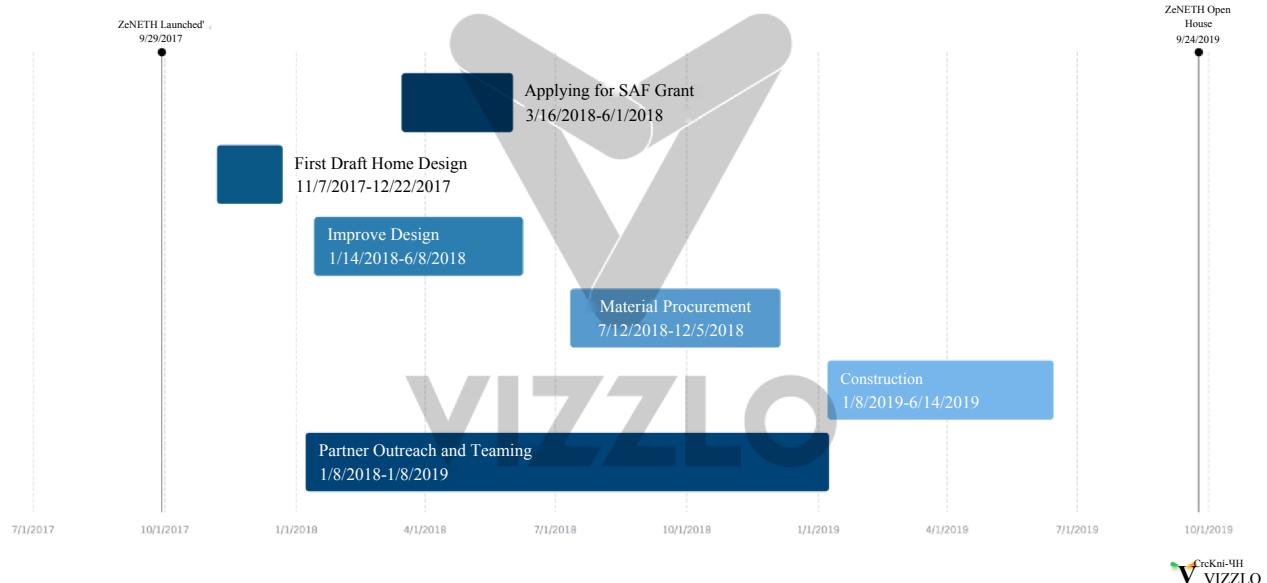


Funding for Student Workers:

We believe that the good work of students should be compensated in academic credit or pay. Providing credit has allowed our project to progress quickly, and we will offer that throughout this project.

In addition to academic credit, we believe that students should be compensated for the management and leadership given to this project. Instead of seeking these funds through the SAF, our team has decided to find an alternative source for these monies. In order not to burden the SAF with this expense, we are approaching other sources first.

Project Timeline



Describe the purpose of your proposal:

Our project is seeking funding to support the construction and promotion of this house. We will be seeking as much crowd-sourced information and materials from the University community and Bellingham businesses, but we recognize that if we want to showcase a project for others to replicate we cannot rely on donations alone. The funding of this project would pay for building materials, permits, professional and contracted labor, promotional material, and the subsequent maintenance of the house. We will seek funding for student workers through an alternative source outside the SAF.

As Western's Institute for Energy Studies is the official owner of ZeNETH, that office will be tasked with the allocation of SAF monies.



Tiny House Movement Tenets :

- Voluntary Simplicity
- Energy Conservation
- Home Ownership
- Holistic Sustainability

- a. Provide a rough budget estimate. An estimated range is acceptable here. Provide the source documentation of how you came up with this estimate.**

ANALYSIS FOR ZeNETH 2018			
Location:		Bellingham, WA	
Floor area of house	230	ft2	
Base Cost of Construction	\$28,750	Af x \$140/ft2	

CAPITAL COSTS	
Base Cost	\$32,000.00
Home Envelope	\$1,576.00
Thermal Mass	\$225.00
Mitsubishi Heat Pump	\$1,600.00
Bosch Water Heater	\$300.00
Appliances (Fridge, Cooktop)	\$600.00
Energy Monitoring Equipment	\$500.00
PV Solar Array @ \$3 / watt	\$6,000.00
28 foot Trailer	\$6,000.00
Total Building Cost	\$49,001.00

CONTRACTED LABOR COST			
Videographer	6 months	\$20 / hour	\$2,500.00
Electrical Inspector	5 hours	\$80.00 / hour	\$400.00
Plumbing Inspector	5 hours	\$80.00 / hour	\$400.00
Labor & Industries Inspector	6 hours	\$80.00 / hour	\$480.00
Total Contracted Labor Cost			\$3,780

ANNUAL MAINTENANCE COST	RATE	TOTAL
General Repairs	\$1000/year	\$2,000.00
Electrical Bill	\$30/ month	\$720.00
Total Maintenance Cost		\$2,720.00

PROMO COSTS	
Business Cards	\$100.00

Flyers and Posters	\$300.00
Open House & Showcase	\$1,600.00
Total Cost	\$2,000.00

Total Costs	
Capital Cost	\$49,001.00
Contracted Labor Cost	\$3,780.00
Maintenance Cost	\$2,720.00
Promo Cost	\$2,000.00
Total Cost	\$57,501.00

b. How does your proposal align with the Sustainable Action Fund Grant Program mission?

ZeNETH is committed to providing Western students with an innovative, practical educational experience that will improve their education at this University. This project is already providing students real world experiences like policy analysis, media outreach, research and report writing, group leadership, and designing on a deadline. These experiences will serve in student's post-university professional lives.

We are building a collaborative project that will include people that have never worked in such trades as construction or design. Through this exposure, the growth of student's abilities are thereby fulfilling the SAF mission of promoting "student development opportunities through the implementation and support of sustainable practices at Western Washington University."

Student Impact Community Impact

Innovative and practical educational experiences creating student development

Professional partnerships with WWU departments and industry

Creates awareness of a sustainable and affordable housing solution

Shows cases Western's commitment to holistic sustainability

This house will showcase how the student talent within our university can address issues of affordable housing, smart and sustainable design. Through this work we will be creating professional partnerships between regional industries and organizations and our team. Once the house is built and completed, the house will be situated on Western's campus. The house, at minimum, will be used as a student space for study, tours, socializing, and inspiration. Additionally, our partnership with the Office of Sustainability and our Outreach team are exploring possibilities of housing someone in the structure. Our team is currently working with Western's Facilities Management to design where the house will be sited so that it is most accessible to students. Once parked on, or near campus, the house's energy usage and production will be monitored by in-house data gathering technology. This data will inform our team on how successful our project was in designing a net-zero house. This information will also add more clarity to our project so that we may continue to design additional Western tiny houses in the future.

Does your project tie into any broader campus sustainability goals or initiatives? If yes, please describe how.

Holistic Sustainability:

In addition to providing a laboratory for a variety of courses on campus, Project ZeNETH will also spark broader student and community interest in social equity solutions, student development, and affordable housing models. Our goal is for ZeNETH to reside on campus during the academic year so that curious students from all programs can learn more about how buildings impact how people live both socially and environmentally. During the summer months our mobile house could be toured to satellite campuses attached to Western, or be used as a recruiting tool for the University. Furthermore, ZeNETH is inspired by the university's Sustainable Action Plan and its report on Student Life: "Through structured community and campus-based co-curricular learning experiences, students gain knowledge and insight of sustainability in practice?"

Living Laboratory, Coursework, and Student Education:

Our project was created directly from Dr. Joel Swisher's carbon neutral design class within Western's Institute for Energy Studies. In the future, Western faculty, especially those in environmental sciences, environmental studies, urban planning, science and engineering, and energy studies plan to integrate ZeNETH into coursework. This house will generate additional energy resources and research that will enable faculty to cover topics such as building energy modeling, energy data analysis, energy storage, and urban planning. By having a real world building, students can experience the level of detail needed and the consequences of design decisions. In a more advanced energy modeling course students will see how design changes impact energy use. Upon completion, we will closely measure the real-world performance of ZeNETH and compare that against predictions from energy models. Data streams of temperature measurements and energy consumption will provide a resource for a future course focused on energy data analysis.

Integrating Renewable Energy and Carbon-Neutral Design:

Flexible loads will be increasingly important as we move to an electricity system more reliant on renewable resources. ZeNETH will also aim to integrate intelligent control of space conditioning, water heating, and refrigeration to follow signals such as solar production, energy prices, or emissions. Our focus on seeking sustainability through smart design is not unique to our project. The ZeNETH concept has been influenced by many factors. Dr. Nicholas Zaferatos' urban planning report of 2016 showcased multiple ways of implementing tiny homes in a specific plot of land in Bellingham to address housing vulnerable populations.

4. CASE STUDIES

Project home institution, title, and start date	Purpose of project, size and scope of project, players and stakeholders involved, how the project is progressing now & results.
THIMBY (Tiny House In My	ZeNETH was initially inspired by work accomplished by a student team at UC Berkeley that developed an off-grid tiny house. Our project adviser, Imran Sheikh, was a part of

Backyard) - UC Berkeley, CA	<p>that team. We are inspired by what they achieved and hope to build upon what they learned through their process. Currently, we are already ahead of where they were at this stage. We are in contact with their project team and are receiving the data results from the use of their house.</p> <p>"The THIMBY project consists of an interdisciplinary team of graduate and undergraduate students seeking to use the design and construction of a net-zero-energy tiny house as an interactive educational opportunity for UC Berkeley students and faculty and the surrounding community. "</p> <p>Over the course of their project, THIMBY brought on 20 student workers. Their work at UC Berkeley was prompted by a competition that the Sacramento Municipal Utility District hosted for tiny homes. They received funding through UCB's Green Initiative Fund (similar to the SAF) as well as from 30 corporate sponsors.</p> <p>https://calthimby.ora/nroiect/ http://teif.berkeley.edu/index.php/202-tiny-house https://crowdfimd.berkeley.edu/project/1700</p>
Tiny House Program - University of Northern Iowa	<p>The work being done at the Tiny House Program at University of Northern Iowa has directly impacted hundreds of students at the school. Their model of collaboration and hands on learning is consistent with that of Project ZeNETH, as is their drive to keep the program going for as many students as possible. We believe their work is a perfect example of what can be accomplished through a tiny house university program.</p> <p>"Every semester for the past few years UNI students have built a tiny house as a part of this program. Around 200 students each semester collaborate together to build a tiny house from the ground up. Students gain first-hand experience designing and building EVERY aspect of the tiny house. This course teaches students to solve unique problems in innovative ways, using their creativity, raw data, and concrete hands-on building skills/</p> <p>"The construction of a tiny house provides a fantastic opportunity for real life application of technology and engineering education concepts," said one of the students who worked on the project, Ryan Anderson. "I would absolutely consider a tiny house project once I begin teaching. The scale of the project allows students to go through the whole process of building a house while ensuring a project could be completed during the school year and without the high cost. It is a great opportunity for students in multiple classes and departments to work on the house in different ways as well."</p> <p>https://nawnrint.uni.edu/nroject/9007 https://uni.edu/resources/features/tiny-house-huiae-impact</p>
Northwestern Tiny House - Northwestern University,	<p>Northwestern designed a net-zero tiny house that was student-led and is now sited on campus at the university. Their team incorporated the work of 17 students from Northwestern. Their project is remarkably similar to that of Project ZeNETH and should be used as a direct example of the power of such a hands on student project.</p> <p>"The Northwestern Tiny House is a 128-square-foot home that exemplifies the treatment of space as a resource and utilizes green engineering principles. It generates its own inputs and outputs without the need to connect to any external sources."</p>

	<p>"The home, built entirely by students, was completed in fall 2011. It was made available to the public at multiple events."</p> <p>"The project was a student collaboration to bring sustainability awareness to the Northwestern community and beyond. What started as an ambitious class project quickly became a passionate mission to inspire future generations toward improving sustainable living.</p> <p>The Northwestern Tiny House has been on display at the Museum of Science and Industry in Chicago, Northwestern's Evanston campus, and the Evanston Green Living Festival. It is now permanently located at the Evanston Ecology Center."</p> <p>http://desian.northwestern.edu/nrojects/nrofiles/tiny-house.html http://tinyhousetalk.com/northwestern-tiny-house-project/</p>
Tiny Classroom - Saint Francis University, PA	<p>Saint Francis' Energy Institute launched their tiny house classroom as a tool to teach their students about mobile energy design.</p> <p>"The Saint Francis University Institute for Energy's new tiny classroom will serve as an educational resource for SFU students and surrounding communities."</p> <p>"The idea is to utilize the tiny house model to educate students and the community about renewable energy, efficient living and producing a smaller environmental footprint," said Allison Rohrs, director of the Institute of Energy at Saint Francis.</p> <p>"The tiny house is officially parked on campus with support from the Community Foundation for the Alleghenies and the West Penn Power Sustainable Energy Fund. The Saint Francis University Institute for Energy's new tiny classroom serves as an educational resource for students on campus and surrounding communities. It's powered by six 280-watt solar panels that work even on rainy days. But it also can be electrically charged."</p> <p>https://www.francis.edu/News/2017/12/Tiny-Classroom-Nears-Completion/ https://www.usnews.com/news/best-states/pennsylvania/articles/2017-12-11/university-thinks-bia-in-small-smces-with-tiny-classroom</p>
BLOCK Project - Seattle, WA	<p>The BLOCK Project is a cutting edge program in Seattle that is housing homeless people in small structures sited on private property. This case study is less of an example of a university driven project and more of a showcase of what can be done to address affordable housing through tiny homes.</p> <p>"Our built environment shapes who we are and how we live. BLOCK Project homes have a cutting-edge design and are fully self-sufficient, with kitchen, bathroom, sleeping area, and storage."</p> <p>http://the-block-project.org/the-block-project/</p>

Tiny House Village - Portland State University, OR	<p>This project at PSU is focused on housing vulnerable populations in urban areas. Their work has provided single women with safe and clean structures, and has given students a developed awareness of the issue of affordable housing. The structures used in their village are simpler than Project ZeNETH's and designed specifically for street dwellings.</p> <p>"The Portland State University Center for Public Interest Design teamed up with homeless advocacy organization Village Coalition to launch the project. The structures measure less than 8-by-12 feet and are more like sleeping pods with storage space than a home to build a life in."</p> <p>https://www.pdx.edu/news/tiny-house-village-homeless-women-approved-kenton-neighborhood</p>
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5. PROJECT TEAM, PARTNERS AND STAKEHOLDERS

Team Members

Name	Relevant experience or knowledge for this project. Also detail the roles and responsibilities of each project partner.
<i>Project Advisor:</i>	Imran Sheikh is an Assistant Professor in the Institute for Energy Studies and the Department of Environmental Sciences. Dr. Sheikh was deeply involved in the design and construction of THIMBY at UC Berkeley and is excited about giving students at Western a similar opportunity to apply what they learn in the classroom to a tangible project. He is excited to integrate Project ZeNETH into several new and existing energy courses at Western. While the goal is for Project ZeNETH to be student driven, Dr. Sheikh will provide any necessary mentorship, guidance, or networking to move the project to completion.
<i>Project Lead:</i>	Kellen Lynch is studying local energy policy and sustainable design through the Institute for Energy Studies and Fairhaven College. He has previous startup experience from launching two successful businesses in 2013 and 2015. Additionally, he is studying entrepreneurship within Western's IDEA Institute. His role in this project is that of Project Manager. As Project Manager, Kellen is tasked with organizing the pieces of the project so that all teams can work together. This work lends itself to constant communication within the team, and outside of the team in order to share our work and attract more involvement from other students and community partners.
<i>Strategy Lead</i>	Olivia Dingus is the Strategy Lead for Project ZeNETH. Olivia is a junior at Western and will be graduating with a degree in Energy Policy and Management with a minor in Economics. Olivia is passionate about energy efficiency and sustainable transport, and previously was an Energy Ambassador for the Institute for Energy Studies on the topic of electric bikes as transport. Olivia spent the Fall of 2017 studying energy policy in Germany.

Stakeholders

Stakeholder/Project Owner	Describe how each listed stakeholder/project owner will be impacted by or involved in this project. Will their permission be required for your project to move forward?
Western's Institute for Energy Studies	The IES is the owner of Project ZeNETH and will continue to oversee this project for the duration of the process and once it is sited. The IES approves of our project.

Facilities Management	Facilities Management will help manage the siting of our structure and will need to approve our project for siting, but not for building.
Office of Sustainability	The OS is a partner of Project ZeNETH and has been supportive with media and design. The OS staff has been continually helpful in arranging meetings with offices across campus and in promotion of our project. At this time, the OS has no responsibility for the success of the project. The OS approves of our project.
Technology Development Center & Port of Bellingham	The TDC is the proposed site of construction and owned by the Port. At this time the Port is supportive of allowing our use of the TDC for ZeNETH. As of April 6, 2018 the Port has given approval of the project and further written approval will be submitted soon.
Bellingham Technical College	BTC is seeking to be a partner on this project by enlisting the help of students interested in the project. We are looking for help involving technical aspects of our building like electrical systems and plumbing.
Western Administration Offices	We have been meeting with the respective heads of Western's Space Administration, Risk Management, and Architecture for guidance on this project. Their permission of our project is necessary for siting the house on campus, but not for conducting the project in total.

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LARGE GRANT - CONCEPTUAL APPLICATION

Applicant Team/Advisor Partnership Agreement

An Applicant Team / Advisor partnership is a relationship of substance between the project applicant(s) and a faculty or staff advisor involving shared responsibilities and mentoring in undertaking the project funded by the SAF Grant Program. To ensure that the project runs smoothly and achieves its objectives, the SAF Committee requires project applicants and the faculty/staff advisor to demonstrate their commitment to the project by acknowledging the principles of good partnership practice set out below and identifying the nature and role of the partners.

Principles of Good Partnership Practice

1. Project partners must have read the Rules of Operation for the SAF Program (found on this webpage: <https://sustain.wwu.edu/saf/>, under the tab, “guiding documents”), reviewed the Large Grant Application Toolkit, and understand what their role in the project will be before signing the partnership statement.
2. The project lead must consult with the partners regularly and keep them fully informed of the progress of the project.
3. Substantial changes to the project should be agreed upon by the partners before being submitted to the SAF Committee. Where no such agreement can be reached, the applicant must indicate this when submitting changes for approval.
4. The partners authorize the project lead to sign the proposal application and represent them in all dealings concerning the project's development, review, and implementation.
5. Project partners must have read the project proposal before signing the completed application.

6. All partners must receive copies of any report submitted to the SAF Committee.
7. All project partners agree to be present during the team's presentation to the SAF Committee in case input is needed or requested.
8. If the grant is awarded, partners shall take part in the development, implementation and review of the project under clearly identified roles and responsibilities.

We will comply with the principles of good partnership practice during the development, implementation, and review of this project.

Project Lead Name

Project Lead Signature

Date

Team Member Name

Team Member Signature

Date

Team Member Name

Team Member Signature

Date

Team Member Name

Team Member Signature

Date

Faculty/Staff Advisor Name

Faculty/Staff Advisor Signature

Date

Sustainable Action Fund Grant Program

LARGE GRANT - CONCEPTUAL APPLICATION

**Once your conceptual project proposal is complete, you must print and submit
a final copy with hand-written signatures.**

PROJECT TITLE: Project ZeNETH

Project Lead Name (print): _____

Project Lead's Signature: _____ **Date:** _____

By signing this document you agree that all information is true to the best of your knowledge. You also agree that this information may be shared with the public and members of the Sustainable Action Fund Committee.

Staff/Faculty Advisor's Name (print): _____

Staff/Faculty Advisor's Signature: _____

Date: _____

By signing this document you agree that all information is true to the best of your knowledge .

Comments:

After completing the final draft of your Conceptual Application proposal, please set an appointment with the Sustainable Action Fund Grant Program Coordinator to have your proposal reviewed and signed.

Sustainable Action Fund Grant Program Coordinator, Johnathan Riopelle

Viking Commons, Room 24

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 verify that you have fulfilled all the requirements and have successfully submitted a completed Project Proposal by the deadline.

Comments: