

## 1. STATEMENT OF NEED

Children are innately attracted to nature. Splashing in a ravine, mucking through the woods, gathering twigs to build a fort and sculpting mud into pies were once common childhood experiences that shaped imagination, inspired creativity and instilled a sense of wonder in our youngest learners. Today, however, more families are spending fewer hours outdoors and more time in front of the television or computer, dramatically altering how children experience and learn about the world (Pergams and Zaradic, 2007).

The Garfield Park Conservatory Alliance has long believed that connecting children with nature can positively impact their emotional, social and cognitive development. New research supports this idea and indicates that children who have consistent and meaningful experiences with the natural world show significant benefits later on, including: improved academic performance, reduced stress levels, greater emotional strength, longer attention spans, increased problem solving capacity and a stronger motivation to learn. They are also more apt to develop a lifelong affinity for nature that is linked with responsible environmental behavior and conservationism (The Children's Nature Institute, 2010).

The Alliance is seeking support from the IMLS Museums for America program for a two-year project to develop a children's *Play and Grow Garden* at the Conservatory. This will be the century-old Conservatory's first formal outdoor programming space devoted to connecting children with nature. This permanent exhibit will: further the Alliance's overall mission to inspire our visitors' curiosity about plants and nature; advance specific goals within the organization's Strategic Plan by creating additional programmable space; and serve our core audience – children and families in the West Side Chicago neighborhoods surrounding the Conservatory – through interpretation that addresses community needs.

Furthering Our Mission: The Alliance has a dual mission to “encourage the fundamental connection between plants and human life” and to “enhance the environmental, social and economic vitality” of the West Side Chicago neighborhoods that surround the Conservatory. This mission is clearly stated in the organization's Strategic Plan, which was adopted by its Board of Directors in 2005 following a year-long planning process. The plan was developed to continue the momentum of the organization's many recent successes, which included securing a \$1.65 million grant from the National Science Foundation for new exhibit development, and being designated a lead agency in the Local Initiatives Support Corporation of Chicago's (LISC) New Communities Program in which the Alliance works with residents of the East Garfield Park neighborhood (where the Conservatory is located) to implement a Quality of Life Plan.

Guided by an 11-member steering committee of Conservatory directors and key staff and facilitated by an outside consultant, the process included reviewing input from various constituencies, discussing ideas from interviews with more than 100 stakeholders, and developing the mission, values, goals and strategies that comprise the Strategic Plan. The plan outlines six primary goals for the organization, all of which will be directly supported by the *Play and Grow Garden* and its programs: 1) Expand understanding of the fundamental connection between plants and human life; 2) Support the transformation of the Conservatory and its campus into a place that serves broad educational, botanical, cultural, social and inspirational purposes; 3) Be a catalyst for sustainable, local neighborhood revitalization; 4) Increase the visibility, community participation, and audience for Conservatory activities; 5) Secure the financial, political and community support necessary to succeed; and 6) Develop the infrastructure resources – human, workspace and technological – necessary to the success of the strategic plan.

Following completion of the Strategic Plan, a tactical plan, accompanied by quarterly reviews, was activated to guide implementation of the goals' underlying strategies, one of which was to develop a unified interpretive plan for the Conservatory's collections, gardens and programs. With previous support from IMLS, the Alliance in 2009 completed a Visitor Experience and Interpretive Plan, which defines the guiding interpretive principle for the Conservatory, provides the Conservatory with consistent overarching messages, (*Message 1: Plants are an important part of our lives, and Message 2: The Conservatory enhances our quality of life*), and ensures that every institutional decision is made with the visitor's needs and perspective in mind. Significant audience research was conducted as part of this process to provide insight into the current and potential visitors' perspectives and conceptions about the Conservatory (including visitor motivations, satisfaction, expectations, plant perceptions and connections, and levels of associations with plants). Together, the Strategic Plan and Interpretive Plan helped hone the Alliance's educational programs to focus on childhood development through nature experiences.

Since completion of the Interpretive Plan, the Alliance has conducted several studies to inform the development, messaging and programming of the *Play and Grow Garden*. These include a national best practice study to assess current trends in early childhood education with an emphasis on connecting children with nature, as well as on-site focus group studies with our target audience using the intended *Play and Grow Garden* space and prototype scenarios. We are also completing a formal evaluation of the indoor Elizabeth Morse Genius Children's Garden, which opened in 2000, to test its effectiveness as related to its stated goals. How the *Play and Grow Garden* functions in relation to the Children's Garden will be critical for cohesive interpretive messaging and visitor navigation.

Specific to our West Side audience is the body of research compiled in the East Garfield Park Quality of Life Plan, which was developed in 2005 with input from more than 600 residents, community leaders, business owners and service providers of East Garfield Park and surrounding neighborhoods. The *Play and Grow Garden* directly supports a primary strategy of this Plan, which is to "support and promote the holistic health and well-being of the community and its residents" through expanded services and programs that create healthy individuals and families and that educate residents about the myriad benefits of "greening".

Serving the Needs of Our Community: Humans, and children in particular, are genetically programmed with an affinity for nature, but the lives we lead in large urban centers like Chicago are often at odds with our basic needs for wonder, exploration and discovery that time outdoors affords. Studies show that just being in an urban environment impairs our basic mental processes (Lehrer, 2009). Moreover, obesity, anxiety, depression and a distaste for nature can all be symptoms of limited time spent outdoors (National Environmental Education Foundation, 2010).

Families in the neighborhoods surrounding the Conservatory (East and West Garfield Park, Humboldt Park, Austin, Near West, and North and South Lawndale) are particularly vulnerable to the physical and psychological repercussions of separation from nature. For example, in the primarily African American (97%) community of East Garfield Park, the stress associated with city life is compounded by high rates of poverty (35% of residents live below the poverty level), housing and business vacancies (15% of housing units are vacant; only 89 businesses serve the community's 21,000 residents), and crime (the area ranks among the city's top 5 for murder and other violent crimes). Limited access to natural ecosystems and parental concerns for safety prevent children here from exploring nature in ways that are fundamental to their mental, emotional and physical growth. Physical inactivity is coupled with little knowledge of or access to nutritious, homegrown foods. Consequently, children in these neighborhoods are overweight at 3 to 4 times the national average and are at greater risk for chronic health conditions such as diabetes. The stress of urban life is evident in local

classrooms where children lag behind their peers across the city and state in reading, science and other academic areas. More than half of the area's elementary schools are on academic probation, with four being ranked in the bottom 5% of all grammar schools in Illinois.

As the only major cultural institution on the city's West Side, the Alliance is committed to providing important developmental opportunities for children who live in this area. The *Play and Grow Garden* will enable the Conservatory to serve its public more efficiently by establishing the facility's first formally designed outdoor program space dedicated to children and families.

The *Play and Grow Garden* will show adults how engaging their children in outdoor activities such as gardening and unstructured play can provide a broad range of benefits including instilling a love of nature, providing social interaction, and experiencing the fulfillment of caring for something over time. Programs will underscore the benefits of gardening for nutrition by demonstrating affordable, low-maintenance ways in which families can grow their own fresh fruits and vegetables; show gardening as a means for physical exercise to address chronic health conditions facing the community; and illuminate how time spent outdoors can bolster mental, emotional and social well-being. Moreover, because many parents do not recognize the importance of unstructured, outdoor activity to their children's development or are wary of the risk-taking involved with outdoor play, we will work to reduce parents' misgivings about letting their children explore outdoors and will show them methods for engaging their children in safe, creative, physically active nature play.

## 2. PROJECT DESIGN

The *Play and Grow Garden* will transform 6,000 square feet of largely vacant outdoor space into a permanent, interpreted exhibit, the purpose of which is to connect children with nature through gardening activities (focused on small motor skill development, sensory stimulation, and parent-child interaction for early childhood learners, ages 2 to 5) and unstructured nature play (large motor skill activity, team and independent play, and social experiences for children ages 5 to 10). The garden will be located to the southwest of the Conservatory and adjacent to the indoor Children's Garden. The Alliance's primary goals for the *Garden* are to:

- 1) Connect children to nature through gardening activities and outdoor play;
- 2) Affect positive attitudes about nature interactions and outdoor play;
- 3) Increase the quantity and quality of nature experiences and nature-based play;
- 4) Promote the *Garden* to Chicago-area families with an emphasis on the West Side.

Designs for the *Play and Grow Garden* (see attached Supporting Documents) reflect these goals and include: rotating/seasonal theme gardens such as bite-size, sensory, butterfly-attracting, salsa and/or pizza, and cut flower gardens; a children's planting garden where staff will guide participants in planting seeds or transplanting seedlings; and a planting activity table with soil, sticks, seeds and craft material for a wide variety of nature-based projects. A central feature of this area will be a built structure designed to emulate a small house with child-size planting beds, window boxes, vertical trellises, composting and worm bins, which will recreate gardening scenarios and environmentally-friendly practices that can be replicated at home. A small, fenced backyard accessible by child-size gates will provide an enclosed play space for young children. The back of the structure will be a blank, slate-colored wall dedicated to water and mud painting.

Elements focusing on unstructured nature play will include a crawl-through tunnel with views up through the canopy of a towering cottonwood tree. The tunnel will lead children to a small nature trail with several spur trails terminating in enclosed "secret" spaces. Although viewable by parents, these spaces will allow children

out-of-the-way places for socializing and/or fantasy play. A pathway encircling the south section of the *Garden* will lead to a grassy knoll capped by a “lookout” platform and structure. The pathway will pass beneath an open teepee-style structure which children can embellish with natural material or simply use as a fantasy play “fort”. The dominant feature of this area will be an open space dedicated to unstructured and loose-parts nature play including an extensive collection of sticks, branches, stones, log sections, tree cookies and large leaves available in open storage bins. This area will provide a “blank canvas” or stage upon which children are free to create their own worlds.

The first year of this project (8/1/2011 – 7/31/2012) will consist mainly of site preparation and exhibit fabrication. This will include installation of the necessary irrigation and electrical systems to maintain the site, as well as permeable, ADA-compliant pathways to enable all visitors to access the exhibit elements. Technical drawings and scale models of the exhibit’s structural elements will begin to be created in late fall 2011 with fabrication of the structures completed by the end of June 2012. By the spring of 2012, messaging and design concepts for prototypes of the exhibit’s interpretive signage will also be finished, and a plan and methodologies for a formative evaluation will be completed by July 1, 2012.

In the project’s second year (8/1/2012 – 7/31/2013), the first six months will focus on a formative evaluation of the exhibit, including prototypes of the interpretive signage and programming concepts. These will be tested to ensure that they are effective in engaging the intended audience and conveying the intended messages. The formative evaluation will use a 3-step process: 1) observe visitors as they interact with signs and prototypes and ask probing questions; 2) identify strengths and challenges and make changes to the prototype; and 3) re-test the revised. This approach will immediately inform design/development. Data collection and a final report will be completed by late fall 2012 with remediation beginning that winter. The second half of Year 2 will focus on final development of interpretive signs and programs, followed by marketing and community engagement activities in preparation of the exhibit’s public opening in May 2013. During this time, data collection and analysis for an outcomes-based evaluation will also begin with a final report due in the summer of 2013.

Partners and Support for Design, Installation and Maintenance: One of the strengths of this project is the Alliance’s partnership with the Chicago Park District, the agency that owns and operates the Conservatory. This public-private partnership was formed in 1995 as part of a comprehensive plan to revitalize the Conservatory through new programs, visitor services, marketing and fundraising. Over the past 15 years, this arrangement has enabled each entity to do what it does best. The Park District and its horticultural staff maintain the facility, care for the collections and grounds, and develop seasonal botanical shows. The Alliance presents special events, educational exhibits, and school and family programs for the public, and works to maximize the Conservatory’s resources to serve the local community. Through our relationship with the Park District we receive nearly \$400,000 of annual program support from the city. The Park District benefits by having a nonprofit fundraising arm to secure support for audience-based exhibits and other capital projects that it could not finance on its own. The development and installation of the Conservatory’s \$2.7 million *Sugar from the Sun* exhibit, which opened in 2007, established a model for how the two organizations work together in staging major exhibits and large-scale capital projects. The Park District has collaborated on the conception and initial development of the *Play and Grow Garden*, and has allocated significant staff time to constructing and planting the garden. Beyond the IMLS granting period, the Park District has also committed to the ongoing maintenance of this space, as well as training for Alliance volunteers who will help sustain and program the garden.

The Alliance has been fortunate to have the input of Robin Moore, a professor of landscape architecture and a renowned expert in the design of play, learning and educational environments, on this project. Mr. Moore, who runs the Nature Learning Initiative at the College of Design at North Carolina State University

([www.naturelearning.org](http://www.naturelearning.org)), has consulted with the Park District over the last two years on the development of children's play spaces on the Conservatory's grounds.

Support for Programming: The Alliance has a longstanding relationship with the University of Illinois Extension Master Gardeners and Master Composters, who gain volunteer hours toward their certificates by teaching gardening and composting classes/workshops at the Conservatory. They will work with Alliance staff to facilitate programming within this new space. Additionally, our relationships with organizations like Chicago Wilderness (which is leading a regional "Leave No Child Inside" initiative) and the North Park Nature Center (a 46-acre nature preserve on the city's northwest side that works to provide urban citizens with nature interactions) will enhance children-and-nature programming within the *Play and Grow Garden*.

Support for Marketing and Community Engagement: During the past year, the Conservatory engaged more than 220,000 people. More than 39% of the participants came from the West Side neighborhoods surrounding the Conservatory, and 74% made repeat visits to participate in multiple programs and events.

The Alliance employs a number of tools to market its programs to the general public. In addition to the production of a seasonal program and activities brochure, program information is updated regularly on the Conservatory web site and is disseminated via quarterly e-mail updates. Alliance programs are widely publicized by the Chicago Park District marketing department, which will develop and implement the marketing plan to promote the opening of the *Play and Grow Garden*. The Alliance also collaborates with Green Teacher Network, Museum Connections, Chicago Wilderness and other organizations, as well as the Chicago Public Schools math and science list-serve and Community Partnership Program to engage local families, schools and day care providers.

Critical to our West Side community engagement goal for this project will be the Alliance's involvement in the LISC New Communities Program (NCP) in East Garfield Park. As a lead agency in this community development initiative, the Alliance is connected to a broad grass-roots network that includes school and civic leaders, the local greening community and family stakeholders in East Garfield Park and surrounding neighborhoods. The Alliance has three NCP staff on site, whose responsibilities include involving the community in Conservatory programs and events. Alliance staff has been working with NCP staff to present the *Play and Grow Garden* project and gain community input during regular stakeholder meetings. Alliance and NCP staff will also collaborate on outreach efforts to local youth service agencies, libraries, health care facilities, Head Start programs, and other community entities.

### **3. PROJECT RESOURCES: TIME, PERSONNEL, BUDGET**

Design, development and fabrication of the *Play and Grow Garden* and related programming is being overseen by the Alliance's Director of Programs and Interpretation, who is responsible for planning and administering all school, teacher and public programs at the Conservatory, as well as spearheading implementation of the Interpretive Plan. With an extensive background in early childhood and arts education, he was the designer and project manager for the Conservatory's *Sugar from the Sun* exhibit, and has developed programming for and designed educational components of the Children's Garden. Thirty-five percent of his time will be devoted to this project in the first year and 15% in the second year.

The Alliance's Public and Family Programs Manager, who is responsible for conceptualizing, designing and overseeing the implementation of education programs that serve the Conservatory's general public and family visitors, will spend 25% of her time on this project over the next two years. She has extensive experience in

community and arts education programs and has contributed to many projects including organizing an interactive education event for the Museum of Science and Industry's *Experiments...Science and Art*, developing and managing Conservatory special events, and serving on a Chicago Public Schools committee to improve academic achievement through the arts.

In addition to these two primary staff members, a team of Alliance and Park District staff has been assembled to oversee this project. They include, from the Alliance: a Family Programs Facilitator, the School, Teacher & Volunteer Programs Manager, and the organization's President; and from the Park District: the Director of Conservatories, the Conservatory's General Foreman, Foreman, floriculturist/gardener, and an apprentice. The Alliance has also allocated two part-time program facilitators to implement programming in the space once it opens.

The Alliance's budget for this project is \$401,212 over two years. We are requesting \$149,995 from the IMLS Museums for American program, which would support primarily design, fabrication and evaluation of the exhibit's structural elements, interpretive signage and programs. Our plans for matching this grant include significant in-kind staff time and resources (totaling \$75,452) from the Chicago Park District to construct, market and maintain the *Garden*. The Alliance's portion of this project is \$175,766 and will be secured through a number of established revenue streams, including government and foundation grants, corporate sponsorships, individual donations, program fees, room rentals, special fundraising events, and membership sales. Historically the Alliance has been successful in garnering funding support for various long-term and large-scale projects. In 2000 the Alliance raised \$500,000 from private donors to build a Demonstration Garden. In 2006 the Wallace Foundation selected our organization to receive a \$388,000 grant to serve as a best practice model for arts audience engagement, a five-year project that is still ongoing. The Alliance's most recent fundraising accomplishment includes a three-year \$2.5 million challenge campaign to raise capital funds for a new plant science exhibit that opened to the public in 2008.

#### 4. IMPACT

The Alliance has identified four primary outcomes for children and adult caregivers participating in the *Play and Grow Garden* and its programs. These include:

- 1) Children spend time outdoors amid nature;
- 2) Children utilize living, green environments for physical and imaginative nature experiences;
- 3) Children socialize and interact with peers;
- 4) Parents understand the importance of nature experiences and outdoor play to their child's development.

Evaluation of the *Play and Grow Garden* will include formative and summative components and will be led by Garibay Group, whose principal, Cecilia Garibay, PhD., has 15 years of research and evaluation experience with nonprofits, foundations, and corporations. Garibay served on the National Academy of Sciences committee, which produced *Learning Sciences in Informal Environments*. She also served as a panelist and author for NSF's publication *Framework for Evaluating Impacts of Informal Science Education Projects*. She is currently serving on the Science and Technology Policy Institute panel charged with developing criteria and a framework for assessing the quality of project and program evaluation funded by the NSF Division of Research on Learning.

Evaluation for this project will begin with a planning charrette to refine the project's "theory of change" (i.e., the links between implementation and outcomes), and develop a logic model (Kellogg Foundation, 2001) to

establish indicators of success. This will be followed by both formative and summative evaluation components. Formative evaluation will focus on the process with the goal of improving and strengthening the visitor experience. During formative evaluation, we will test interpretive signage and prototypes under development to ensure they are effective, foster positive engagement and interactions, and that they are conveying intended messages and takeaways. Formative evaluation will use a cyclical testing process which involves: 1) observing visitors as they interact with signs and prototypes and asking probing questions; 2) identifying strengths and challenges and making changes to the prototype; and 3) re-testing the revised. By using this approach, the results from formative evaluation will immediately inform design/development.

After the *Play and Grow Garden* opens, Garibay Group will conduct a summative evaluation to assess the extent to which project goals and outcomes were met. Specifically, the evaluation will focus on: a) the extent and ways in which the *Garden* engaged families in outdoor nature-based activities and play; b) the extent to which interpretive tools help caregivers learn about the benefits of outdoor play and foster positive attitudes and actions; and c) increase visitors' awareness about nutrition and home gardening as a potential action in supporting positive nutrition choices. Specific methods will include observations, interviews, and surveys. Summative evaluation will also collect usage statistics (primarily zip code data) to measure the extent to which the project drew local West Side community members.

Long-term Impact on the Conservatory and the Community: The importance of early and meaningful connections with nature to a child's development is a growing, nationwide movement. In the Chicago area, nature organizations and community stakeholders alike recognize that the city's West Side is an area where children and families are in dire need of establishing these connections. In fact, the East Garfield Park neighborhood, where the Conservatory is located, has been identified as the pilot community for the local focus of the regional "Leave No Child Inside" initiative. The Garfield Park Conservatory Alliance must not only be involved in this effort, but must continue its leadership role in affecting the development and well-being of children in this community.

Therefore, the Alliance is focusing its long-term programming efforts on connecting children with nature, and has committed 60-70% of its programming resources to this initiative over the next five years. The *Play and Grow Garden* will provide the landscape for this initiative and is critical to the broader vision for the Conservatory campus, which includes the revisioning of the indoor Children's Garden and the future development of an additional four acres of outdoor space where unguided, unstructured wild garden exploration is envisioned. The *Play and Grow Garden* will be the bridge between these two spaces by providing a safe, structured, staff-guided outdoor environment where children can learn to imagine, create and be physically active outdoors.

Development of the *Play and Grow Garden* underscores the Alliance's long-term commitment to nurturing our youngest learners. Through programming, evaluation and ongoing observation of the *Play and Grow Garden* the Alliance hopes to contribute to the growing body of research on the effects of regular nature connections within an urban environment on young children. By investing in new programmable space and integrated programs and activities, the Alliance hopes to have a positive impact on the social, emotional and cognitive development of children in our own community, and to cultivate a new generation of stewards to care for the environment. Moreover, we hope to instill in children who visit the Conservatory that sense of wonder about the world around them that can serve as a life-long source of joy and enrichment.

**SCHEDULE OF COMPLETION: YEAR 1 (August 1, 2011 – July 31, 2012)**

<b>Month</b>	<b>Day</b>	<b>Task</b>	<b>Detail of Work</b>
Aug	31	1. Site preparation	1. Garden de-installation
Sep	15	2. Exhibit designs completed	2. Storage house, climbing/crawl-through structures, look-out structure, activity tables, planters, etc.
	30	3. Site preparation	3. Grading
Oct	31	4. Irrigation	4. New water line/hose bib installation at pavilion location and garden
		5. Electrical	5. New electric line(s) to pavilion location and lines/boxes in garden
		6. Plant acquisition	6. Complete plant orders
Nov	15	7. Shop drawings/scale models	7. Technical drawings/mock-ups of garden exhibits
Dec			
Jan			
Feb	1	8. Seed starting	8. Begin seed starting (possibly earlier for some plants)
	30	9. Supplies	9. All orders complete
Mar	31	10. Pathway installation	10. Excavation, subgrade, compaction
Apr	30	11. Contracts	11. Complete contract for evaluation services
		12. Interpretive signage	12. Complete messaging/design concepts and text
		13. Pathway installation	13. Paver installation (substantial completion)
May			
Jun	30	14. Exhibits	14. All exhibit fabrication/installation completed
		15. Raised beds	15. Planting beds installed
		16. Planting	16. Substantial completion of all plantings
		17. Programming	17. Complete initial program planning
		18. Evaluation	18. Complete plan/methodologies for formative evaluation
Jul	15	19. Interpretive signage	19. Fabrication/installation of prototype signage complete
		20. Marketing/community engagement	20. Complete community engagement plan
	30	21. Punch list	21. Garden installation complete/punch list items

**SCHEDULE OF COMPLETION: YEAR 2 (August 1, 2012 – July 31, 2013)**

<b>Month</b>	<b>Day</b>	<b>Task</b>	<b>Detail of Work</b>
Aug/Sep	1	1. Soft opening 2. Programming 3. Evaluation	1. Funder and community previews, evaluate audiences 2. Introduce/test program concepts 3. Complete data collection for formative evaluation
Oct	30	4. Evaluation 5. Marketing/community engagement	4. Delivery of formative evaluation findings 5. Complete general marketing plan
Nov			
Dec	30	6. Remediation	6. Complete exhibit/interpretive design remediation recommendations
Jan			
Feb	1 30	7. Seed starting 8. Marketing/community engagement 9. Supplies	7. Begin seed starting (possibly earlier for some plants) 8. Launch marketing campaign 9. All orders complete
Mar	30	10. Programming 11. Evaluation	10. Complete program development 11. Complete evaluation plan for outcomes-based data collection & analysis
Apr	30	12. Marketing/community engagement 13. Interpretive signage	12. Complete web site updates, program brochure inclusion 13. Fabrication/installation complete
May	15 30	14. Exhibits 15. Punch list 16. Grand openings 17. Programming	14. Complete exhibit remediation 15. Garden installation complete/punch list items 16. Public opening(s) 17. Launch full programming initiatives
Jun	1	18. Evaluation	18. Begin outcomes-based data collection
Jul	31	19. Evaluation	19. Complete data collection/report findings

## BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	\$0.00	\$149,900.00	\$149,900.00
2. Fringe Benefits	\$0.00	\$22,485.00	\$22,485.00
3. Consultant Fees	\$0.00	\$0.00	\$0.00
4. Travel	\$0.00	\$0.00	\$0.00
5. Supplies and Materials	\$7,900.00	\$10,470.00	\$18,370.00
6. Services	\$116,780.00	\$33,500.00	\$150,280.00
7. Student Support	\$0.00	\$0.00	\$0.00
8. Other Costs	\$5,750.00	\$2,095.00	\$7,845.00
<b>TOTAL DIRECT COSTS (1-8)</b>	<b>\$130,430.00</b>	<b>\$218,450.00</b>	<b>\$348,880.00</b>
9. Indirect Costs	\$19,564.50	\$32,767.50	\$52,332.00
<b>TOTAL COSTS (Direct and Indirect)</b>	<b>\$149,994.50</b>	<b>\$251,217.50</b>	<b>\$401,212.00</b>

### Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	<b>\$149,994.50</b>
2. Cost Sharing:	
a. Applicant's Contribution	<b>\$175,766.00</b>
b. Kind Contribution	<b>\$75,451.50</b>
c. Other Federal Agencies*	<b>\$0.00</b>
d. TOTAL COST SHARING	<b>\$251,217.50</b>
3. TOTAL PROJECT FUNDING (1+2d)	<b>\$401,212.00</b>
Percentage of total project costs requested from IMLS	<b>37 %</b>

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