

Narrative

1. Statement of Need

The Cincinnati Zoo & Botanical Garden (CZBG) requests a grant of \$149,745 over two years from the Institute of Museum and Library Services' (IMLS) 2009 Museums for America program in the "Building Institutional Capacity" category to support building CZBG's capacity for *Inspiring Action through Wildlife Encounters* in our Cincinnati community and beyond.

Serving community is one of the four specific "pillars" of CZBG's mission as approved by the Zoo's Board of Trustees in 2005: "*Creating Adventure, Conserving Nature, Conveying Knowledge, Serving Community.*" CZBG consistently ranks as one of the top zoos in the country. Founded in 1873 as the Zoological Society of Cincinnati (still its legal name), it is the second oldest zoo in America, and a national historic landmark. The unique 79-acre urban site offers our public one of the most diverse collections of plants and animals in the United States. Located just 3 miles from downtown Cincinnati, the Zoo is rated by Zagat's as the premier educational and cultural attraction for the 14-county tri-state area of southwest Ohio, northern Kentucky, and southeastern Indiana. Over 1.2 million people visit the Zoo each year, and approximately half of those visitors are children, ages 2-10. Both *Child* magazine, and most recently (April 2009) *Parents* magazine, rank CZBG as one of the country's top 10 "best zoos for kids." The primary population served by CZBG is families with children, and the Zoo's membership exceeds 46,000 households. More specifically, demographic analysis reveals the following: The average visitor is married with children, and has a higher-than-average income and education. 54% of the Zoo's audience is female and 51% are adults. The typical adult visitor is between the ages of 25-34 (29%), followed by 35-44 year olds (25%).

Over 20 years ago, Yale University School of Forestry's ecological psychologist Stephen Kellert called zoos "the sleeping giant of the wildlife education and conservation field" because of the great number and diversity of visitors, the opportunity to influence public knowledge, attitudes, and behaviors, and what was at that time and until quite recently a generally unsuccessful history of connecting zoo visitation with conservation knowledge or action. CZBG wants to awaken that giant here in Cincinnati, and we have made a good start. A comprehensive strategic planning effort launched in 2008 (and fully described in the attached Strategic Plan Summary) has been a rigorous process involving full participation of the CZBG Board and key staff across all departments of the Zoo, resulting in a commitment to transform the visitor experience at our zoo, with CZBG's priorities and programming for 2009-2012 to focus on the central strategic objective (that is, how we define "winning"): "*To inspire every visitor with wildlife every day, by transforming all elements of their experience, to achieve our mission and build the financial stability to succeed long term.*"

To accomplish this objective, in 2008, we began the process of re-tooling the business model of the CZBG to become more visitor-focused, with a commitment to better understanding the visitor's needs in a free-choice learning environment. This has included the formation of a new committee of the Board – the Visitor Engagement Committee, the establishment of a new Visitor Engagement team to coordinate interdepartmental communication to ensure the highest standards, and the hiring of a Visitor Engagement Initiative Coordinator to monitor and manage all aspects of a new Visitor Engagement Initiative (see Visitor Engagement Team organization chart attached).

We began our 2009 season with this new structure and considered two questions fundamental to our undertaking: Does a visit to a zoo inspire action on behalf of wildlife or wild places? And more specifically, what visitor engagement activities most effectively inspire action? We knew from research conducted at the Monterey Bay Aquarium and elsewhere (Vernon, C. 2009. Mission accomplished? Measuring Monterey Bay Aquarium's role in inspiring ocean conservation. *IZE Journal* N.R. 45: 42-46) that experiences more likely to show strong conservation outcomes included interaction with staff and volunteers as well as participation in engaging programs such as shows, feeding demonstrations, and wildlife encounters. Some researchers have proposed that zoo visitors value the opportunity not only to encounter wild animals but to use these encounters to both explore their own environmental identities and to consider how humans have a responsibility toward the biological world (Fraser, J., Gruber, S. & Condon, K. 2007. Exposing the tourist value proposition of zoos and aquaria. *Tourism Review International*. Still others suggest that zoos can provide a positive experience that generates empathy with animals and that through this connection, zoos can increase care for the animals as well as for the broader ecosystem and

promote interest in conservation initiatives. (Myers, Jr. O. E. & Saunders, C.D. (2002). Animals as links to developing caring relationships with the natural world. In P. H. Kahn Jr. & S.R. Kellert (Eds.), *Children and nature: Theoretical and scientific foundations* (pp. 153-178). Cambridge, MA: MIT Press.)

Our own survey data taken in spring and summer of 2009 as part of the new Visitor Engagement Initiative indicate that more than 70% of visitors intended to act on behalf of wildlife and wild places as a result of their experience at the Zoo. While these data indicate a strong interest on the part of our visitors to play an active role in conservation, the question remains which experiences are likely to inspire what types of conservation outcomes. CZBG survey data indicated that, of those who intended to take action, the most anticipated action is to incorporate conservation measures into their home/office/yard/life to reduce their carbon footprint (79%). The remaining participants indicated that they would be likely to: contribute to a conservation organization or program (25%) and/or get more involved in conservation measures such as volunteering/advocacy (21%).

As we come to the close of our 2009 peak season, we have learned a lot. We have launched what promises to be a successful Visitor Engagement Initiative, and we are excited about the potential we have to serve the Cincinnati community by helping to inspire action on behalf of wildlife and natural resource conservation. Now we want to make the most of our efforts to date. It should be clear that ***the need for next steps in this project is not only aligned with CZBG's strategic plan; it is virtually mandated by it.*** With that mandate, we want to get the effort right. We want to match the rigor of the strategic planning process we have gone through with an equally rigorous exploration of what kinds of learning and inspiration lead to what kinds of behavioral outcomes in our visitors. For that we will need the services of a researcher/facilitator on the forefront of the field and have found a partner for the effort at the Ohio State University (OSU) Extension at COSI in Columbus, Ohio. Our partner believes that the project will positively influence not only the Cincinnati community that is CZBG's major focus but also will add new and potentially groundbreaking information to the zoo education community as a whole. He has recently contributed to a study commissioned and currently in pre-publication review by the Conservation Education Committee of the Association of Zoos and Aquariums (AZA) considering the Unique Characteristics of Learning in Zoos and Aquariums. (Fraser, J., Heimlich, J.E., & Ogden, J. 2009. *The AZA's Framework for Zoo and Aquarium Social Science Research*. Edgewater, MD: Institute for Learning Innovation.) Secondly, we need to give key Visitor Engagement staff the opportunity to gain perspective on how wildlife encounter is done at several other zoos in our region. And very importantly, we need to enable our already excellently qualified senior staff to customize training and training materials for the 85+ staff and 200 volunteers who conduct our five kinds of wildlife encounters rather than take a "cookie cutter" approach to training. Most significantly of all, we need to try out new ideas in the peak visitor season of 2011, evaluate how they work, revise and reinvent our plans based on what we learn, try them out again for the majority of the 2012 season, and evaluate again. These are the specific needs for which we request IMLS support.

2. Project Design

From the CZBG's strategic planning efforts to date has emerged an *overarching goal for this proposed "Inspiring Action Through Wildlife Encounters" project: to build the Cincinnati Zoo & Botanical Garden's capacity to motivate conservation outcomes through enhanced wildlife encounters.* We request IMLS support for conducting an iterative process of planning, training, implementation, and evaluation that builds from the base of already-successful wildlife encounter efforts at the CZBG. These efforts include animal shows, random animal encounters, animal feeding stations, meet-a-keeper presentations, and volunteer-staffed discovery zones. Starting with the creation of a logic model, we intend go through two phases of evaluation and application of findings. This will involve the following four objectives and their related activities:

Objective 1 - Plan: Define intended conservation outcomes and communication strategies to enhance wildlife encounter programs. This objective will be met during the initial seven months of the project, from August 2010 through February 2011.

Activities:

- ***Using a zoo-wide theory of change, create a logic model that defines the causal links of the program inputs to the outcome of intended conservation behaviors from the wildlife encounter program.***

We intend to undertake an ambitious, rigorous planning effort that will begin with two fundamental questions: What is a wildlife encounter? and What are the intended conservation outcomes that we expect to result from a wildlife encounter? The logic model will define the expected conservation outcomes or describe classes of resulting behaviors as well as specific behaviors we are hoping to achieve. In addition, we will define the cluster of wildlife encounter types and explore their potential impacts. We expect this process ultimately to suggest which type of experience leads most effectively to which intended behavioral outcome. For example, we will look at what creates action-inspiring impact on the visitor as affected by factors such as: the credibility of the “presenter,” the proximity of the animal, the size of the audience and its age and other demographic characteristics.

The logic model will be created during an all-day, 1-day workshop onsite at the Zoo led by Dr. Joe E. Heimlich of our project partner, the Ohio State University (OSU) School of Environment and Natural Resources, Extension at COSI. This intensive workshop will include all eight Visitor Engagement staff identified for project implementation plus several other staff from key departments at the Zoo as well as CZBG’s executive director. The logic model exercise will provide a “road map” for the remaining year and a half of the project. The workshop will yield a draft logic model, from which Dr. Heimlich will prepare a visual diagram that can then be used as a resource to keep efforts on track and that can also be revisited and refined during project implementation.

The causal links and behavioral outcomes defined in the logic model process will also serve to generate the baseline information for program evaluation, which will very much drive the project throughout. Evaluation is described below under Objective 4.

- ***Inventory current programs, review best practice of the industry and revise management structure as needed.***

Currently the CZBG wildlife encounter program includes five categories of offerings: 1) animal shows, including a Wings of Wonder bird show and a Cat Ambassadors show, serving an audience up to 150 visitors at a time; 2) random animal encounters, initiated as a result of our strategic planning process, in which trained animal handlers roam the zoo to give visitors an intimate experience with one animal; 3) animal feeding stations, which allow visitors to interact with giraffe, lorikeets, and goats in a “free contact” situation where the animals choose to approach them; 4) meet-a-keeper presentations where keepers give visitors the “inside scoop” on the animals; and 5) discovery zones, where CZBG volunteer educators offer materials and equipment for visitors to undertake investigations about wildlife at exhibits. (See fuller, illustrated descriptions of these encounter types in the attachments.) The overall management of the wildlife encounter program has been streamlined as a result of our strategic planning effort, with all interpretive training managed by the staff of the Education Department, while the health and well-being of the ambassador animals is overseen by the Animal Collections Department.

The Visitor Engagement team will look both internally and externally at ways to improve our wildlife encounter programs to make them more accessible and inspiring to our visitors. Internally, they make use of visitor surveys, both onsite and post-visit by internet, and will continue to do so. During January or February 2011, the Visitor Engagement Coordinator and the three other “core team” members will also take a 2-day, 1-night regional driving trip to visit four other zoos and talk with staff at each to learn what works most effectively in those settings. The trip will cover a total of about 700 miles, with three city stops: the Indianapolis Zoo in Indiana, the Brookfield and Lincoln Park Zoos in Chicago, and the Toledo Zoo in northern Ohio.

Based upon the outcome of the logic model, learning from the trip and from internal research, and the first phase of project evaluation, we may further revise the management structure to ensure future success.

Objective 2 – Train Staff and Volunteers: Provide training for all staff (keepers, educators, part-time staff) and volunteers to enhance encounters and improve the effectiveness of communicating core conservation messages and inspiring action. This objective will be met through training during February and March 2011 and again in February and March 2012.

Activities:

- ***Create specialized training and training materials to support the communication strategies defined in the logic model.***

In order to consistently achieve our goal of inspiring action through wildlife encounters, we need to build a whole-zoo training program for staff (keeper, educators, part-time staff) and volunteers. While interpretive training is currently conducted, we propose to create training modules that are specifically designed to achieve the desired outcomes defined in the logic model based upon the category of encounter experience. Two 2-hour training sessions per year will be conducted for: 1) 45 Keeper staff; 2) 40 seasonal Animal Encounter staff; 3) 200 volunteer educator staff; and 4) 6 Cat Ambassador and Wings of Wonder Bird show staff. Training will be managed by the Visitor Engagement Initiative Coordinator and carried out by members of the Visitor Engagement team. As reflected in the attached resumes, training is an exceptional strength of CZBG's Education Department and executive team. Two members of the Visitor Engagement team are certified as Interpretive Trainers by the National Association of Interpretation (Ft. Collins, Colorado), and five of the project team members, including the Project Director, have five years' experience teaching graduate-level courses for professional development of teachers through a CZBG partnership project with Miami University's (Oxford, Ohio) *Project Dragonfly*. An interpretive handbook will be developed to guide the staff and volunteer training. In addition, the Visitor Engagement team will mentor and evaluate presenters throughout the program season (March 2011 through October 2011) and again in March 2012 through to the end of the proposed grant period in August 2012).

- ***Create “pocket guides” and/or other tools staff and volunteers can use to sustain engagement and encourage conservation action.***

The consistent integration of conservation messages into wildlife encounter programs through staff/volunteer interaction with visitors is essential to our success. The development of “guides to action” coordinated around conservation campaigns has proven to be an effective engagement strategy at institutions such as Monterey Bay Aquarium. Their “Seafood Watch” pocket guide, which provides visitors with information about which fish and seafoods are sustainably produced and which should be avoided by conscientious consumers, could provide a model to developing the tools necessary to sustain engagement after the initial encounter.

Objective 3 – Implement: Use the training and messaging developed in the logic model to expand the wildlife encounter program to reach a higher percentage of visitors and improve the effectiveness of each and every interaction.

Activities: Implementation will occur over the primary visitor season in 2011 (March through October) and continuing into 2012.

The implementation period should be an exciting time for newly trained staff and volunteers who will be trying out the new messaging and other improvements designed for each type of wildlife encounter. Oversight of all visitor engagement activities, including the wildlife encounter program, is monitored by the Visitor Engagement Committee of the CZBG Board. This committee, created in 2009, resulted from the strategic planning effort. Day to day activities will be managed by Education Department staff with the assistance of the Visitor Engagement team, an interdepartmental working group established to improve communication and ensure the highest standards. All scheduled activities will be communicated to visitors via an adventure guide and zoo map handed out at the Zoo entrance. All keepers and animal show staff use a daily electronic report to chronicle the day's activities. These reports are reviewed by the Visitor Engagement Project Coordinator and feedback is provided. The volunteers and part-time seasonal staff activities are coordinated via daily tactile meetings and on-the-grounds mentoring.

In addition to the project evaluation described below, visitor feedback is obtained through an exit survey. Each month, a minimum of 100 surveys (see example in proposal attachments) are completed. The information collected is reviewed monthly and shared at Zoo-wide general staff meetings.

Objective 4 – Evaluate: Develop and implement a two-phased evaluation plan and apply insight gained.

Evaluation is the driver for our proposed project and will infuse all activities from start to finish. The overall process will be led by our project partner, Dr. Joe Heimlich of the Ohio State University Extension, who is also a

director and senior research associate with the Institute for Learning Innovation (ILI), with his ILI colleague senior researcher Jessica Sickler conducting the project's Summative evaluation.

Activities:

- ***Develop a baseline of effectiveness of message conveyance***

Using the information generated in the logic model exercise, measures will be constructed for evaluation of effectiveness of message conveyance. A cluster-evaluation approach will be used to allow for unique characteristics of each encounter approach while holding constant the content and components necessary as identified in the logic model.

Building on the casual chain, instruments will be constructed for the purpose of determining the efficacy of each approach. Reaction, knowledge, affect, and behavioral intention will be developed. Scales and some items will be used as consistent across events, with other items measuring the outcomes related to the unique characteristics (and specific content outcomes) of the different encounters.

Analyses will include descriptive, correlational, and path analysis. Statistical Package for the Social Sciences (SPSS) + will be used for quantitative and comparison data. Theme and discourse analysis will be used for qualitative data.

Data will be gathered during the first summer of the project. A purposive sample of 200 intergenerational groups (adults will be approached to ensure adherence to consent to engage in research standards) will be used in each of the dominant encounters.

Findings will be used to determine the strengths of each approach and to alter the training for Year 2.

- ***Hold conference for implementers of encounters***

At the end of the summer of 2011, a 1-day conference will be held for all implementers from the zoo. Dr. Heimlich would facilitate the day for the purpose of obtaining deep data to help explain the findings from the summer baseline study. The conference would focus on “what works” from perspectives across the encounters and within each encounter type. The product would be a set of results, insights, and challenges that would, when coupled with the data from the baseline study, provide insights into possible changes in the encounters and training for the coming season.

- ***Conduct Reflective Analysis***

During late autumn, 2011, the project team will meet with the OSU partner to examine reports from the summer study and the conference for implementers. The team will be led through reflective exercises to consider ways in which to increase the efficacy of each of the types of encounters. The activities will include hypothesis-generating related to outcomes, creating additional causal links based on the original logic model, and initial planning for alterations to training programs.

- ***Conduct Summative Evaluation***

During the summer of 2012, the summative evaluation will be conducted. Protocol will parallel the baseline study, with the addition of whole visit exit interviews with 100 visitors. The summative evaluation will be conducted primarily by Jessica Sickler, senior research associate with the Institute for Learning Innovation (ILI), with input from Dr. Heimlich, who in addition to his affiliation with OSU is a senior researcher for ILI.

- ***Share Learning and Evaluation Results***

At the end of the grant period, Dr. Heimlich and CZBG Project Director will present the project's findings and summative evaluation at a meeting of the Association of Zoos & Aquariums (AZA). We think the specificity and depth of the project design will lead to findings that will not only improve CZBG's capacity to inspire our Cincinnati community visitors in a way that will lead them to conservation action, but also that will be innovative and useful to the wider zoo community.

3. Project Resources: Time, Personnel, Budget

Time: The proposed iterative project will require two years to complete, beginning August 2, 2010, and ending August 1, 2012.

Personnel: CZBG's Vice President and Chief Operating Officer S. David Jenike will serve as project director, leading an executive management team for the project that will include CZBG's Director of Education T. Dan Marsh; Director of Animal Collections David Oehler, and the Coordinator of the Visitor Engagement Initiative, Rhiannon Hoeweler. Mr. Jenike, who has been with CZBG since 1990, including serving as its Director of Education for 8 years, will contribute 8% of his time to the project as a cost share. He will actively participate in the project and will present its results to the AZA along with project partner Joe Heimlich. Mr. Marsh and Mr. Oehler will each contribute 5% of their time, also as a cost share, to advise the project director and provide guidance to Education and Animal Collections staff who will take a larger role in the project. The "core team" directly carrying out the activities proposed for IMLS support will be managed on a day-to-day basis by Ms. Hoeweler, CZBG's Visitor Initiative Coordinator, and will include Curator of Interpretive Collections Douglas Feist and Wild Research Coordinator Caitlin Reynolds. These three individuals will each devote 75% of their time to the project, with those costs split between IMLS and CZBG. Because of the close alignment of their work with the Zoo's strategic objective for 2009-2012, there will be no conflict with other responsibilities. Rachel Messerschmitt, CZBG's Rides & Attractions Manager, handles animal feeding stations and will work with the core team, with 10% of her time as a cost share. Shasta Bray, CZBG's Interpretive Media Manager and a nationally certified interpretive trainer, will serve as a resource to the project, contributing 10% of her time to prepare training manuals and other materials. Key partner and consultant staff will include Dr. Joe E. Heimlich, Professor of Graduate Studies in the Ohio State University School of Environment and Natural Resources (OSU Extension at COSI) and Senior Research Associate at the Institute for Learning Innovations (ILI) and Jessica Sickler, also a Senior Research Associate at ILI. OSU Extension is one of the leaders in environmental free-choice learning research and outreach (see attached description). Dr. Heimlich, Specialist OSU Extension at COSI and Professor, OSU Extension, OSU School of Environment and Natural Resources, OSU Environmental Science Graduate Program, and Senior Research Associate & Director-Columbus, Institute for Learning Innovations, has been working in free-choice learning since the early 1980s. He has led research and evaluation studies in nature centers, zoos, parks, aquariums, arboreta, botanical gardens, science museums, natural history museums, art museums, and for local, national, and international educational NGOs. His work specifically with zoos has been focused primarily on visitor outcomes and how entry characteristics and psychographics interact and correlate to different visit outcomes. Qualifications for all of these individuals are reflected in the attached resumes.

Budget: As shown in the budgets, the total costs of the two-year project will be \$1,304,873, with an IMLS grant of \$149,745 providing 11.47% of total project costs and the remainder provided by CZBG from a wide variety of sources including contributions from individual, corporate and foundation donors as well as general operating support (admissions, membership, and a local county tax levy). While some of the expenses designated for IMLS are non-personnel costs, the great majority are for salaries and wages. The proposed project is heavily labor-intensive, particularly since it involves such a high degree/frequency/depth of evaluation. CZBG has a strong record of experience in developing and managing complicated federal budgets involving cost sharing, including other IMLS grants, a National Science Foundation grant, and a major U.S. Department of Education grant.

4. Impact

Inspiring Action through Wildlife Encounters is a project that will significantly strengthen the Cincinnati Zoo & Botanical Garden's capacity to engage and serve our million plus visitors every year. It is clearly aligned, not only with the IMLS's goals for the Museums for America program but also in every way with both our mission – *Creating Adventure, Conserving Nature, Conveying Knowledge, Serving Community* – and with the central strategic objective for all our operations for 2009 – 2012: *"To inspire every visitor with wildlife every day, by transforming all elements of their experience, to achieve our mission and build the financial stability to succeed long term."*

We think our proposed approach using an iterative planning, training, implementing, and evaluating project design provides exceptional opportunities for learning and innovating that can prove valuable not only in a practical way in serving our own local geographic community but also to the wider zoo and aquarium community. Even though the funds we request from IMLS would constitute just 11.47% of the total project costs, it is precisely that support that will provide the inputs that will allow the kind of exploration we believe will create the maximum impact for the project.

Support for the research, facilitation, and evaluation provided through the OSU Extension partner and for a regional research trip will lead to the project's immediate and near-term impacts: CZBG staff and volunteers will gain valuable insight into best practices for inspiring action through wildlife encounter programs, and CZBG's Visitor Engagement team will gain insight into possible improvements in management and messaging that supports CZBG's central strategic objective. IMLS support for customized training and training materials will improve the effectiveness of CZBG's wildlife encounter training for 85 -90 staff and up to 200 volunteer wildlife encounter presenters annually. In the long-term, it is the increased understanding of the process and application of knowledge gained that will help us create a culture of learning at the Zoo. It is this commitment to learning and staff development that will ensure our continued refinement and improvement of wildlife encounter and other interpretive programs in the future

Deliverables and outputs from the project will include:

- A refined management structure to support the delivery of wildlife encounter programs to the Cincinnati area public, including the day-to-day mentoring of staff and volunteers;
- A customized, improved training program and manual for all wildlife encounter programs;
- An evaluation instrument to facilitate continued refinement of communication strategies for wildlife encounter programs;
- Pocket action guides to support sustained engagement and conservation action among visitors who have participated in wildlife encounter programs;
- A one-day conference for wildlife encounter program presenters to share results, insights, and challenges that would, when coupled with the data from the baseline study, provide insights into possible changes in the encounters and training for the coming season; and
- A results document to be shared with IMLS as well as through professional conferences and through a network of AZA institutions, including regional AZA education networks as well as the national Wild Research Consortium created through the partnership of CZBG and Miami University, now consisting of 20 zoos dedicated to deepening engagement in science and conservation.

Through an expanded wildlife encounter program at the CZBG, we expect over the next five years to reach 75% of zoo all visitors with wildlife encounter programs, most in personalized, small group interactions. We believe that the project will build our capacity to more effectively inspire conservation action among families during each and every visit to the CZBG, action that ultimately leads to a healthier environment and more engaged communities invested in the future of their neighborhood, city, nation, and world.

BUDGET FORM: Section B, Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages	\$95,666.00	\$371,822.00	\$467,488.00
2. Fringe Benefits	\$0.00	\$115,346.00	\$115,346.00
3. Consultant Fees	\$30,000.00		\$30,000.00
4. Travel	\$1,129.00	\$1,479.00	\$2,608.00
5. Supplies and Materials	\$22,950.00	\$3,200.00	\$26,150.00
6. Services	\$0.00	\$0.00	\$0.00
7. Student Support	\$0.00	\$0.00	\$0.00
8. Other Costs	\$0.00	\$206,675.00	\$206,675.00
TOTAL DIRECT COSTS (1-8)	\$149,745.00	\$698,522.00	\$848,267.00
9. Indirect Costs	\$0.00	\$456,876.00	\$456,876.00
TOTAL COSTS (Direct and Indirect)	\$149,745.00	\$1,155,398.00	\$1,304,873.00

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	\$149,745.00
2. Cost Sharing:	
a. Applicant's Contribution	\$1,155,398.00
b. Kind Contribution	\$0.00
c. Other Federal Agencies*	\$0.00
d. TOTAL COST SHARING	\$1,155,398.00
3. TOTAL PROJECT FUNDING (1+2d)	\$1,304,873.00
Percentage of total project costs requested from IMLS	11.47 %

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

