Library name: Douglas Library of Hebron
Applicant DUNS #: 021806104
Library address: 22 Main Street
Library director: Amanda Brouwer
Project director: Amanda Brouwer
Project director phone number: 860-228-9312
Project director e-mail address: abrouwer@hebronct.com
Website address: www.douglaslibrary.org
U.S. Congressional District(s) #: CT-2
Project name: Growing an Appreciation for the Library
# of people to be served by grant: 2300
Amount of grant requested: 4941 (to a maximum of $7,500)
Applicant match required: 2500.00 (a minimum of 25% of the LSTA amount requested)
Grant period: 7/1/2015 to 6/30/2016

Project category:
☐ Services to Multilingual Populations
☐ Programs for Older Adults
☐ Services to Persons with Disabilities
X Programs for Young Adults

For ECRR grants, please use the ECRR-specific application instead.

Instructions: Respond to each question briefly, clearly, and concisely. Answers should range from between 250 and 750 words per entry.

I. SUMMARY:
Please provide a 50-100 word summary of your project.

The Douglas Library of Hebron is committed to reaching out to our area’s young adults. In the summer of 2014 we initiated a Teen Summer Reading Program. We felt very successful as we had 57 participants that read over 170 books. To capitalize on this success, we have designed an array of programs to help our Young Adults realize that the Douglas Library is here for them to enjoy, be inspired in and feel comfortable. The focus of this grant is to create a community garden and begin a MakerSpace. Both of these opportunities gives our youth a new avenue for completing community service in a meaningful and creative way.
II. NEED, COMMUNICATION, and ACCESS:
Briefly describe the target population, their specific need, and how they will benefit from the project.

In Hebron, there are 2384 ± students and young adults that we are focusing our programs on. Both the RHAM Middle School and RHAM High School are regionalized, so teens from 2 other surrounding towns frequent the library. During the school week, we have teens who come to the library after school. The usual pattern of the students tends to be that they enter the library and sit in the study rooms or quiet areas and wait for parents to pick them up. Some are working on homework, some sit and listen to music. Generally, they do not utilize the upper two levels of the library where our collections, staff and computers are. The current space dedicated to the teens is less than ideal as it is situated next to a quiet area and lacks any visual appeal. We realize that the teens deserve to have a great library experience and by initiating this programming we will be on our way to fulfilling this goal.

There are 3 distinct reason why we are approaching this grant to begin a Makerspace and a community garden. The first, as stated in YALSA’s ‘Making in the Library Toolkit’ a Makerspace has the ability to ‘Bridge the growing digital and knowledge divide, Leverage teens’ motivation to learn and Serve as a connector between teens and other community agencies’ (pg.7). The second is due to the feedback we received in the surveys we distributed to teens in the community. Overwhelmingly, they enjoyed the time spent at the library and felt the staff was helpful and kind. When asked what they wanted to see, they answered with; 3D printer, volunteer opportunities and cooking programs most frequently. Lastly, we have recognized that the local high school students need another avenue to complete their required community service requirements for graduation. Both the 3D printer and the community garden will offer a geographically convenient locale and a safe public place to fulfill their required service hours.

As we observed during the summer reading program (SRP) of 2014, that if the teens got to interact with the staff during the SRP they were more apt to seek out the staff the next time. The interaction between staff and teen helped both parties realize that previous generalizations about each other were false. A group of the population we are working to engage is the Tweens. In Alyssa Pisarki’s article ‘Finding a Place for the Tween’; she discusses how librarians struggle to engage tweens due to limited programming that they are attracted. Another concern is finding programs they feel are ‘cool’ as this is the time they are forming their social consciousness and ‘become more aware of how they are being perceived by their peers’ (pg. 13). Our efforts to support the school systems with their curriculum and their focus on STEM (Science Technology Engineering and Math) education will align well with a MakerSpace and Garden. Both avenues create a wealth of active learning opportunities and can be focused on in the summer months when school is out on recess.

One very important aspect of the garden is the opportunity to watch the process of food to plate. As stated in ‘Even if We Never Ate a Single Bite; It Would Still Be Worth It’ by Mecham and Joiner, ‘School age children and adolescents who participate in school gardening projects tend to eat more fruits and vegetables’. This in itself is a worthy goal,
and would be a welcome side effect of our community garden initiative. Our garden will be planned, installed, harvested, and winterized by our volunteers. The produce will be given to the neighboring VFW for their Friday lunches.

As the programming unfolds we hope to create a core group, a Teen Advisory Group, with the help of the AHM Youth Service Bureau, who has offered to guide us in this. One of the first questions we will pose to our Teen Advisory Group would be about how they would like to see their teen area, suggestions on decorations and furniture. As all of the students are required to perform 20 hours of community service, this advisory board would be a meaningful way to fulfill that requirement.

III. METHOD:
Describe how you propose to execute this project, including project goals and objectives, activities, staffing, and publicity.

The first steps in our goal to bring in more of the area’s young adults is to bring the staff up to speed on the 3D Printer and the concept of the maker space movement. Initially, I have planned for a 2 part Introduction to the 3D Printer, for the staff. We have secured the promise from a local 3D guru, Loren Brandenberg, and our current IT Company, CCAT to help us with the 2 internal training sessions and to also begin the introductory sessions for our patrons. As time around our printer progresses, we feel we will have viable internal staff who will be able to help patrons with the printer.

During the summer months we will hold multiple introductory 3D printer learning courses for our Teens. As the summer and the Summer Reading program progresses, we will have each participant have the opportunity to print off a ‘token’ that they completed the Summer Reading Program for 2015. We will have the teens to design the token that represents participation in the SRP and have them vote on the design of the token.

Over the six weeks of our SPR, we have planned other maker activities. We will make bots, and we also have a comic book making session planned.

As mentioned in the above section, our teens tend to congregate where there are no staff members. By bringing the 3D Printer in close proximity of the circulation desk on the main floor, the goal of getting more interaction will become an easier task for staff. The 3D printer and various other MakerSpace items will be located where the most staff is available to help and also close are the computers and Young Adult collection. While we hope to get most of the teens to come to the main level and in close proximity of the staff and collections, we also realize that according to the survey put out many of the teens really enjoy the quiet study areas and are here for reading purposes.

We have planned to put some passive programs in these areas. One being a scavenger hunt, with the prize once the hunt is completed would be held at the desk to be retrieved from a staff member. This method of rewards worked very well in reaching the Teens for our SRP last summer. As last summer was our inaugural Teen SRP, we hope to capitalize on this success by adding this programming geared towards them and marketed to them. This summer we will also be holding weekly super hero movies that have a broad young adult appeal. We have already put
out a questionnaire in various places as well as on our Teen Tumblr page asking their opinion of what movies they would like to see.

As Hebron is a rural area with a strong farming past, we feel that the library would be a great place to house a community garden. As one of the large maple trees is coming down on the library property, we wanted something growing in its place. For the final piece of the programming for the grant we will build a community garden. As mentioned previously, the students at the High School need 20 hours of volunteer hours in the community. While many students approach us, we only have limited items for a volunteer to provide. We feel that as we create and maintain the garden, this will allow for more meaningful volunteer hours for the students. We see there is vast potential for programming around the garden for all ages, but will now be a great way for students to complete their mandated community service for graduation from high school.

When the funding becomes available, we will immediately begin advertising through our website, on Facebook page, Tumblr, public bulletin boards, at the Hebron summer camps at Parks and Recs, and in the newspaper that we are looking for more teen volunteers. The UCONN Garden Extension Center has been contacted to send their graduated Master Gardeners to help in each step of the process. Close to 40-50 student from this Master Gardener Program have graduated and must complete volunteer hours in the community. We have been promised some help with the garden. Our survey also asked students if they were interested volunteers hours, so we will contact those student directly through email if they answered in the affirmative. Signup will be at the library. We will have sign in sheets to track hours. As the garden is a year-round endeavor, the students may sign up for different times during the year depending on their interest. Planning, Garden Preparation, Seed Starting, Garden Maintenance, Harvesting, Produce Distribution, Harvesting, Winterizing and Composting. Our first step in the process is to plan the garden. With the guidance of our staff member/local farmer, Ben, he will set up the time schedule with volunteers. There will be opportunities for multiple students to be part of this planning process. During July and August they will begin mapping out the area. The garden will be located on the rear side of the building right next to the wheelchair ramp. After the initial planning, they will have to prepare the land to make it garden worthy. Multiple items, such as rakes, hoes and trowels will be purchase so more than one volunteer can work at a time. This part of the project is estimated to take 2-3 weeks. Working with Ben, the teens will plant the beginning crops. As the weeks progress teen will work on tending the garden and the vegetables. As this is a late start to the growing season, the crop yield might be on the smaller side. The items harvested will be brought to our neighbors, the VFW for their Friday lunches. One of the crops will be squash. The squash was something we thought we could have a little fun with in the fall season. As we close down and winterize the garden after the autumn growing season completes, we plan a pumpkin chucking event with the squash. The activity brings together the STEM element of technology in the design of the catapults and pure enjoyment of chucking things that will explode. At this time we plan on winterizing the garden, and putting on a cover crop. This down time in the growing season will also allow us to focus on composting to create a more sustainable garden. As winter rolls around, it will be time to plan for the next year’s garden. The teen volunteers and the garden experts will look through garden design resources to create their plan. Cold frames will be designed for the area outside adjacent to the garden. After theses cold frames have been created the seed starting can begin. When time ground is ready, the
seedlings can be planted. A nutritionist from UCONN’s has offered to give Nutrition Education and Food Safety talks which fits well with the garden’s mission.

IV. PARTNERS:
Identify your community partners and how they will help you with this project.

Local Gardener and staff member, Ben Sarnoski is leading the community garden effort. In the garden, we will also have the help of Master Gardener’s and nutritionist, Erica Benvenuti, from UCONN’s Extension Center. AHM Youth Services Bureau has offered their help in forming a Teen Advisory Group. They currently work with a group of students that would be willing to aid us. Haley Shop, program coordinator for the AHM Substance Abuse Prevention Task Force and as advisor for the RHAM Youth Leadership Commission said that “I would be happy to collaborate and work with you on advising or bringing together a group of teens with a focus on improving the teen services, space and collections at the library.” Both, AHM and Hebron’s Park and Recs department has committed to helping us promote our programs for the tweens and teens. The letters from these partners are attached.

V. EVALUATION:
Describe how you will measure the success of the project, including both outputs and outcomes.

At this time, the Douglas Library only has 260 cards registered to Young Adults. Here our YA cards are from ages 12-18. Our goals for the project would be to see an increase in Young Adults with library cards, an increase in the number of Summer Reading participants and to see an increase in circulation in collection items by those with the Young Adult library cards. Our hope is to actively engage the patrons, encourage them to talk to the staff and be comfortable doing so. We want to see the Young Adult here on the two upper levels of the floor and interacting with each other, with the staff and with our collections and services.

We will be asking each of our participants in the summer reading program to fill out a book review. Each book review will have the participant’s name and a spot for them to opt into being on the Teen Advisory Group. Each of the reviews will be kept for the grand drawing at the end of the summer. All of the participants that are using our 3-D Printer will be asked to sign off that they have taken an introductory class on the 3D Printer provided by the library. We will keep their forms on file to be signed off on by staff. Each of the participants will also be required to fill out a simple survey on the class instructions, asking if they felt they learned what they needed to create 3D objects, and if they would be interested in more instruction. We will take pictures of items made by teens on the 3D printer and post them to our social media pages. During the summer months any activity the teens come to will result in the reward of a prize box ticket entry. Therefore, they will be entered to win an item from our prize bin.

As students work in the garden there will be a visible positive result as items grown and are harvested. The students will be responsible for each aspect of the garden and all of its stages throughout the year. They will be the ones guiding the decisions with the help of the professional gardeners as advisors. Being able to deliver the items to the VFW will be another positive impact and will result in a meaningful contribution to the community at large. Each student that is
working in the garden will be required to check in and out with staff during their volunteer hours. Each student will have to sign a form and check off which part of the garden they had worked on. The form will be in column form so the student will just need to check whether they were planning, weeding, harvesting, repairing items, or delivering to produce to the American Legion members. The garden advisor will be able to give students a form letter to present to their school advisor on how many hours of volunteer time was received from the student.

VI. ADA REQUIREMENTS:
Libraries must ensure that programs are accessible to persons with disabilities. Document your plans to make the activities in your grant program accessible to people with disabilities.

The Building is wheelchair accessible. The Senior Center is also accessible to those with disabilities. The area where we plan the community garden is situated right next to the wheelchair ramp.

VII. PROJECT BUDGET:
Complete the budget chart and briefly indicate how you arrived at the final cost for each categorized item. All proposed expenditures must be included in the budget. Use additional rows as needed, and append additional sheets and supporting documentation as needed.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>LSTA</th>
<th>MATCH Cash</th>
<th>MATCH In-kind</th>
<th>TOTAL</th>
<th>------Explanation--------</th>
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<tr>
<td>Personnel</td>
<td>1687</td>
<td>152</td>
<td></td>
<td>780</td>
<td>-3 hours a week for garden Advisor x10.81 per hour/year -12 part time staff &amp; 3 full time staff training 2 hours on 3D Printer Administration of grant by Project Director (avg. 30 minutes per week/year)</td>
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<td>Contractual</td>
<td>1100</td>
<td></td>
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<td>11 sessions of Intro to 3D Printer for Loren Brandenberg and CCAT at 100 per session</td>
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<tr>
<td>Travel/mileage expenses</td>
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<td></td>
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<tr>
<td>Supplies</td>
<td>1604</td>
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<td></td>
<td></td>
<td>Garden Supplies 669, 1 potting bench 140, 3 cold frames 210. 3D Printer: Filament 10 rolls at 34 each, 340, Catapult Program: 200 Bot Program: 45</td>
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<tr>
<td>Library materials</td>
<td>500</td>
<td></td>
<td></td>
<td></td>
<td>Books on Teens in gardens, garden planning, composting</td>
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<tr>
<td>Professional materials</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Equipment</td>
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<td>2500</td>
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<td>Friends will purchase 3D Printer</td>
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<td>Printing</td>
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<td>50</td>
<td></td>
<td></td>
<td>Promoting programs, sign in sheets</td>
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If the applicant is a public library or primary or secondary school and intends to use any LSTA funds to purchase computers or peripherals used to access the Internet or to pay for direct costs associated with accessing the Internet, the applicant must comply with the requirements of the Children's Internet Protection Act (CIPA). Signature below certifies that they are in compliance with CIPA or are not using LSTA funds for such purposes.

Application signature acknowledges responsibility for submitting all required project deliverables.

[Signature of Library Director]  
Date 3/30/2015

Amanda Brouwer  
Typed Name of Library Director
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables &gt; Kale</td>
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Heirloom Tomato Collection
Organic Tomato Seed-1 Unit
Product ID: 3229G.0

Vegetables > Tomatoes > Heirloom Tomatoes

Tomato Twine - 6,300' Roll-1 Unit
Product ID: 9353.0

Tools and Supplies > Crop Supports > Twine

Tufflite Nursery Clear Greenhouse Film - 10' x 100' Roll-1 Unit
Product ID: 9464.0

Tools and Supplies > Season Extension Supplies > Quick Hoops™ Low Tunnels

CowPots™ - 6" - Case of 54-1 Unit
Product ID: 9465.0

Tools and Supplies > Seed Starting Supplies > Biodegradable Pots
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<td>9500.0</td>
<td>5&quot; Stirrup Hoe-1 Unit</td>
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<td>9725.0</td>
<td>Coiled #9 Support Wire - 550’-1 Unit</td>
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Total from johnny’s seeds = $344

**community garden**

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DELETE SELECTED  ADD SELECTED TO CART  ADD LIST TO CART

Item Availability & Pricing is based on your store, Waterbury #6212

Unit Price
Proven Winners Premium 1.5 cu. ft. All Purpose Potting Soil
Model FERPRW101HS
Internet/Catalog # 204516593

6
Update

$10.99
Subtotal $65.94

Jobes 8 lb. Organic Heirloom Tomato and Vegetable Plant Food
Model 09028
Store SKU # 259879
Internet/Catalog # 202737659

1
Update
CHECK STORE INVENTORY

$9.98
Subtotal $9.98

Homax 7 ft. Tarp Zipper Door
Model 2618
Store SKU # 209355
Internet/Catalog # 100371851

2
Update
CHECK STORE INVENTORY

$9.97
Subtotal $19.94
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Klein Tools 9 in. High-Leverage Side-Cutting Pliers
Model D2139NE
Internet/Catalog # 100492391

1
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$31.97
Subtotal $31.97

Ames 4-Tine Forged Spading Fork
Model 2826200
Store SKU # 553152
Internet/Catalog # 204476207

1
Update
CHECK STORE INVENTORY

$24.97
Subtotal $24.97

HDX Fence Post Driver
Model 901147HD
Store SKU # 108235
Internet/Catalog # 204331909

$27.94
VIGORO 50 ft. Heavy Duty Coated Wire
Model T025BVG
Store SKU # 223011
1
Update
CHECK STORE INVENTORY

Subtotal $27.94

HDX 4 ft. x 100 ft. 14-Gauge Welded Wire
Model 308312HD
Store SKU # 274925
Internet/Catalog # 204331898
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Subtotal $9.94

Unbranded 7 ft. x 100 ft. Deer Block Netting

Update
CHECK STORE INVENTORY

Subtotal $69.97
Model 889553A
Store SKU # 881444
Internet/Catalog # 202267888

$44.00
Subtotal $44.00

Update

DELETE SELECTED ADD SELECTED TO CART
ADD LIST TO CART

Email
Export
Print

TOTAL UNITS 19 SUBTOTAL $334.49

TOTAL = $669
Dear Amanda and staff, Thank you so much for the offer of sharing the produce of your garden this summer. The veterans next door at the American Legion will put the items to good use during our weekly luncheons for area veterans. This is a wonderful gesture and a great way to let the veterans know that their service is remembered and appreciated. We are grateful for your kindness. Sincerely, John Tuttle, Adjutant, American Legion, Post 95, Hebron, CT.
Re: Programming for Libraries
Benvenuti, Erica [erica.benvenuti@uconn.edu]
Sent: Friday, March 27, 2015 9:22 PM
To: Amanda Brouwer

Well you are talking to the right person!! The new master gardener class ends in April so I will relay your message to the master gardener coordinator at our office. There are about 40-50 people who need hours!! Which library? I do nutrition Ed plus food safety- sign me up I cover new London county. We would love to help with your garden😊😊😊😊😊
860-460-9025

Sent from my iPhone

On Mar 27, 2015, at 1:53 PM, Amanda Brouwer <abrouwer@hebronct.com> wrote:

Hi Erica:
I am currently writing a grant that we hope will help us create a community garden here at my library. We hope to entice teens that need to do community service hours for graduation here to help.
My question to you is: Do the extension centers do programs for libraries, such as proper food handling or programs about the importance of vegetables, etc...especially geared towards teens? If so, how can I go about getting speakers?

Plus, I know that Master Gardeners usually have to do some type of community speaking/programming time...how do I reach them? Is there a local directory?

Thanks for any info you can give, Amanda

Amanda Brouwer
Library Director
Douglas Library of Hebron
22 Main Street
Hebron, CT 06248
Tel: 860-228-9312 x16
Fax: 860-228-4372
https://www.facebook.com/douglaslibraryhebron
RE: Touch Base
Haley Shoop [HaleyS@ahmyouth.org]
Sent: Thursday, March 12, 2015 12:53 PM
To: Amanda Brouwer

Yes, no problem, I can commit to saying that as program coordinator for the AHM Substance Abuse Prevention Task Force and as advisor for the RHAM Youth Leadership Commission that I would be happy to collaborate and work with you on advising or bringing together a group of teens with a focus on improving the teen services, space and collection at the library.

Let me know if you need anything else or what the next steps might be.

Thanks,

Haley

From: Amanda Brouwer [mailto:abrouwer@hebronct.com]
Sent: Thursday, March 12, 2015 11:34 AM
To: Haley Shoop
Subject: RE: Touch Base

Really more in way of guidance. But, initially, if I, or my teen programmer could sit in a few of your meetings...

Like I said, we have had limited success in the past with getting teens in and we need to know how to reach them and what they are interested in.

Amanda Brouwer
Library Director
Douglas Library of Hebron
22 Main Street
Hebron, CT 06248
Tel: 860-228-9312 x16
Fax: 860-228-4372
https://www.facebook.com/douglaslibraryhebron

From: Haley Shoop [HaleyS@ahmyouth.org]
Sent: Thursday, March 12, 2015 11:22 AM
To: Amanda Brouwer
Subject: RE: Touch Base

Would you like me to help form a group of teens or have the kids I am currently working with help give you ideas and so forth? I just wanted to be clear on what my role would be. Also I will just run it by Michelle and Joel here at AHM as well.

From: Amanda Brouwer [mailto:abrouwer@hebronct.com]
Sent: Thursday, March 12, 2015 10:37 AM
To: Haley Shoop
Subject: RE: Touch Base