

1. **Project Design:** Tyler Arboretum is requesting an IMLS Museums for America grant, within the category of Supporting Lifelong Learning, for the Arboretum's **Regional Youth Education Initiative**. The Regional Youth Education Initiative is a two-year project that will have a lasting impact on Tyler's capacity to deliver high-quality and relevant education programs. **The two overall goals of the project are:** to become **the leading provider of high quality formal and non formal environmental education for the Greater Philadelphia region**, and 2) to **effectively expand the Arboretum's role as a regional destination and learning site for family-based activities**.

In 1976, the Belgrade Charter adopted by a United Nations' conference proclaimed that "the goal of environmental education is to develop a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones." As one of the world's leading industrial nations featuring a population that utilizes an inordinate amount of the planet's resources, the United States has an obligation to develop an environmentally literate citizenry who understand their impact on the environment and who are motivated to take positive steps toward helping resolve issues related to the environment. Tyler recognizes this responsibility on the regional level, and understands that the process of environmental awareness and action should begin with our children – by teaching them environmental concepts and facilitating experiences that create bonds to the natural world. A quality educational experience at an early age can translate into a process of lifelong learning about, and appreciation for, the interrelationships between the natural and manmade world, which will provide today's children with the tools to solve future environmental issues. Additionally, multiple studies are showing that direct nature experiences have an enormously positive impact on children's health and cognitive development.

The regional climate for public and private education has changed significantly in the past five years. Schools are experiencing tighter budgets and decreased revenues, an increasing emphasis on student performance and structured accountability, and a stronger focus on technology – all of which have greatly impacted educational programs offered by public gardens and similar institutions. In Pennsylvania, the Department of Education has adopted state-wide Academic Standards for Environment and Ecology and mandates those academic standards be incorporated into science teachers' curriculum. **To successfully meet the Arboretum's overall goal of providing quality environmental education**, Tyler must move forward to revise its existing programs and create new ones that are up to date, relevant, and that consistently meet the needs of teachers and related curriculum. **To successfully accomplish its overall goal of expanding its effectiveness as a family oriented destination and learning site**, Tyler must proactively respond to the community's need for quality children's programs (summer camp, scouts, nature classes), and programs for individuals and families.

Tyler's school and youth programs have had a strong following for years, but we have been observing an overall trend toward decreasing attendance (5,760 students in 2004, 5,335 students in 2005, 4,741 students projected for 2006). A 2006 assessment report by Helen Fischel (Associate Director, Education, Delaware Nature Society) states that the Education Department at Tyler is inadequately staffed and that the program offerings need to be updated and restructured. Current staff includes five part-time teachers and a full-time department head with responsibility for both departmental management (including volunteer and visitor services programs) and public program development and implementation. **The assessment report calls for a new professional position dedicated to providing leadership and expertise for a re-energized Youth Education program.**

Project Activities intended to accomplish the overall goals of the Regional Youth Education Initiative:
Goal 1 – To become the leading provider of high quality formal and non formal environmental education for the Greater Philadelphia region.

Project Activities and Outputs

- Create a new full-time Youth Education Coordinator staff position to develop and lead Tyler's Youth Education programs.

Output: Within two months of receipt of grant, hire a Youth Education Coordinator with leadership and managerial abilities, professional knowledge of the education field, and familiarity with environmental science.

- Establish and maintain connections and partnerships with local school systems and community organizations to better understand and meet their needs.

Output: Connect with appropriate staff from at least the five closest school districts in Tyler's service area, as well as organizations such as the boy scouts, the local YMCA, and area libraries.

- Restructure Tyler's school programs to enhance their connections to Pennsylvania Environment and Ecology Academic Standards and to meet the academic needs of local school systems.

Output: Evaluate and enhance each of Tyler's 16 current school programs to better meet the requirements of the Academic Standards and create new programs as needed.

- Provide training and enrichment programs to enhance skills and expertise of Tyler education staff and volunteers.

Output: Evaluate staff and volunteer needs and provide three to four training sessions per year to enhance core content knowledge and teaching skills.

- Upgrade school program registration processes from a manual to a computerized system. Purchase software for this purpose.

Outputs: Evaluate software programs and purchase system that best meets our needs; train staff on operation and convert registration processes by February 2008.

Goal 2 – To effectively expand the Arboretum's role as a regional destination and learning site for family nature-based activities.

Project Activities and Outputs

- Broaden children and family programs to include expanded age groups and activities, and oversee and plan for expansion of the summer camp program focusing on nature and plant enrichment activities.

Outputs: Develop programs for the 6-8 and 9-12 year-old child and family audience, and expand the summer camp program from 5 to 7 weeks by 2008.

- Develop additional drop-in activities for family visitors such as discovery hunts and self-guided tours, facilitated discovery stations, and explore pack programs.

Outputs: Develop a children's map to the Arboretum with enhanced child-friendly destinations, new explore pack programs, and two discovery cart programs (with accompanying volunteer training) by 2008.

- Develop new promotional brochures for school and summer camp programs.

Outputs: Revise the school program brochure to include a revised trip content and graphics that better reflect the program by August 2007. Revise the camp brochure graphics to better reflect programs and ages served.

Executive Director Richard Colbert will provide overall management for the project. Mr. Colbert has successfully managed a variety of projects at Tyler over the past 15 years, including a 2003 Museums for America grant-funded project. Betsey Ney, Director of Public Programs, is charged with assisting in the day to day management of the project. A Youth Education Coordinator will develop and lead the project's programs. A qualified evaluator will provide a useful assessment of the project, in addition to IMLS' outcomes-based evaluation assistance. Volunteer Coordinator Mary Veale is responsible for volunteer recruitment. Tyler's Education Committee (consisting of an elementary school principal; a kindergarten, second grade, and fourth grade teacher; an elementary school science coordinator; and a Tyler Trustee who is a former secondary school teacher) approved the assessment report, and will provide oversight for, the project. Although a relatively small organization, Tyler has an excellent track record of managing multiple projects simultaneously; and the Arboretum has the ability and expertise to implement project adjustments, if necessary. Tyler is also requesting

a technology purchase of school program registration software that will streamline the project's data management capacity. **Tyler, through its Education Program, currently partners with a variety of organizations and funders**, including the Delaware County Historical Society ("Passport to History" program), Rocky Run (Delaware County) YMCA (underserved children project), and regional corporate supporters such as ConocoPhillips and PECO/Exelon. The project is designed to enhance partnership opportunities through the Youth Education Coordinator's efforts.

2. Grant Program Goals: Tyler is requesting funding from the Supporting Lifelong Learning category, which will support the project's overall goals of becoming the leading provider of high quality formal and non formal environmental education for the Greater Philadelphia region, and expanding the Arboretum's role as a regional destination and learning site for family nature-based activities. Tyler's current Strategic Master Plan's *Key Institutional Directions* include a mandate that the organization reaffirm its "strong commitment to education through programs that encourage life long learning and appreciation." We project that 41,000 Tyler visitors in 2006 – including 4,741 school children – will come to learn about plants, ecology, history, and human interactions with the natural world.

Botanic Gardens International notes that "Primary school is a favoured age group to focus on for education in botanic gardens. Primary-age children are at a developmental stage where they are empathetic, recognize different perspectives on issues and show positive attitudes towards wildlife and conservation (*Kidd & Kidd 1996*). This is also the time of life at which attitudes towards the environment are being formed and the pupils retain an openness to experiences of 'awe and wonder,' as provided by botanic garden visits." The National Science Teachers Association notes that "Informal science education complements, supplements, deepens, and enhances classroom science studies. It increases the amount of time participants can be engaged in a project or topic. It can be the proving ground for curriculum materials."

Based on Tyler's longstanding interaction with area schools, we know that teachers, including science teachers, do not feel comfortable teaching environmental subjects. In addition, the Pennsylvania Department of Education has provided an additional challenge to teachers by mandating the inclusion of Academic Standards for Environment and Ecology within the science curriculum of all public schools. These standards establish the essential elements of what students should know and be able to do at the end of grades four, seven, ten, and twelve; and include topics such as Watersheds and Wetlands, Renewable and Nonrenewable Resources, Environmental Health, Ecosystems and their Interactions, and Humans and the Environment.

The Youth Education Coordinator will be charged with overhauling Tyler's education programs, with an eye on significantly enhancing connections to the Academic Standards while meeting the academic needs of area school systems. The school program component of the project also provides students and teachers with an unparalleled site to discover the natural world in the broadest context, as well as offering very specific learning opportunities through first-hand interactions with specific environments. Creating that sense of wonder and curiosity is the first step in developing a love of learning that lasts a lifetime. The experience of discovering and learning about the natural world through activities at Tyler is impossible to duplicate in the classroom. The Youth Education Coordinator will also enable Tyler to stay better connected with the region's various school districts and state and national education initiatives, while keeping a close eye on any changes in curriculum standards or directions.

Tyler's public programs for kids and families, as well as the camp program, definitely inform lifelong learning. Research shows that choice of adult leisure time activities is very closely related to what one did with the family as a child. Children who experience enrichment and learning activities with their families are very likely to grow up to be adults who continue to use their leisure time for enrichment and lifelong learning. Creating relevant and enjoyable programs and activities for families will attract additional participants to Tyler (as part of

our commitment to becoming a significant regional destination), and further the Arboretum's educational mission to stimulate an understanding of the living world. By utilizing the existing site ecosystems found at Tyler (meadows, streams, forests, and horticulture collections), the school programs and informal programs can act as a community resource that more effectively teaches how to become better stewards of the earth.

3. How the Project Fits into Strategic Plan and Mission: The mission of Tyler Arboretum is “to preserve, develop and share our diverse horticultural, historical and natural site resources in order to stimulate an understanding of the living world.” Tyler's site resources – especially its varied and accessible ecosystems – will continue to be incorporated as effective learning tools in restructured and new formal and non formal education programs under the oversight of the project's Youth Education Coordinator.

Tyler's **Strategic Master Plan** features seven *Guiding Principles*, of which “Education is the principal focus of Tyler Arboretum,” and “The Arboretum site is the primary textbook” relate directly to the proposed project. Education is integrated into every Arboretum function and operation, including brochures, signage, events and exhibits, and management and care of the collections. In addition, the organization has been, and will continue to be, guided by one of the Master Plan's *Key Institutional Directions* that mandates a reaffirmation of Tyler's “strong commitment to education through programs that encourage life long learning and appreciation.”

Tyler's 2006-2009 **Long-Range Plan** also reflects the organization's continued commitment to the planning process. The Strategic Master Plan and the Long-Range Plan are interactive planning initiatives that effectively work together to meet Tyler's short-, intermediate-, and long-term planning needs. The Long-Range Plan gives Tyler planning flexibility; the Strategic Master Plan helps Tyler stay focused on its mission amidst the day-to-day operations of the Arboretum. In tandem, the plans provide the balance between enduring organizational values and a responsiveness to change that a successful not for profit organization needs. The current Long-Range Plan's goals and action steps include enhancing the Education Program and the Visitor Experience, as well as strengthening horticultural initiatives, bolstering financial resources, and updating the Master Plan. Specifically related to the proposed project, Long-Range Plan Education Program actions are: 1) Develop an assessment study of the Youth Education programs (*completed*); and 2) Develop an advisory committee of educational professionals (*completed*). Long-Range Visitor Experience actions are: 1) Produce a children's guide map for family experiences at the Arboretum (*pending*); and 2) Develop a self-guided brochure focusing on Tyler's historic legacy, structures, and trees (*completed*).

Despite a demonstrated and longstanding commitment to education and lifelong learning, Tyler has been unable up to this point to provide sufficient investment in its Education Department in order to take full advantage of a clear regional audience need for programmatic and site resources. The Director of Public Programs' time and attention is divided between managing five part-time educators, and overseeing a part-time Volunteer Coordinator and a Visitor Center staff consisting entirely of part-time employees. The Regional Youth Education Initiative– through the hiring of a Youth Education Coordinator who is charged with creating and maintaining a leadership program – provides an essential investment in institutional capacity. IMLS funding will significantly help seed and move forward the project for two years. Tyler recently has initiated a \$2.5 million capital campaign that includes a goal of \$1 million earmarked to permanently endow the Youth Education Coordinator position, thus providing uninterrupted baseline financial security for the enhanced Education Program. Tyler recently followed a somewhat similar model by utilizing an evaluation of Tyler's nationally significant rhododendron collection funded through a 2003 IMLS Museums for America grant to help obtain a \$200,000 challenge grant from the McLean Contribution to endow a Plant Recorder position. Tyler's previous capital campaign resulted in the funding and development of key elements (deer enclosure fence that protects Tyler's heritage horticulture collections, interpretive signage, and a meadow maze education/destination exhibit) that were called out in the Master Plan. Enhanced educational programming as presented by the project will also increase institutional capacity by driving up attendance and membership

numbers, which in turn provides peripheral benefits to the organization including increased volunteer interest, and increased individual contributions (annual giving, special campaigns, planned giving).

4. Strategic Plan: Process and Financial Resources: Tyler has received four consecutive three-year Pew Charitable Trusts Philadelphia Cultural Leadership Program grants, which recognize organizations that “meet high standards of programmatic, fiscal, and management performance.” Pew has commended Tyler’s planning efforts when awarding the grants. Tyler’s planning process, which includes reviewing goals and assessing progress and success, is integrated throughout the organization. Institutional planning is Board-driven, with significant input from senior staff and other staff, volunteers, and consultants. Tyler is guided by two major institutional plans: a Strategic Master Plan (Board-approved 1996), which details the long-term institutional vision; and a Long-Range Plan (updated and approved yearly), which covers short-term goals and action steps.

Tyler’s **current Strategic Master Plan** was facilitated in 1996 by the landscape architecture and planning firm Andropogon and Associates, who encouraged Tyler’s stakeholders (Board of Trustees, advisory committees, staff, neighbors, and collaborative and informal partners) to participate in the development of a focused vision that includes seven *Guiding Principles*: the property must be preserved intact; it must preserve and enhance its unique character; it must capitalize on its unique strengths; the Arboretum provides a valuable public service to the community, which is at the core of its mission; education is the principal focus; the Arboretum is the primary textbook; and it should be operated in a professional manner. Since the majority of its action items have been completed and new issues have arisen since 1996, Tyler currently is in the process of updating the Strategic Master Plan to position the organization for the next 10 years. As part of the update process, Tyler senior staff and an experienced planning facilitator have visited and interviewed nine peer organizations to determine their issues and identify best practices, and have engaged staff and board members in focus group analysis (volunteer and member focus groups are scheduled for late 2006) in order to provide an accurate assessment of “where is Tyler now?” and “where does Tyler want to go?” An RFP has been issued for a professional design and planning services firm who will review and test the validity of a new vision and develop responses for a third question: “How does Tyler get there?” A contract will be awarded mid-January 2007 and the completed updated Strategic Master Plan will form the basis for subsequent Long-Range Plans.

The **2006-2009 Long-Range Plan**’s goals and action steps include enhancing the education programs, enhancing the visitor experience, strengthening horticultural initiatives, strengthening financial resources, and updating the Strategic Master Plan. Tyler’s Long-Range Plan is developed using objectives following the Strategic Master Plan’s *Guiding Principles*. The Long-Range Plan forecasts work and projects on a three-year basis and is updated annually by staff with input and subsequent approval by the Board of Trustees’ Planning Committee. The Long-Range Plan contains specific objectives that identify responsible staff and target completion dates to be achieved with specified financial costs. Information from professionally compiled reports coupled with staff and advisory committee reports and recommendations are incorporated into the Long-Range Plan. Consultant reports used during the development/updating of the Arboretum’s 2006-2009 Long-Range Plan include an Educational Assessment of Youth Programs (August 2006), an IMLS Conservation Assessment Program (CAP) of Horticultural Collections (July 2006), and a Membership Survey (June 2004).

Tyler is committed to planning activities that ensure the long-term financial stability of the organization. Tyler has consistently demonstrated this commitment to providing the funds required to support the Strategic Master Plan and the Long-Range Plan (recent examples include funding for irrigation installation, development and production of educational brochures, and historic building restoration). Outside consultants (MAP II, MAP III, CAP, The PlannedGiving Company, etc.) are embraced at Tyler and have led to changes and improvements in several areas. The Board’s Asset Management Committee is very active and provides valuable oversight for the management of Tyler’s financial resources. Tyler maintains a well-diversified stream of revenue (31% endowment; 40% private support - individual, grants, special events support; 17% earned income; and 12%

membership). Tyler has committed to a formal planned giving program to increase endowment (bequest intentions and other planned giving vehicles totaled over \$800,000 this past year); and the organization continues to search for new earned income streams (in the first year of a new and exclusive rental agreement, Tyler earned \$42,000 with a 2007 projection of \$60,000).

5. Appropriateness of Project for Institution, Audience: Tyler's service area, the Greater Philadelphia region, is composed of several counties in Pennsylvania, Delaware, New Jersey, and Maryland, and contains a population of 5,951,797 (2005 Census Bureau estimate). Over the past 20 years, the area has recorded population growth at a rate of 10.6% on average every decade. The region has extensive suburban sprawl, and the development of malls, office complexes, strip shopping plazas, expressways, and tract housing continues to replace rolling countryside, farms, woods, and wetlands. **Tyler's school audience** consists of pre-schools, elementary, and a few middle schools – both public and private. Tyler serves the 15 school districts in Delaware County, as well as schools from Chester, Philadelphia, Montgomery Counties and schools from New Jersey and Delaware. Over time we intend to expand more fully into the middle school level.

Pennsylvania has adopted Standards for Academic Achievement that link to the national standards and has been quite progressive in developing a specific set of standards for Environment and Ecology. These standards have been approved and the first set of student benchmark testing will begin in 2007. The Environment and Ecology unit is one of 12 units for which students must demonstrate competence. Tyler is positioned to play a critical regional role in assisting teachers and students meet this goal. Science in general and environment and ecology in particular are not subject areas that teachers feel competent in, particularly at the elementary and middle school level. Patricia Vathis, the state's Department of Education Environment and Ecology Curriculum Advisor, has noted that this area is a weakness for the majority of teachers and the one for which they are asking for the most assistance. Tyler's school programs are already very popular with area teachers. Improving our programs to better align with curriculum requirements, increasing the staff technical expertise, and providing on-site training for teachers will help them enhance their knowledge base and provide innovative methods to integrate environmental science into their programs. The assessment study conducted for Tyler documents the opportunity to meet the needs of the educational community, but also points out that the Arboretum needs to upgrade our offerings and that a full-time Youth Education Coordinator is required to get us there.

The Natural Lands Trust has noted that the five-county area that includes Tyler will be entirely built out within the next ten years. Organizations such as Tyler, with 650 acres of natural woodlands, meadow, two stream valleys and associated watersheds, and a rare serpentine barren, will become ever more critical islands of green for the citizens and families in the area. It is well documented that today's children are spending less and less time outdoors, missing critical experiences of unstructured outdoor discovery. This creates a disconnect with the natural environment. Tyler provides a safe place, rich in resources and experiences for children and families to develop connections and to begin the process on exploration and learning based on curiosity and first hand experience. Tyler features very successful programs such as Tiny Trackers and Garden Sprouts for preschool children and their caregivers. We need to complement these with programs for older children. We offer a limited number of Explore Packs and there are numerous opportunities to create additional thematic packages. A children's guide map and additional family friendly destinations will build strong experiences that reinforce a child's natural sense of curiosity and awe and create a love of nature and learning. Summer camps are increasingly popular as parents search for programs that provide enrichment experiences as well as summer fun. Evaluations from participants' parents have noted repeatedly that they value the holistic program that Tyler offers – combining guided exploration with experiential learning in a fun and open environment. Our summer camp program has grown significantly over the past five years. Tyler also annually reaches out to 700 underserved students through grant-funded scholarships. The timing is right to reassess our Education Program, initiate improvements, and expand our offerings. Tyler will publicize its enhanced educational programming to schools and the community through new promotional brochures for school and summer camp programs, and through related promotional vehicles facilitated by Tyler's Public Relations Coordinator.

6. Project Resources: Time and Budget: The linchpin to Tyler's Regional Youth Education Initiative is the creation of a Youth Education Coordinator position. Hiring for the position is expected to be accomplished by September 30, 2007. The Youth Education Coordinator will then be responsible for the following activities timeline: Establishing contacts and partnerships with schools and organizations (September 2007-August 2008); Upgrade school registration process (October-November 2007); Provide training for staff and volunteers (October 2007-February 2009); Revise summer camp and school program brochures (December 2007-July 2008); Restructure school programs (January 2008-March 2009); Broaden children's and family programs (January 2008-June 2009); and Develop additional family drop-in activities (June-August 2008). The time allotted for each project activity is realistic and based upon previous experience. The new staff position will be easily integrated into the current Education Department and is designed to increase efficiency within the department. Office space is allotted to the new position and funds have been allocated for office furniture and other related supplies. We estimate that the new position – as a result of increased program awareness and a stronger connection with area school district – will generate at least \$6,000 in additional annual revenue. At the close of the IMLS-funded two-year period, Tyler anticipates a successful conclusion to a \$2.5 million capital campaign, which includes \$1 million earmarked to endow the Youth Education Coordinator position. Tyler has a very successful record of securing start-up funds for a position, then transitioning the position onto the organization's payroll. The same model of start-up to endowed position was recently accomplished to establish and support the position of Tyler's part-time Plant Recorder.

7. Project Resources: Personnel and Technology: *Richard Colbert*, Executive Director, will provide overall project management. Mr. Colbert has 25 years of progressive experience in public horticulture. He has a B.S. in Agriculture, with an emphasis on plant science and ornamental horticulture, and an M.B.A. from the U. of Delaware. *Betsy Ney*, Director of Public Programs, is charged with assisting in day to day project management. Ms. Ney is responsible for overseeing all education programs and visitor services for Tyler. She has 20 years experience in public horticulture. She received an M.S. in Public Horticulture Administration from the U. of Delaware's Longwood Gardens Graduate Program, and a Certificate of Museum Studies and B.S. in Agriculture, also from the U. of Delaware. Prior to joining Tyler in 2001, Ms. Ney was Continuing Education Coordinator at Longwood Gardens. Both Mr. Colbert and Ms. Ney's project responsibilities are factored into their ongoing managerial responsibilities and will not negatively impact their other duties – Mr. Colbert has minimal hours dedicated to overall project oversight; and since Ms. Ney previously handled most of the Youth Education Coordinator's project responsibilities, she can easily carry out her responsibilities. The *Youth Education Coordinator* (new position) is responsible for developing a comprehensive strategic environmental and science education program that meets the needs and curriculum requirements of schools; networking with school professionals, community organizations, and related institutions to build partnerships; overseeing and growing the summer camp program; working with the Director of Public Programs to develop and increase programs for children and families and to create enrichment experiences for family visitors; overseeing work of the Education staff and providing training and enrichment as needed; working with the Volunteer Coordinator to recruit and train additional education volunteers; and teaching programs as needed. The Youth Education Coordinator qualifications include a preferred Masters degree in a related discipline, teaching experience and professional knowledge of education trends and strategies, familiarity with natural history and Southeastern Pennsylvania ecosystems, and proven leadership and management ability. The Youth Education Coordinator will report directly to Ms. Ney. *Mary Olien*, Project Evaluator, is familiar with environmental education and related curriculum, and is charged with periodically monitoring the project's progress, interviewing project participants, and producing a comprehensive evaluation report at the close of the two-year project. Ms. Olien has a B.S. in Horticulture from Virginia Polytechnic Institute and State U. and a M.S. in Horticulture from Michigan State U.. Her experience includes eight years as Assistant Curator for Education at the State Arboretum of Virginia at Blandy Experimental Farm, and, since 2005, Director of Green Spring Gardens. *Mary Veale*, Volunteer Coordinator, (B.A. in Environmental Education from Hollins U.; nine year's environmental education experience) is responsible for project volunteer recruitment. Ms. Veale maintains a recruitment strategy and procedure that will seamlessly include her additional project responsibility.

BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	\$48,371.73	\$54,011.73	\$102,383.46
2. Fringe Benefits		\$19,141.25	\$19,141.25
3. Consultant Fees	\$3,500.00		\$3,500.00
4. Travel	\$695.00	\$695.00	\$1,390.00
5. Supplies and Materials	\$14,600.00		\$14,600.00
6. Services			
7. Student Support			
8. Other Costs			
TOTAL DIRECT COSTS (1-8)	\$67,166.73	\$73,847.98	\$141,014.71
9. Indirect Costs	\$3,358.34		\$3,358.34
TOTAL COSTS (Direct and Indirect)	\$70,525.07	\$73,847.98	\$144,373.05

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$70,525.07
2. Cost Sharing:	
a. Applicant's Contribution	\$73,847.98
b. Kind Contribution	\$0.00
c. Other Federal Agencies*	\$0.00
d. TOTAL COST SHARING	\$73,847.98
3. TOTAL PROJECT FUNDING (1+2d)	\$144,373.05
Percentage of total project costs requested from IMLS	48.8 %

*If funding has been requested from another federal agency, indicate the agency's name: