Question 1. Client Name: Sue Habeck and Ruth Ann Mikels

Question 2. Organization: Tacoma Community College

Question 3. E-mail address: shabeck@tacomacc.edu or ramikels@tacomacc.edu

Question 4. Phone number: 253-566-5348 (Sue) or 253-566-5301 (Ruth Ann)

Question 5. FAX:

Question 6. Mailing Address: 6501 S. 19th St. Tacoma, WA 98466

Question 7. Name of Project: Tacoma Community College Restoration Site

Question 8. Site Location (city, county, watershed, cross-streets, section, township, range):

Tacoma is located at 47°14'29" North, 122°27'34" West. Its elevation is 116 meters (380 feet). The TCC site is in the southwest quadrant of Section 2, Township 20 North, and Range 2 East. The Tacoma Community College (TCC) campus is approximately 150 acres. The campus is bordered to the north by South 12th Street, to the east by South Pearl Street, to the south by 19th Street West, and to the west by South Mildred Street. The ecological restoration site is located in the most southeastern portion of the property and does not include the college campus or nature areas.

Question 9. Site Description: (Size of project area, topography, watershed positioning, level of disturbance, existing land use):

The restoration site consists of undeveloped pioneer forest community, grass and shrub habitats with an unimproved pedestrian trail running along the western perimeter. The site is 75-meters long by 25-meters wide and borders the S.19th Street perimeter. This site constitutes only a small portion and is noticeably distant from the nature area and wetlands. It is located immediately alongside South 19th Street one-quarter mile west of Pearl Street and approximately one-half mile from Mildred Avenue. Perimeter markers include a dirt road toward the 19th and Pearl Street corner and a small “Dog leash” requirement sign located between the dirt road and the Tacoma Area Coalition of Individuals with Disabilities (TACID located at 6315 S.19th Street).

UW-REN webpage: http://depts.washington.edu/uwren/capstone/clients
Last year the site was cleared of Himalayan blackberry and other nonnative species, prepped with cardboard and mulch, and replanted with approximately 220 native trees and shrubs.

Question 10. Project Goals & Objectives (What is to be accomplished and why):

Goals and objectives:

- Monitoring, assessment, and remediation of the restoration work of last year
- Expansion of the restoration site to include removal of remaining blackberries, knotweed and scotch broom along the northern boundary of the site, prepping and possible planting of the expanded section
- Development and implementation of a filling, restoration, and planting plan for the SE corner of the site (affectionately referred to as the “roadside pit”). Because of time and resource constraints, work on this quadrant was not completed last year
- Formalize and clearly delineate the trail through the site
- Continue to build a network of community volunteers to support the work in future years
- Designing and installing interpretive signage that is consistent with college and city policies

Rationale:

This project would be a continuation of a project started by last year’s UWREN team. Last year’s team literally moved mountains to accomplish the seemingly impossible. The site was cleared, modestly prepped, and planted. Throughout the summer Sue Habeck and Ruth Ann Mikels (TCC faculty) invested many hours hand watering, weeding, and spot treating. Attrition has been minimal and, while the invasive species are threatening, we’ve not lost. The first year of this project was indeed successful!

The next team of students should be aware of some deficiencies in the implementation of last year’s plan. For example, UWREN students were not able to gather and lay nearly as much cardboard as has been suggested by restoration ecology research projects on similar sites. Tagro (City of Tacoma Wastewater treatment biosolids) and mulch amendments brought in new noxious weeds previously not on the site. Also, a definitive planting plan was not clearly in place before the planting day when scores of volunteers showed up to help.

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Rather than turn away help, the site was planted following a roughly developed planting plan. Therefore, the “as planted” result needs to be assessed. The results of that assessment may suggest that some plants need to be removed or relocated when the season allows and that others, particularly native grasses and/or other types of native groundcover should be added.

The odds of success of the restoration will increase if invasive plants along the northern boundary are removed as they currently represent a threatening source of reinfection.

Part of last year’s plan was to formalize and delineate a trail through the site. Because of time constraints, that part of the project was not completed.

While last year’s team designed and constructed an interpretive sign for the site, the team was unable to follow through with the appropriate college officials and get permission to install the sign.

**Question 11.** Deliverables (What are the deliverables you expect from the UW-REN student Group):

In addition to the goals identified in Question 10, we would invite the UW-REN student group to more proactively coordinate their work with that of TCC students enrolled in classes that are using the site as a living laboratory.

This project was inspired by a faculty institute held at Pack Forest in September, 2005. The purpose of the institute was to identify projects on which UWT faculty and students could collaborate with TCC (and other community college) faculty and students to enhance student learning. The site has remarkable pedagogical value as a living laboratory for area students.

Last year was the pilot year. Since there were many “inventing the wheel” details to iron out, the UWT-REN student team got a very late start. Consequently the collaboration between faculty and student groups did not happen.

We hope that this year there will be a more active collaboration between not only UWT and TCC students, but also between the faculty mentors at the two institutions. This is a conversation we need to have with both the UWREN and UWT faculty because the long term development of curricula was part of the original goal of the collaboration. We also recognize that this is not something that will happen in two short years.

**Question 12.** Reference Material (what reference information can be provided to assist in the research and development of the project goals/ baseline data, reports, site reconnaissance information):

Website by last year’s team: [http://www.students.washington.edu/kevinngo/tcc.htm](http://www.students.washington.edu/kevinngo/tcc.htm)

UW-REN webpage: [http://depts.washington.edu/uwren/capstone/clients](http://depts.washington.edu/uwren/capstone/clients)
Including access to:

Additional reference sources are embedded in the project report from last year (the pdf file linked above).

**Question 13.** Volunteer Resources (If volunteers are going to assist in aspects of the project does your organization have access to a volunteer resource pool):

Last year some volunteer groups were identified, but this was done too late in the process to be effective. Groups like the West End Neighborhood council, the local chapter of the Washington Native Plant Association, and the Tahoma Audubon Society have expressed interest in the project, but were not approached soon enough last year to become involved. Also, TCC student service clubs and area students interested in service learning projects will be invited to participate.

**Question 14.** Other Relevant Information:

Tacoma Community College has been invited to become a participating institution in the Curriculum for the Bioregion Initiative spearheaded by the Washington Center for the Improvement of Higher Education. This year we will be hosting an information session for our faculty and staff on how place-based learning, especially as it relates to environmental stewardship and sustainability, can be better infused into our college-wide curricula.

The restoration ecology project piloted last year garnered much interest on our campus. We are excited about capitalizing on that interest by continuing the project with the UWREN group. We anticipate that the long term restoration of TCC’s urban open space will ultimately provide an invaluable resource for environmental education on our campus and in our community.

Thank you for your consideration of our proposal and we look forward to working with UWREN.

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