

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**2016 Professional Development Grant Application**

**CFDA # 84.299B**

**PR/Award # S299B160007**

**Grants.gov Tracking#: GRANT12204242**

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Jul 01, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/29/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="16-0743996"/>	* c. Organizational DUNS: <input type="text" value="9486973620000"/>
--	---

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text" value="Teacher Education"/>	Division Name: <input type="text" value="Professional Programs"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:   
Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-051716-001

\* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

**13. Competition Identification Number:**

84-299B2016-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Elmira College Empowering Relationships Project: Creating Highly Qualified Indigenous Teachers

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="965,324.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="965,324.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on  b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**Prefix:  \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

Elmira College

CFDA Number 84.299

DOE Indian Education Professional Grants Program

SF-424

**14. Areas Affected by Project**

**Cities**

Elmira, New York

Gowanda, New York

Jamestown, New York

Salamanca, New York

**Counties**

Cattaraugus County

Chautauqua County

Chemung County

Erie County

**State**

New York

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Valerie Rosplock</p>	<p>TITLE</p> <p>Vice President of Finance and Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>Elmira College</p>	<p>DATE SUBMITTED</p> <p>06/29/2016</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Elmira College  
\* Street 1: One Park Place Street 2:  
\* City: Elmira State: NY: New York Zip: 14901-2085  
Congressional District, if known: NY-023

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
---	---

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \* First Name Not applicable Middle Name  
\* Last Name Not applicable Suffix  
\* Street 1 Street 2  
\* City State Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \* First Name Not applicable Middle Name  
\* Last Name Not applicable Suffix  
\* Street 1 Street 2  
\* City State Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Valerie Rosplock  
\* Name: Prefix Mr. \* First Name Robert Middle Name  
\* Last Name Campe Suffix  
Title: Vice President of Finance and Administration Telephone No.: 607-735-1802 Date: 06/29/2016

**Federal Use Only:** Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160007

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Elmira College	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Robert Middle Name:
* Last Name: Campe	Suffix:
* Title: Vice President of Finance and Administration	
<b>* SIGNATURE:</b> Valerie Rosplock	<b>* DATE:</b> 06/29/2016

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

\* Attachment:

**Abstract**

The purpose of the Elmira College Empowering Relationships Project: Creating Highly Qualified Indigenous Teachers (ERP) is to prepare Indigenous teacher education students to become highly qualified Indigenous teachers who will then support and promote the academic success of their students and contribute to nation-building efforts of their nations by centering Indigenous knowledges in Western New York State. The projected outcome of this project is to recruit, train, and get certified five transfer students to begin the project at the beginning of their junior year. The ERP consists of two major components, described in research, that underpin the strategies of this project. The first component is the responsibilities and relationships students have with their families and communities. Responsibility and the maintenance of relationships is an Indigenous epistemology that has been defined as an Indigenous philosophy of community and is crucial in promoting success through a positive socio-educational learning context for Indigenous students (Kulago, 2016). Because of Indigenous peoples reverence for maintaining relationships, this project values and empowers relationships throughout all processes of the project. The second component included to promote success rates for this project is that of nation building. Nation building has been understood as “the conscious and focused application of [Indigenous] people’s collective resources, energies, and knowledge to the task of liberating and developing the psychic and physical space that is identified as [their] own” (Akoto as cited in Brayboy, et. al., 2012, p. 12). Nation building is deliberate work that places sovereignty and self-determination of the Indigenous community at the center and begins with action to restore or sustain pride in Indigenous traditions, languages and knowledge (Brayboy, et. al., 2012). With consideration of these two components as the foundation of the project, the major strategies to promote success include: two community project-based courses; student teaching practicum sites in or near the participants’

home communities; and one travel course that will take the participants across various Indigenous nations where they will experience Indigenous education in practice such as immersion schools, and other schools that center Indigenous knowledges for their youth. The community project-based courses have been created to value the participants need to contribute and return to their communities throughout the fall and winter terms. The two courses include: “Indian Education in the Historic and Contemporary Context” and “Building Family, Community and School Relationships”. In these courses the students will apply the content knowledge to a community-based project of which they will organize and all students of the class will participate. The grant will fund trips to the participants’ communities so that the class can participate in the project. The community-based projects are meant to contextualize the course content, have the participants contribute to their communities while attending college, and to promote a relationship between the communities and Elmira College. The student teaching practicum sites will be within or near the home communities of the participants so that they are able to network with potential employers, and be close to their families. The Term III travel course titled: Indigenous Education in Practice will provide experience for the participants to witness schools and practice that center Indigenous knowledges and languages to promote nation building. These strategies all work to promote success and increase the marketability of the participants. The Elmira College ERP has partnered with Seneca Nation of Indians in Western New York, Jamestown Community College in Jamestown, NY, and is supported by Salamanca City School District and the Gowanda Central School District (See “Other Attachments” for letters of support). This project qualifies for Absolute Priority 1: Pre-service Training for Teaches, and Competitive Preference Priority 1 (letter of support from 2 LEAs). There is a consortium agreement in support of the project with the Seneca Nation of Indians however, they are not the lead institution.

### References

- Brayboy, B.M.J., Fann, A.J., Castagno, A.E., Solyom, J.A. (2012). Postsecondary Education for American Indian and Alaska Natives: Higher Education for Nation Building and Self-Determination. *ASHE Higher Education Report*, 37(5), 1-154.
- Kulago, H.A. (2016). Activating Indigenous Knowledge to Create Supportive Educational Environments by Rethinking Family, Community, and School Partnerships. *Journal of Family Diversity in Education*, 2,(1), 1-20.

## Project Narrative File(s)

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Running head: Empowering Relationships Project

**ELMIRA COLLEGE EMPOWERING RELATIONSHIPS PROJECT: CREATING  
HIGHLY QUALIFIED INDIGENOUS TEACHERS**

Application Narrative for the U.S. Department of Education New Grants Under the Indian  
Education Professional Development Program CFDA 84.299B

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### **Need for Project**

The need for teachers in New York and the United States as a whole is clearly demonstrated by the statistical evidence from teacher preparation programs and K-12 school districts. From 2012 to 2022, the United States will see a demand for 1.6 million new teachers to replace a retiring generation (U.S. Department of Education, 2011b). Additionally, New York State has long been a net exporter of teachers to other states. According to data from the U.S. Department of Education, of the total teacher workforce in the U.S, 10% were certified in New York State (2014).

New York, in particular, faces a growing demand for teachers. From 2012-2022, new teachers will be needed annually, given the annual growth and replacement rates (NYS Department of Labor, n.d.). The SUNY system of teacher education, the public college system in New York currently only produces half that amount (NYS Department of Labor, n.d.). Beyond overall growth and replacement of retiring teachers, school districts also contend with a consistent attrition of teachers in the first five years of employment. Approximately 40% of novice teachers leave teaching within the first five years, and this is further exacerbated by non-traditional programs like Teacher for America and the New York City Teaching Fellows program, which see an even greater attrition rate (Ingersoll & Smith, 2003; Ronfeldt, Loeb, & Wyckoff, 2012). Given the consistent need for replacement teachers for novices, the demand for teachers is even greater than the growth and retirement replacement rates indicate.

Beyond job market needs for teachers in general, New York State has set as one of its goals to increase the diversity of the New York State teaching pool as well. In its most recent report on teacher preparation in the state, NYSED cited a need to find certified teachers “who as a group exhibit greater diversity; (and) who are comfortable dealing with the

complexity of cultural values” as two of its main goals (SUNY, 2016). A growing number of students of color are enrolled in the K-12 education system in New York. Specifically, 15,390 self-identified Indigenous students were enrolled in K-12 education in New York State in the 2013-2014 school year (NYSED Student Repository System). Research indicates that having a teacher with a shared cultural identity increases academic engagement and achievement. By providing a pipeline for Indigenous teachers, the Empowering Relationships Project will ensure that highly qualified teachers from Indigenous<sup>1</sup> communities will be available to teach the growing number of students of color in K-12 schools.

Specifically, our partner school districts note a mismatch between the identity of their teachers and their student population. Gowanda School District’s student body is 27% Indigenous, while only 4% of the teaching staff is Indigenous. 37% of the student body at Salamanca School District is Indigenous compared to 9% of its teaching staff. The Salamanca school district specifically notes in their letter that they struggle every year to find Native teachers to hire in the district.

There is a high demand for highly qualified Indigenous teachers in New York State and nationally. By providing a supportive and rigorous teacher education program for Indigenous students, the Empowering Relationships program will be supplying teachers that match the needs and goals of schools in the state and nation.

## **Project Design**

### **Overarching Goals of the Empowering Relationships Project**

The overarching goal of the Elmira College Empowering Relationships Project: Creating Highly Qualified Indigenous Teachers (ERP) is to prepare Indigenous teacher education students

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<sup>1</sup> *Indigenous* is used to describe a “group of people who have been tied to a particular place before any outside peoples were introduced to the lands” (Brayboy, et al., 2012, p. 4). Other terms commonly used are Native American or American Indian.

to become highly qualified Indigenous teachers who will then support and promote the academic success of their students and contribute to nation-building efforts of their nations by centering Indigenous knowledges. *Highly Qualified Indigenous Teachers* for the purposes of this project is defined by the relationship between two sets of criteria. The first set of criteria is defined by No Child Left Behind. To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach (U.S. Department of Education, 2004). Elmira College currently offers bachelor's degrees that lead to certification in Childhood Education (grades 1-6), Adolescent Education, (grades 7-12), a Middle School extension, and Childhood Special Education. These degrees lead to recommendation for certification in the state of New York. Additionally, to prove knowledge of subjects and pedagogy, teacher candidates have to pass four high-stakes certification examinations, and also complete various workshops and background checks to be initially certified.

The second set of criteria that defines *Highly Qualified Indigenous Teachers* place an important distinction upon "Indigenous". Teachers who hold this distinction understand their role as nation builders within their communities and center Indigenous knowledges within their pedagogy and classroom environment philosophies. The Indigenous teachers as nation builders contribute to the goals of sovereignty of the minds of their Indigenous students so that other forms of sovereignty and self-determination are possible (Brayboy, Fann, Castagno, & Solyom, 2012). Additionally, centering Indigenous knowledges means that proper attention needs to be placed on the recognition and responsibilities of relationships, reciprocity, and respect towards humans and nature (Brayboy, et al., 2012). They hold in high regard their relationships to the families and communities from which they come and with whom they work. Indigenous teachers

understand the significance of their role to effectively educate the next generation of nation builders.

Specifically, the overarching goal of the Empowering Relationships Project, is to prepare participants primarily from the Seneca Nation of Indians in Western New York State to become Highly Qualified Indigenous Teachers at the childhood (grades 1-6) and/or adolescent (grade 7-12) levels and to secure teaching positions within school districts that service a large population of Indigenous students. In the context of Western New York, an Indigenous student population of approximately 27-40% within a school district is significant, especially when only 1-4% of the teaching faculty and staff is Indigenous. As stated in the job market analysis, these statistics highlight the need for more Indigenous teachers.

### **Framework for Reaching the Goals**

To reach the goals of the Empowering Relationships Project (EPR), specific considerations are made that are prevalent throughout the research literature on the recruitment, retention and success of Indigenous students in mainstream institutions of higher education. As Brayboy, Fann, Castagno and Solyom (2012) state:

There are a number of ways in which Indigenous students and communities remain absent from the fabric of mainstream institutions of higher education. The notions of competition and individual success are often at odds with the reasons many Indigenous students pursue postsecondary education in the first place- to serve their families and communities better (Brayboy, 2005b). Serving families and communities is one part of the larger concept of nation building (p. 2).

They claim that institutions of higher education often do not understand the political status of Indigenous nations and the pursuit of self-determination is “rarely acknowledge within

the paradigms that guide higher-education discussions about recruitment, retention and success” (Brayboy, et. al, 2012, p. 2). The Elmira College Empowering Relationships Project (ERP) begins the discussion of recruiting, retaining and graduating Indigenous students with these components as the foundation.

To prepare the participants to become Highly Qualified Indigenous Teachers, the key component of the framework of this project is rooted in the fact that “Indigenous epistemologies are relationship-based” (Waterman & Arnold, 2010, p. 137) and a way of knowing and being. Brayboy, Fann, Castagno and Solyom (2012) state that, “at the heart of Indigenous knowledge systems, are notions of community and its concomitant survival” (p. 16). Indigenous knowledge systems that emphasize the survival of the community over the individual have sustained Indigenous peoples throughout history and is considered a valid form of knowledge (Brayboy, et al., 2012; Brayboy and McCarty, 2010; Kulago, 2016, Waterman & Arnold, 2010). Responsibility and the maintenance of relationships has been defined as an Indigenous philosophy of community and should be incorporated throughout the socio-educational system of the learning contexts of Indigenous learners as to promote a more equitable experience (Brayboy and McCarty, 2010; Kulago, 2016). Ways that educators can incorporate the culture of their students in their classrooms is through culturally responsive schooling. Brayboy, et al. (2012) state that although culturally responsive schooling is common and widely recognized at the elementary and secondary level, it should be practiced at the post-secondary level so that Indigenous students are supported throughout their experiences at universities and colleges. Culturally responsive efforts indicate that the participants’ cultures should be recognized and incorporated throughout the socio-educational contexts of the college, and that the college must work in relationship with the Indigenous communities in order to understand their needs.

In conceiving culturally responsive schooling at the post-secondary level the cultures, languages, and goals of the Indigenous nations from which the participants come must be acknowledged and understood. The research literature on Indigenous student success at the post-secondary level states that a strong connection to culture positively affects their academic success rate and that Indigenous students should draw upon their cultural identities to succeed (Shotton, Lowe, & Waterman, 2013). Specifically, Stephanie Waterman claims that successful Haudenosaunee students “remained centered in their culture, community, and family—they maintained their cultural integrity” (as cited in Shotton, Lowe, & Waterman, 2013, p. 16). For this project, the participants will be able to learn in an environment that values and responds to their cultural identities, defined as their traditional knowledge and relationships to their families and communities. The framework of this project positions the multiple relationships to which the participants feel responsible as a strength. The theoretical framework for this project is built upon that strength.

Another component that is at the center of the discussions to promote success rates for this project is that of nation building. Nation building has been understood as “the conscious and focused application of [Indigenous] people’s collective resources, energies, and knowledge to the task of liberating and developing the psychic and physical space that is identified as [their] own” (Akoto as cited in Brayboy, et. al., 2012, p. 12). Nation building has been defined by many scholars in various ways however, the important point to be made for this project is that nation building is deliberate work that places sovereignty and self-determination of the Indigenous nation at the center and begins with action to restore or sustain pride in Indigenous traditions, languages and knowledge (Brayboy, et. al., 2012). Additionally, in order for nations to build economic and political strength, education needs to be seen as a necessary component. The

participants will be positioned as nation builders as they progress through the program and apply their coursework and Indigenous knowledges to the goals and needs of their communities and nation.

The major components described above are primary and foundational to the entirety of the proposed project. However there are other peripheral concerns that will be addressed through the establishment of the “cohort”. Research states that Indigenous students often feel isolated on mainstream campuses (Brayboy, et. al., 2012; Shotton, Lowe, & Waterman, 2013) however, through the cohort approach, the participants will have other native students with whom to consult, console and celebrate throughout all processes of the ERP. A consideration that has been incorporated into the retention strategies for the participants is that the cohort will also be housed within close location to each other and/or with each other in the same wing of a residential building. Research states that for Indigenous students, living together and sharing in their common culture contributed to their persistence and graduation (Ecklund & Terrence, 2013). The cohort approach provides a support system for the participants throughout the socio-educational experiences at Elmira College.

Research also states that Indigenous faculty and staff play a crucial role in the success of Indigenous students in higher education and serve as advocates, activists, and change agents within universities and colleges (Brayboy, et. al., 2012; Shotton, Lowe, & Waterman, 2013) . The Program Director of the ERP is an enrolled member of the Navajo Nation and will have direct contact with the participants on a weekly basis. The participants will have her as an instructor in many courses in the teacher education program and as their academic advisor throughout their time at Elmira College. As the participants experience life as an Indigenous Elmira College student, they will have a support system that can help deflect any other

unforeseen issues through their relationships with their cohort, the Program Director, their families and communities, and campus offices and people.

### **Participants**

The participants for this project will be students who are prepared to enter into junior-level coursework in a teacher education program or have the prerequisite courses to become teacher education students. For the project goals to be met on time, the participants will need to be prepared to be enrolled in coursework full-time for the 18-month, two academic year program. The targeted population includes Indian individuals as defined within the application packet for this grant. Specifically, the targeted population includes Seneca Nation of Indians students who reside in Western New York or other Indian individuals who reside in the service area in Western New York. The service areas include the Alleghany and Cattaraugus Territories of the Seneca Nation of Indians and the communities that are included within the Salamanca City School District and Gowanda Central School District boundaries. The preference is for the participants to come from these areas however, other areas of Western New York will be considered.

Another preference for participants is for what is defined as “traditional” students by Elmira College as those who enter college directly or within a year after graduation from high school. Because Elmira College is a residential college, it is expected that the students live on campus. However, participants who are non-traditional students, meaning older adults and possibly with children, will be considered as well and alternate housing opportunities will be discussed so that the participant can reside near campus in Elmira, NY. It is unlikely that the participant will be able to commute to and from their home communities if they live in the targeted service area due to the distance and time commitments on campus required of full-time

students. Additionally, because the project is activating a cohort model, the participants need to be able to have contact with one another on a regular basis. Costs for these students may be adjusted when they register as “commuter” students and have a different amount of charges which does not include room and board.

The project promotes equitable access for participation. The foreseen barriers that may impede participation include various disabilities or special needs. Elmira College provides services for these students and is in compliance with the Students With Disabilities Act. Additionally, age may be seen initially as a barrier with the preference of the traditional residential student however, as mentioned previously, non-traditional students may apply. The selection of the participants will be based on the criteria set by the Elmira Teacher Education Program which includes: prerequisite courses and field work specific to the education programs with a grade point average of 2.7 or better; and a selected concentration or major with a grade point average of 2.7.

*Number of participants to be recruited.* The Empowering Relationships Project will recruit a cohort of five Seneca Nation of Indians (SNI) teacher education students to transfer into the Elmira College Teacher Education Program with junior-level status seeking certification in Childhood Education (grades 1-6), or Adolescent Education (grades 7-12). Elmira College will partner with Jamestown Community College (see in Other Attachments: JCC letter of support) which has a main campus in Jamestown, NY and has other sites that support their students’ needs including their SNI students. Five transfer students as participants is a sufficient and realistic number when considering the size of the small liberal arts college like Elmira College which has a total student body population of approximately 1,300 and an average professor-

student ratio of 11:1. The Indigenous student population for Elmira College is similar to other mainstream universities and colleges at less than 1%.

*Number of participants expected to continue and graduate.* This 48-month project positions the participants as a cohort that will move through the two academic year program altogether. The goal for the number of students to continue into the second academic year of the program is five. This number is reasonable because not only does Elmira College have the support system to promote the retention and academic success for all of their students, but more specifically, the Program Director has direct experience working with Indigenous students, families and communities to understand the needs of students and to find ways to support their success. Elmira College administration has provided their overall support for this project stating that they are willing to accommodate the participants in order to help them succeed. The Elmira College Teacher Education Program is rigorous and expects high quality, but there are highly qualified faculty and staff to work with students closely to ensure their successful completion of the coursework and student teaching practicum. Additionally, the overall framework of the project was designed with multiple considerations and concerns of the needs of Indigenous students. The expected number of graduates is five.

*Number of participant to find qualifying jobs.* The Program Director is committed to the placement of all five of the participants in qualifying jobs within twelve months of completion of the Teacher Education Program. The Elmira College Teacher Education program provides many opportunities that provide their pre-service teachers with experiences that add to their resumes but more importantly, prepares them to be knowledgeable professionals in their fields. Additionally, as a part of the Empowering Relationships Project, there are three specific courses that will be designed to help the participants understand their role as teachers in Indigenous

communities and how to work with their Indigenous students, families and communities to promote academic success and empowered Indigenous identities. Such teachers are currently sought out as described in the job market analysis and mentioned in the letters of support from the Salamanca City School District and the Gowanda Central School District (see Other Attachments: Letters of Support). The participants also will have the opportunity to network within these districts while they complete their student teaching. These districts have agreed to consider the participants but the participants are not limited to employment with these districts.

Elmira College also has a resourceful Career Services office that supports the goals of the ERP and will be prepared to work specifically with SNI students, communities and school districts local to the participants' homes. Additionally, Seneca Nation of Indians Department of Education may be asked for assistance in employing the participants because they have teachers employed through their programs who work in the local schools.

### **Plan for Recruiting**

The Empowering Relationships Project has partnered with Jamestown Community College Teacher Education department and has identified a faculty member to identify potential participants and set them up for a successful and seamless transfer in regards to their coursework. JCC is willing to draw up an articulation agreement with Elmira College to ensure that the participants have the necessary requirements to be admitted into the Elmira College Teacher Education Program (ECTEP). The required courses that need to be met for admission into the ECTEP that are provided by JCC include courses such as: Foundations of Education, Introduction to Psychology, Child Development; Psychology of Adolescence, Language other than English, Fieldwork, and other specialized courses such as Students with Disabilities. Also, the participants will have coursework in their concentration area. In addition to coursework

requirements, the students will have to have a grade point average of 2.7 on a 4 point scale in the teacher education course requirements including, Foundations of Education, Introduction to Psychology, and Students with Disabilities. The faculty at JCC is in support of this project and has already begun to consider the students' needs and preparation of potential participants. The faculty member from JCC who is working with the ERP not only teaches many of the courses, she also is the coordinator for their transfer program, fieldwork coordinator, and works with the remote campus sites and extensions that are accessible to the Seneca Nation of Indians students. She knows her students, their communities and their needs well.

In addition to the partnerships with Jamestown Community College, the ERP Program Director will work with the Seneca Nation of Indians Higher Education program to identify potential participants who may not be at JCC but will be junior-level teacher education students at the time the cohort begins their program. Similar arrangements such as coursework and grade point average requirements need to be met.

### **Significance of Results**

The significance of the results of the project can inform strategies used in the recruitment, retention and success of Indigenous students in institutions of higher education, specifically, private liberal arts colleges. Throughout the project there will be specific focal points for research questions and data to be collected and analyzed. Along with the mandatory reports for the U.S. Department of Education, this information can be shared and disbursed through national conferences of organizations such as the National Indian Education Association, American Educational Research Association, and the College Board's Native American Student Advocacy Institute. There are also local conference such as Native American Indian Education Association of New York, and the New York State Association of Teacher Educators where findings and

results can be shared. Professional development workshops, trainings and other interactive learning spaces can be conducted in various formats to various audiences including local school districts, junior colleges and 4-year institutions, Indigenous communities and other educational entities. Additionally, information can be shared through publications in peer-reviewed journals and other publications accessible to the all who work with Indigenous students and their families and communities. Most importantly, the results and findings will be utilized as formative assessments to continually assess the project and inform the reflective praxis of the strategies described in the measurable project objectives created to successfully meet the goals of the project. Some of the possible research focal points include but are not limited to:

1. Recruitment and retention strategies for Indigenous students at private liberal arts colleges through building relationships throughout campus with attention to the small college size, personalized attention, inclusiveness of the college community and needs and concerns of the Indigenous communities. Best practice strategies are applied to this project based on general post-secondary education research on Indigenous students often at state universities, large private colleges, and/or tribal colleges. This research will compare the effectiveness of those strategies to the experiences of the participants at Elmira College.
2. Effectiveness, outcomes, benefits and concerns will be researched in reference to the participants' engagement in the community project-based coursework and application of content to promoting the goals of their home communities. The course content will engage the participants in literature and examples of nation building through education and promote understandings of teachers as nation builders. The participants will then

create their community projects that empower Indigenous knowledge and contribute to their communities' goals.

3. Recruitment and retention strategy specifically focused on creating and promoting family, community, and school relationships at the post-secondary education level with Indigenous families and communities. Elementary and secondary education often promote these partnerships however, it is necessary to include these relationships at the post-secondary level for Indigenous students as well because the same incongruencies and needs are still prevalent at this level due to the value placed on relationships and responsibilities that Indigenous students have for their families and communities.
4. Outcomes, concerns, and performances will be researched of the Indigenous student teacher candidates experience with the Education Teacher Performance Assessment (edTPA). The edTPA has been criticized for being discriminatory towards student teachers of color working with students of color. As this is a high stakes test, it is often a major obstacle that tends to deter potential pre-service teachers from completing their teacher education program that leads to certification.

### **Meeting the Needs of Potential Employers**

The goals of the Empowering Relationships Project (ERP) align with the goals of the two school districts that service Indigenous students in the service area of this project. The Gowanda Central School District and the Salamanca City School District (SCSD) both vehemently accepted the invitation to be considered as possible sites for Indigenous teachers who will graduate from this program. The representative from SCSD stated that he has been working with various programs to bring more Indigenous teachers to his district but has found it difficult. The

ERP will work closely with the school districts so that their needs inform the processes of the project and the project expresses the needs of Indigenous teachers to the school districts.

### **Project Services as Objectives**

#### **Project Model and Objectives**

The Empowering Relationships Project (ERP) is organized into three phases. Phase I: Identifying Participants includes the processes of recruitment, application, admission, project orientation, registration, and campus preparation. Phase I will be included within the first 12-month budget. Phase II: Preparing Highly Qualified Indigenous Teachers includes Elmira College orientation, move-in, coursework, student teaching practicum, New York teacher certification exam preparation, New York certification exam registration and submission, graduation, and preliminary employment applications. Phase II will be included in the first, second and third 12-month budgets. Phase III: Employing Highly Qualified Indigenous Teachers includes the professional induction, employment placement, mentorships, professional development, and periodical meetings with the Program Director. Phase III will be included partially in the third 12-month budget and fully in the final 12-month budget.

#### **Phase I: Identifying Participants and Campus Preparation**

Phase I of the project has an approximate timeline of October 2016 to July 2017 and will be included in the first 12-month budget of the 48-month project. During this time participants of the project will be identified and Elmira College preparations will be made. During this phase the relationship that is most significant is that between the Program Director, Elmira College, and the faculty member from Jamestown Community College. Other relationships that need to be acknowledge and activated are those between the Elmira College support services, faculty, staff and administration, and the Program Director. The Program Director has been a faculty member

at Elmira College for four years and is knowledgeable of the campus climate and resources. The most important relationship to be created and maintained of which the responsibility to the relationship is foundational to the success of the project is that between the Program Director, Elmira College and the participants and their families and communities. Responsibility of all parties to this relationship will be guided by needs and goals of success of the participants. With a focus on building, maintaining, and empowering relationships, the main objectives of this phase are to:

For the Participants:

1. Identify potential participants through relationships with Jamestown Community College and/or Seneca Nation of Indians Department of Education. Potential participant will be screened based on the required coursework completed and grade point averages.
2. Invite potential qualifying participant to apply and assist them with the Elmira College application process. This goal will include campus visits to Elmira College for the potential participants and their families. Also, included will be community visits by the faculty to the communities of the potential participants.
3. Identify participants and admit them into the project and into the Elmira College Teacher Education program and facilitate the payback requirement meeting.
4. Register participants for courses to begin September of 2017 and establish housing placements. The residential consideration to be made is for the cohort to be within proximity with one another in a certain area of one of the dormitories.
5. Provide orientation to the project and to Elmira College.

For Elmira College campus, faculty, and staff:

1. Establish articulation agreement between Elmira College and Jamestown Community College through the Office of the Registrar.
2. Facilitate and/or organize workshops for Elmira College faculty, staff and administration to understand the needs of Indigenous students. This includes but is not limited to faculty and administration across campus, and the offices of the Registrar, Admissions, Retention and Advising, Student Life, Residence Life, Financial Aid, Career Services, and the Clarke Health Center. The Program Director was previously awarded a small grant in the Fall of 2014 through the Commission of Independent Colleges and Universities (CICU) to carry out a project titled, “Native American Candidate Quality Recruitment and Selectivity Project”. The project goal was to prepare the Elmira College campus to support Indigenous students so that recruitment and retention could be more inclusive of the Seneca Nation of Indian (SNI) students. The major outcomes from the CICU grant that are significant to the success of the Empowering Relationships Project include: 1) Established trusted relationships between SNI and the Program Director. 2) The needs and considerations for Indigenous students in institutions of higher education was presented to the faculty and administration of Elmira College by Dr. Stephanie Waterman who is well known in the field of Native American success in higher education research literature. This presentation was to address the academic climate and needs of the students. 3) A similar presentation was provided to the support offices, administration and staff of Elmira College by Dr. Molly Springer who also is in the field of supporting Indigenous students in high education. This presentation was focused more on the technicalities of going to college and the support systems in place to help them succeed. Both presentations were video recorded with the intention to use them during workshops

with the Elmira College community for other projects that involve Indigenous students such as this project. These videos will be utilized in addition to other possible consultants to be brought to campus.

3. Create courses and gain approval for three courses to be included in the project coursework. These courses are critical and decisive to the goals of the project and they are the most important strategy in retaining and graduating the participants to become Highly Qualified Indigenous Teachers. The community project-based courses are designed to promote relationship building between Elmira College and the families and communities of the participants and position the participants as leaders in their communities in the process of nation building through education. During the 12-week courses, the instructor and students will travel to the home communities of the participants approximately five times during the course. The students of the course will alternate turns organizing and implementing a community project that meets the requirements of the course learning objectives and will involve all of the other course students and instructor. The projects should positively impact the families/communities of the participants and contribute to the goals of the nation. The entire class will contribute services and/or resources to the family/community. Enrollment to this course will not be limited to the participants but hopes that non-Indigenous students will also enroll and be active members in the community-based projects. However, funding for the non-Indigenous students' travel will not use grant funding. The rationale for these courses are to alleviate one of the major concerns found in the research literature that claims that Indigenous students in higher education tend to go home or feel the need to be home which can deter their success (Brayboy, et. al., 2012; Waterman, 2007). These

courses position the responsibility the students feel towards their families and communities as a strength and positions the participants as leaders in their communities and prepares them to work effectively with their Indigenous students. The ERP funding will fund the trips to the home communities through van rental from the college and/or travel reimbursements. Here are the working titles and descriptions of the courses to be implemented:

- a. **Indian Education in the Historic and Contemporary Context:** This course will help position the students in a history of Indian Education within the United States from the perspective of the Indigenous people to inform their understanding of the contemporary context of education in which they will teach. This course will review key policies and investigate how such policies have directly influenced their families and communities. The course is meant to teach participants to understand their role as teachers, nation builders and leaders in their communities. It will be a community project-based course. This course will be offered during the first term of the junior-level coursework.
- b. **Building Family, Community and School Relationships for Indigenous Students:** This course will help empower the relationships that the students have or will create within the families and communities in which they may work as teachers. They will begin building a network of support systems through relationships, resources and services based on the needs of the K-12 students whom they will serve. This course will review and critique mainstream family, community, and school partnership models and will construct an Indigenous family, community, and school relationship model that can promote the holistic well-being of their

students. The course is meant to teach students how to activate their Indigenous knowledge by applying it to the socio-educational learning context of their students that includes the lives and knowledge of students outside of the school. It will be a community project-based course. This course will be offered during the second term of their junior-level coursework.

- c. Indigenous Education across the Globe: This course will be a travel course. Elmira College is known for the experiences that they offer through their 6-week third-term travel courses. This course will review various models and approaches to Indigenous education for K-12 learners including language immersion schools and schools that center Indigenous knowledges. The course will also review Indigenous pedagogies and research that informs Indigenous praxis. As part of the ERP budget, the students will travel to schools such as those on the Navajo Nation and Southwestern United States, those that service Native Hawaiians, and/or those that service Maori of Aotearoa (New Zealand). These locations are examples and may be adjusted due to the considerations of the participants and costs. The 6-week Term III course will have one week of coursework on campus before the trip, approximately 4 weeks travel, and one week coursework on campus after the trip. This course is meant to teach the students of the various structures and approaches to Indigenous education and to help them form a network of committed Indigenous educators throughout the world to inform their practice.

## **Phase II: Preparing Highly Qualified Indigenous Teachers**

Phase II has a projected timeline of August 2017 to July 2019 and will be included in the first, second and third 12-month budgets of the 48-month project. During this time, the project will prepare the participants to become Highly Qualified Indigenous Teachers by completing required coursework for their degrees that will lead to recommendation for certification and to take and pass the required New York State Teacher Certification Examinations (NYSTCE). The objectives for this phase are to:

1. Register participants in coursework to work towards their degrees in either Childhood Education (grades 1-6) or Adolescent Education (grades 7-12). For the Childhood Education program students must also have a concentration in a major subject area including English Language Arts, Mathematics, Science, or Social Studies/History. The Adolescent Education program requires the students to major in one of the subject areas they will teach meaning they must dual major. Participants will also be registered for their Student Teaching practicum. Additionally, the students will register for the three courses created specifically for this project.
2. Supply participants with necessary equipment such as laptops and iPads. Laptops would be ideal for students to complete work and also communicate via videoconference during their student teaching practicum. iPads however, would contribute to the participants ability to incorporate iPad technology into their classrooms as they will become familiar with them in an academic context. Many K-12 schools have adopted iPads for their classroom use including the partner schools of this project.
3. Support student success in coursework by providing tutors, personalized support from faculty, support from the Program Director, and the use of the academic support resources on campus. The administration and staff of the academic support resources will

have attended the workshops provided during Phase I and should be knowledgeable of any specific needs the participants may have.

4. Place participants in Student Teaching placements in their homes communities or near their communities where they will work with a high number of Indigenous students. Qualified student teaching supervisor will be identified and funded to work with the participants to meet the requirements of the Elmira College Teacher Education Program in order to pass their practicum. Placing the participants in schools near their homes will allow them to be home during the entire practicum so they will be able to fulfill their responsibilities to their families and communities while meeting the requirements of the program. Additionally, the participants can network and gain experience with the schools that can possibly employ them when they finish their program and are certified teachers.
5. Provide workshops to prepare participants to pass the NYSTCE required for their initial certification including the: Content Specialty Tests (CST), Academic Literacy Skills Test (ALST), Educating All Students Test (EAS) and the edTPA. These high-stakes tests, specifically the edTPA have been critiqued as racist and problematic for candidates of color including Indigenous student teacher candidates (Tuck & Gorlewski, 2016). The students will do a practice run of edTPA during their first student teaching practicum. Because it is a requirement, the participants must learn how to take the exams.
6. Register students for NYSTCE on a timeline that aligns with the coursework preparation that will assist in their passing of the exams. The ALST and EAS will be scheduled after the completion of their junior-level coursework in the spring of 2018. The CST will be schedule after their Student Teaching II practicum in the spring of 2019. The edTPA has to be completed during their Student Teaching II practicum which will be in the Fall

Term of 2019. These high-stakes exams have been critiqued for their inaccessibility to low-socioeconomic students who cannot afford to register for their exams and therefore cannot gain certification. Because of this inaccessibility, the grant will fund the registration fees for the exams.

7. Assist participants with other requirements for certification such as fingerprinting clearance and the completion of all mandatory workshops and classes, including the six-hour Dignity for All Students Act (DASA) training.

### **Phase III: Promoting Successful Induction of Highly Qualified Indigenous Teachers**

Phase III has a projected timeline of May 2019 to June 2020 and will be included in the third and fourth 12-month budgets of the 48-month project. During this time, the project will assist participants in acquiring a teaching position, identify mentors for the new teachers and facilitate monthly meetings with the cohort and mentors. The objectives for this phase are to:

1. Assist participants in securing teaching positions. The Salamanca City School District (SCSD) (see Other Attachments: Letter of Support) stated their need and desire to employ qualified Indigenous teachers. Currently they have approximately a 37% Native American student population and a .02% Native American faculty population meaning, they have 4 out of 166 teachers who are Native American. Because the participants will have the opportunity to do their Student Teaching placements within SCSD, they will have experiences with that district that could lead to successful application of employment. Additionally, Gowanda Central School District has provided their support and will assist in the same way as SCSD. The ERP personnel will work in close relation with these districts' administration by sending regular email updates about the progression

and successes of the project and meeting with the administrators during the same time that the student teaching meetings will take place.

2. Identify mentors for each of the participants within the schools of which they will be employed. The mentors will be trained so that they are knowledgeable of the needs of the participant and the goals of the project.
3. Facilitate monthly meetings with the mentors and cohort participants, and only participants to discuss experiences, insights, questions, concerns, etc.
4. Provide professional development to the schools in which the participants work based on the needs and concerns of the participants and mentors. The professional development will be decided in conjunction with the needs of the school in which the participants are placed. Ideally, one of the professional development workshops may focus on the learning needs and context of Indigenous students. When determining the professional development workshops, the needs of the school will be considered but will also work through the Indigenous centered framework of this project.

### **Project Personnel**

Two key personnel positions and one contractual have been identified as significant in the processes of the Empowering Relationships Project (see Other Attachments for resumes). The individuals have been identified and have agreed to their role as described below. The individuals were specifically identified due to their current positions and their experiences within the scope of the expectations of the positions. The following descriptions are similar to the descriptions in the Budget Narrative. This section of the application narrative will describe the qualifications of the individuals to demonstrate how they are well prepared for these positions.

#### Qualifications for Key Personnel

*Program Director/Principal Investigator.* Dr. Hollie Anderson Kulago has been identified as the Program Director/Principal Investigator. The duties of this position include organizing and implementing the strategies throughout the three phases of the ERP as described in the narrative. Additionally, the role of Principal Investigator will collect data, analyze data, and write reports and findings to be disbursed. Dr. Kulago will have direct contact with the participants on a weekly basis and with their home communities on a monthly basis. Dr. Kulago is faculty in the Teacher Education Program at Elmira College and will teach many required courses in the Childhood Education Program and the three courses that will be created for the ERP. She will also be the advisor for the participants throughout their program.

Dr. Kulago is a member of the Navajo Nation and grew up in a small community near the capital of the Navajo Nation in Window Rock, AZ and graduated from Window Rock High School. She earned her Bachelor's degree in elementary education at Northern Arizona University and became a certified teacher in Arizona. Dr. Kulago then taught 5<sup>th</sup> grade at the Window Rock Elementary School and coached high school volleyball and softball.

Dr. Kulago's research is focused on Indigenous youth. Specifically, she has researched the Diné<sup>2</sup> community along with Diné youth. Her area of research and scholarship is Indigenous philosophies of community in reference to family, community and school partnerships and relationships.

In addition to Dr. Kulago's experience as an Indigenous researcher and teacher, she also has experience in the field of teacher education. She is currently an assistant professor of childhood education and has taught many courses in the program such as the Foundations of Education, and Curriculum, Instruction and Assessment for Childhood Education. She also

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<sup>2</sup> Diné is the name to which the people often known as the Navajo refer to themselves.

supervises student teachers and conducts the edTPA workshops for the Elmira College student teachers.

Dr. Kulago also has experience in promoting a supportive environment for Indigenous students on Purdue University's West Lafayette campus. As a doctoral student at Purdue University, she worked in collaboration with other Indigenous graduate students, faculty, and staff, to secure a space on campus and begin the process of creating a culturally responsive campus for Indigenous students. As a result of these efforts, the Purdue University Native American Educational and Cultural Center was established and will celebrate its 10 years of success by relocating to a central location on campus within the upcoming year.

*Assistant Program Director.* Dr. Rebecca Johnson has been identified as the Assistant Director and will be responsible for budgetary information, research processes, and technicalities of state requirements for teacher education programs. Additionally, Dr. Johnson may assist the director of duties listed above if necessary. Dr. Johnson is also faculty in the Elmira College Teacher Education department and will work directly with the participants on a weekly basis, and possibly with the communities every other month. She will teach many of the required courses that the participants in the Adolescent Education Program must take.

Dr. Rebecca Johnson's training in cultural competence began at the University of Wisconsin-Madison where she majored in Women's Studies and Economics. Over 21 of her undergraduate credits were focused on African American and American Indian issues and her coursework in Women's Studies concentrated on understanding the needs of historically marginalized groups in the U.S. At the University of Wisconsin, she studied with Dr. Herbert Hill, former labor secretary of the NAACP, during the Civil Rights movement and with Dr. Craig Werner, a scholar who focuses on multicultural literature. Dr. Johnson taught in China and

broadened her understanding of global education issues through this experience. In her master's degree in Applied Economics from Cornell University, Dr. Johnson focused on education policy issues in Ghana and the impact of international organizations on the lived experiences of the Ghanaian people. In her doctorate work, she focused on the impacts of a desegregation plan on families in Louisville, Kentucky

As a former high school teacher, Dr. Johnson brings much experience to her exploration of pedagogy and curriculum design. She prides herself on her inclusive teaching philosophy. This work is enhanced by her training as an Intergroup Dialogue Facilitator. As a doctorate student at Syracuse University, Dr. Johnson was trained by Dr. Gretchen Lopez to facilitate Intergroup Dialogues, a method by which university courses focus on helping majority students achieve a higher level of cultural competence through an active semester-long dialogue with a diverse set of peers. Dr. Johnson is also a New York State approved instructor of the Dignity for All Students Act course, required by the state for new teachers. The six hour course focuses on gaining cultural competence with a diverse group of students and decreasing bullying and harassment in schools. She has taught this workshop multiple times at both Cazenovia and Elmira College and has served as the Teacher Education Department Chair at Cazenovia. Recently, Dr. Johnson was awarded the Excellence in Teaching award by Elmira College for her work with graduate students at the college.

*Jamestown Community College Transfer Student Advisor.* Ms. Renee Funke has been identified for this position and will assist the ERP personnel in identifying qualifying teacher education transfer students from Jamestown Community College. Ms. Funke will provide names, be prepared to discuss project with potential participants, and assist the Program Director in meeting with the potential participants. She will also work closely with the Elmira College

registrar to create an articulation agreement. Ms. Funke will have bi-weekly contact with the potential participants during Phase I of the project and will ensure that they take the required courses in order to enter Elmira College as juniors and ready for the Teacher Education program.

Ms. Funke is currently the Director of the JCC Teacher Education Program and Fieldwork Coordinator. She has experience with the geographical locations from where the participants come. She also has worked as the Coordinator of Cattaraugus County Campus for the Teacher Education program. Her experiences in these positions have enhanced her cultural competence as she currently works with the students that the ERP is targeting. Her advising roles at JCC, knowledge of the school districts in the proposed service area, and experience with the Seneca Nation of Indians establish her as an asset to the ERP and qualified for the described position.

*Contractual Positions.* The contractual descriptions that are described in the Budget Narrative are foreseen as integral to the success of the ERP. The specific identities of the individuals have not yet been determined. The preference for the individuals will be that they are also “Indian individuals” and qualified for the positions.

### **Management Plan**

#### Reasonableness of Project Costs

The reasonableness of the projected costs described in the Budget Narrative is based on two specific considerations. First, Elmira College is a private liberal arts college so the tuition and other charges are higher than many of other schools such as state universities. However, the participants would be receiving a world class private college education with individualized attention. The asset that Elmira College has to offer to the success of the participants is the small size. The size of the campus allows student to have a more personalized experience. Also, the

Elmira College Teacher Education program is recognized and held in high regard throughout the state of New York. The private liberal arts college experience offers the students the opportunities often unavailable at other schools such as the Term III travel course, and the three term academic year which allows for student teachers to ease into the Student Teaching experiences during Term III. Additionally, Elmira College is only a two-hour drive directly East of the Seneca Nation of Indians Allegheny Territory.

Secondly, the emphasis on travel in the budget is due to the relationships that the ERP is promoting with the families and communities of the participants. Because the theoretical framework of the ERP is rooted in the relationships that the participants have with their home communities, Elmira College has to make the effort to go to the communities rather than always expecting the families and communities to come to the college. The strategies of the ERP that are the community project-based courses work to strengthen the relationships between the families and communities, with Elmira College.

The budget line designated to the New York State Certification Examination fees and workshops are critical to the success of certification because these high-stakes assessments cannot be overlooked. Without successful completion of these assessments, the participants cannot get certified. Also, the workshops are critical because in the event that the participant fails the assessment, they will have to pay to take it again. The ERP only plans to pay the assessment fees one time for each participant so their careful preparation is necessary. Other expenses are necessary to prepare the campus to support Indigenous students and to provide adequate training for the participants. The Budget Narrative provides a thorough description of the reasons for the items.

## Feedback and Continuous Improvement

To evaluate the various strategies to meet the objectives of the ERP, various methods will be utilized throughout the project based on the strategy to be evaluated. The methods include but are not limited to:

1. Surveys- every contributor to the project will be asked to fill out a survey on their experiences specific to their position within the project. This includes the contractual contributors, the key personnel, the participants, the families and community representatives with whom the ERP collaborates, Elmira College faculty and staff who directly work within the strategies of the project. The surveys will work to identify personal perspectives about the implementation and effectiveness of specific strategies that work towards the project objectives.
2. Talking circles- talking circles are an Indigenous method used to work towards deeper understandings and possibly healing processes for identified topics (Graveline, 2000). This is different from a focus group in which participants of the group might be asked questions where a response is solicited from one person to the facilitator. The talking circles allow for a discussion where all members are implicated in the outcome of the session. The talking circle is a space for respect and honesty where participants may respond or not, and the facilitator becomes one of the participants. Topics of the talking circle sessions will focus on the experiences that the participants have as the strategies and objectives manifest in their everyday lives.
3. Research focal points and projects will also provide findings through a specified systematic process. The research to be done will contribute not only to the evaluation

of the ERP, but to the research literature on Indigenous students in higher education in reference to the strategies and objectives of the project.

#### Time Commitments

*Program Director and Assistant Director.* The time commitments are described in the Budget Narrative for these positions. The proposed hours for the positions are based on the foreseen actions that must be taken on a daily, weekly, monthly, and yearly basis. The overall travel time adds significantly to the time commitments. The Program Director and Assistant Director are committed to the success of the program. It is understood that the positions are on a 50 week calendar whereas the months outside of the academic year will be utilized for the research, evaluation and reorganization of the project. It is also understood that some weeks may require more time and other weeks less so the hours are based on an average rate. Many of the duties that will be carried out in implementing the strategies fall within the job descriptions of the faculty who will be the Director and Assistant Director such as teaching courses and advising the students. The time commitments will be reevaluated at the end of each project year and adjusted if necessary.

#### **About Elmira College**

Founded in 1855, Elmira College is located in Elmira, New York. A group called the Friends of Education in Auburn, New York, interested in higher education for women, was granted a charter by the Regents of the State of New York in 1852. By 1855, Elmira Female College opened its doors as the first college for women with a course of study and degree requirements comparable to those at contemporary men's colleges.

Both women and men enjoy a private, co-educational small college life that emphasizes both general and professional education in a residential setting. The College's graduate courses

and certificate programs utilize traditional as well as online methods. Independent and non-sectarian, Elmira College holds the Carnegie Classification “Baccalaureate Colleges–Diverse Fields” and grants Bachelor of Arts and Bachelor of Science degrees. For the past 20 years, Elmira College has been consistently ranked by *U.S. News & World Report* in the top tier of the category, Best Regional Colleges in the North Region. The College also grants Associate in Arts and Associate in Science degrees and Master of Science degrees in Education and Management. Elmira College has a unique academic calendar consisting of two twelve-week terms in the Fall and Winter followed by a six-week Spring term devoted to travel courses, field experience, research, independent study, and innovative courses.

As part of their General Education, almost four hundred students each year donate sixty hours each for a total of more than 24,000 hours of community service to various not-for-profit and for-profit businesses and service agencies in the Southern Tier and beyond. According to a 2013 study by The Center for Governmental Research, Elmira College contributes nearly \$130 million in total economic impact on the surrounding region of Elmira known as the Southern Tier, a figure that excludes the volunteer work by our students in community service, internships, and clinical hours.

At its inception in 1855 the College enrolled 242 women, but now it educates more than 1,100 men and women in 46 undergraduate and five master’s degree programs.

### **Elmira College’s Mission**

Elmira College offers its students, in a supportive and collaborative environment, both liberal and professional education of sufficient breadth and depth to enable them to become more responsible and productive in society.

Steeped in tradition, Elmira College is a private, residential, co-educational liberal arts college that emphasizes both general and professional education. The College blends academic rigor, distinctive programs, theory and practice beyond the classroom to graduate responsible global citizens and leaders prepared for a lifetime of careers and personal growth.

Academic programs are built upon strong general education in the liberal arts and sciences, with special attention given to the development of communication skills and the exploration of world cultures. Students also participate in field experiences or projects related to career goals, and the College provides a wide range of other off-campus learning options, including a community service requirement.

## Other Attachment File(s)

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**Dr. Hollie Anderson Kulago**

**CONTACT**



Email: hkulago@elmira.edu

**CURRENT POSITION**

Assistant Professor of Childhood Education at Elmira College

**EDUCATION**

Ph.D. Curriculum Studies, Purdue University, 2011  
Dissertation: Diné Youth Define Community: Finding Routes to School and Community Partnerships (JoAnn Phillion, Chair; A.G. Rud, Nadine Dolby, Donna Deyhle)  
M.S.Ed. Curriculum Studies Purdue University, 2001 B.S.  
Elementary Education Northern Arizona University, 1999

**RESEARCH EXPERIENCE**

Dissertation Research, Purdue University, 2008-2011  
Honduras Study Abroad Project, Purdue University, 2005, 2007  
Tecumseh Project, Purdue University, 2005-2007  
Harry Potter Phenomenon, Purdue University, 2000-2001

**TEACHING EXPERIENCE Elmira College, Elmira, NY, August 2012-present: Assistant Professor of Childhood Education**

EDU 1010: Foundations of Education  
EDU 3335 Curriculum, Instruction and Assessment in Childhood Education- Social Studies and the Arts  
EDU 3355 Curriculum, Instruction and Assessment in Childhood Education- Science, Mathematics and Technology  
EDU 3935, 3937, 3938: Student Teaching I: Childhood Education EDU 3935 Student Teaching I and Seminar: Childhood Education.  
**Mansfield University, Mansfield, PA, Oct. 2011-Dec. 2011: Adjunct faculty**  
ED 3320 Observation and Participation- Secondary  
**Wells College, Aurora, NY, Aug. 2011-Dec. 2011: Adjunct faculty**  
SOC 350 Sociology of Education  
**Ithaca College, Ithaca, NY, Aug. 2010-May 2012: Adjunct faculty**  
ANTH 27000 North American Indians  
ANTH1900/EDUC1900: Learning Across Cultures  
ANTH 29000/EDUC 29000: Teaching, Learning and Education in the Multicultural Southwest.  
**Mansfield University, Mansfield, PA, Jan. 2008-May 2009: Adjunct faculty**  
ELE 3384: Teaching Elementary Mathematics  
ED 4460: Professional Seminar

**Purdue University, W. Lafayette, IN, 2005-2007: Teaching assistant**

EDCI 285: Multicultural Education

EDCI 205: Exploring Teaching as a Career

**Window Rock Elementary School, Navajo Nation, Window Rock, AZ, 2001-2004:  
5th grade classroom teacher**

Duties in the classroom included preparing and using lesson plans driven by standards and student needs, maintaining discipline, assessing students' learning, working with various types of materials for language arts, reading, mathematics, social studies, science, physical education curricula, and communicating with parents. Also, coached high school volleyball and softball.

**COMMUNITY LEADERSHIP AND SERVICE**

Seneca Nation of Indians partnership work

- Conducted STEM project for their Johnson O'Malley Summer Program.
- Represented Elmira College at Career Day

American Educational Research Association:

Division B Section Co-chair 2016-2018: Organizing Section I: Culture and Commentary (The Reading/Making of Curriculum) for AERA 2017 and 2018 annual meetings

Reviewer 2013-present

- Reviewed proposal for the annual conference for:
  - Division B: Curriculum Studies
  - SIG: Indigenous peoples of the Americas

K'é Comic Art Project, Fort Defiance, AZ, July 2013

- I facilitated a workshop with Diné youth at the Office of Youth Development to visually represent their understanding of K'é. Professional artist Ryan Singer facilitated the Comic Art section of the workshop.

Purdue University, W. Lafayette, IN, 2005-present

- Tecumseh Project External Advisory Council Member  
This nationwide committee focuses on the recruitment and retention of Native American undergraduate and graduate students. We advise and consult the Principal Investigators of the Sloan Foundation grant at Purdue University on how to support their Native American students.

**SIGNIFICANT PUBLICATIONS**

Garcia, J., Shirley, V., and Kulago, H.A. (under contract). *Indigenizing Education: Transformative Theories and Possibilities in Indigenous Communities*. Information Age Publishing, Inc.

Kulago, H.A. (accepted and under review). Dewey called them Utopians, I call them Ancestors. *Educational Philosophy and Theory*.

Kulago, H.A. (accepted and under review) Diné (Navajo) philosophy of community as K'é. In M. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory*. Springer Singapore

Kulago, H.A. (2016). Activating Indigenous Knowledge to Create Supportive Educational Environments by Rethinking Family, Community, and School Partnerships. *Journal of Family Diversity in Education*, 2,(1), 1-20.

Kulago, H.A. (2012). Theorizing Community and School Partnerships with Diné Youth. *Journal of Curriculum Theorizing*, 28(2), 60-75.

**PROFESSIONAL ORGANIZATION MEMBERSHIPS**

- American Educational Research Association: Division B Curriculum Studies o SIG Memberships: Indigenous peoples of America; Family, school and community partnerships
- Kappa Delta Pi Honorary Member, Rho Mu Chapter
- National Association of Multicultural Education
- National Indian Education Association

## Rebecca Page Johnson, Ph.D.

(b)(6)

[rjohnson@elmira.edu](mailto:rjohnson@elmira.edu)

### Education

- Ph.D.      **Syracuse University**, May 2013  
Foundations of Education  
*Phi Kappa Phi*
- M.S.      **Cornell University**, 2001  
Applied Economics
- B. S.      **University of Wisconsin-Madison**, 1996  
Economics and Women's Studies

### Certifications

- New York State Permanent Teacher Certificate, Social Studies 7-12, 2006
- Certificate in College Counseling, UCLA Extension, 2006
- New York State Provisional Teacher Certificate, Social Studies 7-12, 2001

### Teaching Experience

Assistant Professor of Education, August 2014 - present

**Elmira College**, Elmira, NY

- Teaching responsibilities include: Curriculum and Instruction for Adolescence Education, Methodologies of Teaching, and Curriculum and Instruction for Middle School Education
- Member of the Education Standards Committee

Assistant Professor of Education & Director of the Inclusive Adolescence Education Program, August 2012 - August 2014

**Cazenovia College**, Cazenovia, NY

- Courses taught include: The American High School, Introduction to Macroeconomics, The Economics of Energy, Research Methods, and Senior Capstone
- Developed coursework and field placements for the Inclusive Adolescence teacher certification program in Social Studies, English, and Biology
- Designed, authored and prepared the application for state approval to the New York State Education Department for the Inclusive Adolescence teacher certification program
- Presented case to CAEP for national accreditation of teacher education
- Advised students majoring in Economics, Sociology, International Studies and Education
- Advisor for the Human Rights Club

Lecturer – WRT 1011: Academic Writing, Summers 2012, 2013 and 2014

**Cornell University**, Ithaca, NY

- Summer Lecturer for introductory academic writing course for summer college students
- Held weekly individual writing conferences with each student enrolled

Lecturer, Foundations of Education Department, August 2011 - May 2012

**SUNY-Cortland**, Cortland, NY

- Taught senior level capstone course in foundations of education to childhood pre-service teachers
- Taught three sections of FSA 103 Gender, Race and Class in Education on the impacts of identity on access to education in America and abroad
- Designed syllabus and reading list for both courses

Teaching Assistant – Qualitative Research Methods, Fall 2011 and Spring 2012

**Syracuse University**, Syracuse, NY

- Provided written feedback to students on qualitative interview transcripts
- Taught class sessions on semi-structured interviews and coding qualitative data
- Reviewed and graded observational data

Instructor - The American School, 2009-2010

**Syracuse University**, Syracuse, NY

- Taught EDU 310/610, The American School independently in spring 2010
- Taught both undergraduate and graduate students in the teacher education programs
- Co-designed syllabus and course for spring 2010
- Served as a teaching assistant with a discussion section in fall 2010

Public High School Teacher, 2000 – 2003

**Ithaca High School**, Ithaca, NY

- Taught English as a Second Language 9-12 for one year
- Taught Global Studies and Honors Economics for two years
- Served as technology mentor for Ithaca High Teachers
- Co-authored Ithaca High School Economics Curriculum

Teaching Assistant – Introduction to Sexual Minorities, Fall 1999

**Cornell University**, Ithaca, NY

- Taught two discussion sections (under Ritch Savin Williams)
- Attended weekly lectures, T.A. meetings, and office hours
- Graded student papers and examinations

College Lecturer, 1997-1998

**Zhong Nan Gong Xue Yuan**, Hengyang, CHINA

- Taught five sections of English to freshman and sophomore college students
- Developed and taught a course for university English teachers on race and gender in American literature

One-to-One Aide to Student with Severe Disability, Full-time, Summers 1992-1996

**Lyme, Connecticut**

- Trained by special education teachers and respite center nurses in care of children with cerebral palsy.
- Adapted school curriculum to meet the needs of a non-verbal student.
- Attended therapy sessions with professional therapists and assisted student with occupational therapy, physical therapy and speech therapy exercises.

- Operated electric wheelchair, adaptive speech technology and other devices including but not limited to standing lift, van lift, adaptive bathing lift, stomach and feeding tube.

### Other Work Experience

Director and Founder, 2001- present

**Johnson Educational Consulting**, Ithaca, NY

- Advised students on college admissions process
- Researched and visited over 100 college campuses
- Edited essays and application materials
- Assisted parents with financial aid forms and scholarship applications
- Provided students with career assessment and major advising

Education Policy Analyst, Full-time, Summer 2010

**Center on Education Policy**, Washington DC

- Provided summaries of congressional meetings on education policy
- Analyzed nation-wide data on high school exit exams
- Researched the reauthorization of the Elementary and Secondary Education Act (ESEA)
- Provided summaries of meetings and research to Jack Jennings, director of CEP

Research Fellow, Policy Analyst and Presenter, 2009 – 2012

**Reduction of Stigma in Schools Program**, Syracuse, NY

- Provided analysis of school policy related to harassment
- Conducted research for the director on LGBT issues in schools
- Presented workshop at regional high school on providing safe spaces to LGBT students and staff

Graduate Assistant, 1999-2000

**Office of Graduate Admissions, Cornell University**, Ithaca, NY

- Advised students on admissions process
- Processed applications

Coordinator and Volunteer, 1992-1996

**Campus Women's Center, University of Wisconsin-Madison**, Madison, WI

- Budget and Finance Coordinator, 1995 – 1996, presented budget to dean of students and student union; other duties included purchasing, payroll, management of office and finances
- Programming Coordinator, 1994-1995, organized speakers and cultural events for women on campus
- Speaker's Bureau Volunteer, 1992-1994, presenter for workshops on gender and sexual health in the University Residence Halls and Sorority Houses.

### Dissertation

*Desegregation in a "Color-Blind" Era: Parents Navigating School Assignment and Choice in Louisville, KY*

Advisors: Sari Knopp Biklen, Kenneth Strike, George Theoharis

### Publications

"Designing School Choice: The Devil's in the Details," (Rebecca Page Johnson and Kenneth Strike) Journal of Philosophy of Education 2010, 44 (4), pp. 569-577.

"Determinants of Girls' Educational Enrollment in Ghana", (Rebecca Johnson and Steven Kyle) Journal of Development Alternatives and Area Studies Vol. 21 No. 3 December 2002, pp. 134-160.

"Determinants of Girls' School Enrollment in Ghana," (Rebecca Johnson and Steven Kyle) Department of Applied Economics and Management Working Paper No. 2001-20, November 2001.

### **Honors and Awards**

University Fellow, Syracuse University, 2008-2012

School of Education Research Grant, 2011

Emil and Maude Beck Family Scholarship, 2009

Phi Kappa Phi, 2009

Golden Key International Honour Society, 2010

Semi-Finalist for Urban Education Redesign Challenge DC Public Schools, 2010

### **Selected Presentations**

"How, Where and Why to Educate my Child: School Choice in an Era of School Reform"

Conference Paper accepted at American Education Research Association (AERA), Chicago, Illinois, April 2015

"Acting on Whiteness: Social Justice Identities and School Choice in a Racialized School Marketplace"

Conference Presentation at Peer-Reviewed Conference, American Education Studies Association, Toronto, Canada, November 2014

"Helping Pre-service Teachers Understand the Dignity for All Students Act (DASA): Ethnography as an Access Point"

Peer-reviewed conference, October 2013

New York State Association for Teacher Educators, Albany, New York

"Building an Adolescent Education Program from scratch: Best practices in developing teacher education programs"

Peer-reviewed conference, October 2012

New York State Association of Teacher Educators, Albany, New York

"Middle class motivations and maneuvers: How parents navigate school assignment and choice in Louisville, Jefferson County, KY"

Peer-reviewed conference, April 2011

American Educational Research Association Conference (AERA) - Division L, New Orleans

"Building rapport in qualitative interviews: The role of regional identity"

American Education Studies Association Conference, October 2010

"Policy as Protection? An analysis of school policy in a district sued for failing to protect students from harassment"

American Education Studies Association Conference, October 2010

"Stereotype threat and student achievement: Minding the gap"

Tompkins Seneca Tioga BOCES Superintendent Conference Day Workshop for Teachers, March 2009

"Co-teaching for student success: Teaching in the Inclusive Classroom" Tompkins Seneca Tioga BOCES

Superintendent Conference Day Workshop for Teachers, March 2009

“The fundamentals of co-teaching: A workshop for co-teachers teaching in an Inclusive Classroom”  
Three day workshop for teachers in Tompkins, Seneca, and Tioga County, August 2008

### Service

President, New York State Foundations of Education Association, 2015 - present  
Reviewer, *The SoJo Journal: Educational Foundations and Social Justice Education*  
Member, Educational Standards Committee, Elmira College  
Member, Presidential Committee on STEM Education, Elmira College  
Secretary, New York State Foundations of Education Association, 2013 - 2015  
Institutional Review Board (IRB) Committee, Cazenovia College, 2013-2014  
Secretary, Cazenovia College Faculty Meetings, 2013-2014  
Multicultural Committee, Cazenovia College, 2012-2013  
Ad Hoc Budget Committee, Ithaca City School District Board of Education, 2011  
Hiring Committee for History of Education Professor, Syracuse University, 2010  
Orientation Committee for Cultural Foundations of Education Department, 2009  
Director of the College Awareness Project at Lehman Alt. Community School, 2007  
Leader of Boston College Trip with Lehman Alt Community Students, 2007  
Co-Author of the Economics Curriculum for Ithaca High School, 2005  
Technology Mentor for Ithaca City School District, 2001/3  
Guest Speaker for the Ithaca Kiwanis Club on Teaching in China, 1999  
Cornell Graduate Student Discussion Group on Globalization and Economics, 1998/9  
English Tutor for Hengyang #1 Middle School Student Group, 1998  
Grant Writer for La Muter Latina Conference at UW- Madison, 1993/4

### Memberships

American Educational Research Association Division  
    G – Social Context of Education  
    Division H – Research, Evaluation and Assessment in Schools  
    Division L – Educational Policies and Politics American  
Education Studies Association  
New York State Foundations of Education Association  
New York State Association of Teacher Educators

### Travel

China, Mongolia, Thailand, France, Germany, Russia, Finland, Spain, Italy, Sweden, Hungary, Poland, Denmark, Czech Republic, and Portugal

## **Seneca Nation of Indians Government**

The modern day Seneca Nation of Indians is a true democracy whose constitution was established in 1848. The Nation's constitution provides for a multi-branch system of government that is comprised of elected Executive and Legislative branches, and an elected judicial branch. The Executive Branch leadership includes a president, treasurer and clerk, each elected for two year terms. The Seneca constitution allows leaders to serve multiple, but not consecutive terms. Leadership also rotates back and forth between residents of the Cattaraugus and Allegany territories every two years.

The Legislative Branch is led by a 16-member Tribal Council, comprised of an equal number of representatives from the Cattaraugus and Allegany territories. Members are elected for staggered, four-year terms.

### **Current Elected Officials:**

Maurice A. John, Sr., President

Todd Gates, Treasurer

Pauline 'Snap' John, Clerk

### **Current Councillors:**

#### **Allegany Territory**

- Morris Abrams
- Tina Abrams
- Arlene C. Bova
- Kevin Printup
- Mike Williams
- Rickey Armstrong, Sr.
- Stephen Gordon
- William Canella

#### **Cattaraugus Territory**

- Linda Doxtator
- Jeffrey Gill
- Shelley Huff
- Christina Jimerson
- Rick Jemison
- Ross John, Sr.
- John Williams, Jr.
- Llona LeRoy



ELMIRA COLLEGE  
Consortium Agreement

Project title: Empowering Relationships Project: Preparing Highly Qualified Indigenous Teachers

This agreement is made on the 16<sup>th</sup> day of June, 2016.

BETWEEN: The Empowering Relationships Project at Elmira College, located at One Park Place, Elmira, NY 14901

AND: Seneca Nation of Indians Allegany Territory Department of Education, located at 90 Ohi:yo Way, Salamanca, NY 14779

WHEREAS the parties wish to co-operate over the details of the Empowering Relationships Project as a grant funded project that will recruit teacher education students from Seneca Nation of Indians (SNI) as participants of the project. The goal of the project is to establish a support system for SNI teacher education students to earn their degrees that lead to state teaching certification and to assist them in the process of certification including preparation and registration for the New York State Teaching Certification Examinations. Additionally, the project will assist and support the SNI participants in acquiring teaching positions in school districts within or close to their home communities.

AND WHEREAS this Consortium Agreement sets out the relationship between the parties and the organization of work. The purpose of the Consortium Agreement is to express support for the Empowering Relationships Project as carried out by the Program Director from Elmira College and supported by the Seneca Nation of Indians.

THE LEAD INSTITUTION is Elmira College.

THE RESPONSIBILITIES of Seneca Nation of Indians in support of the Empowering Relationships Project are as follows:

1. Assist in identifying teacher education students who participate in their Higher Education Program.
2. Continue to offer financial aid assistance and opportunities to the SNI students who qualify as long as funding is available. The current funding levels are as follows:
  - a. Funding status per academic year as full-time students:
    - i. Level 1 - Undergraduate and Graduate students with permanent residence on territory at up to \$15,000 per academic year.

- ii. Level 2 - Undergraduate and Graduate students with permanent residence within New York State at up to \$12,000 per academic year..
  - iii. Level 3 - Undergraduate and Graduate students with permanent residence outside New York State at up to \$10,000 per academic year..
3. Assist the Program Director with understanding of the cultural considerations and needs of the SNI participants.
  4. Assist in identifying possible employment opportunities for participants during the induction phase.

THE RESPONSIBILITIES of the Empowering Relationships Project are as follows:

1. Carry out the goals and objectives of the project.
2. Fund unmet need for the cost of tuition, room and board, fees, and books at Elmira College.
3. Provide a stipend to participants.
4. Provide necessary equipment to participants.
5. Provide SNI with results and findings of the project and research that can help promote academic success for all their students.

SIGNATURES

(b)(6)

Date: June 16, 2016

Dr. Hollie Kulago, Program Director  
Empowering Relationships Project at Elmira College

(b)(6)

Date: June 19, 2016

Maurice A. John, Sr., President  
Seneca Nation of Indians

525 Falconer Street  
Jamestown, NY 14702  
[ReneeFunke@mail.sunyjcc.edu](mailto:ReneeFunke@mail.sunyjcc.edu)  
(716) 338-1219



JUNE 7, 2016

**Dr. Hollie Kulago**

Elmira College, 1 Park Place, Elmira, NY 14901

Dear Dr. Kulago,

Thank you for extending an opportunity to create a partnership between the Teacher Education Departments at Elmira College and Jamestown Community College to assist students from the Seneca Nation of Indians become certified teachers. We are excited to forge a relationship which will help support our students from the Seneca Nation become certified teachers so they can come back and become a teacher in their community and serve as a role model for others on the Seneca Territory.

As a two-year teacher education program, we are able to create a foundation for students to earn a bachelor's degree in teacher education; however, our students from the Seneca Nation often face challenges when transferring to a four-year program. By creating a strong partnership with the specific needs of the students in mind, we can create an atmosphere which will help students successfully complete their bachelor's programs.

Developing a collaborative relationship between Elmira College and Jamestown Community College will allow for students to have a seamless transfer experience. An articulation agreement between programs will ensure students have the appropriate coursework before transfer to Elmira College. We can collaborate to find students with teaching experiences on the Seneca Territory to help them gain the experience needed to be successful when they have their teacher certification. By completing their Bachelor's degree at Elmira College, students will have an opportunity to experience life outside their community and bring those experiences back to support their future teaching. We are looking forward to the rich experiences this opportunity can offer our students!

Sincerely,

(b)(6)

**Renee L. Funke**

DIRECTOR, TEACHER EDUCATION PROGRAM

[HTTPS://WWW.SUNYJCC.EDU/ACADEMICS/EDUCATION](https://www.sunyjcc.edu/academics/education)



# SALAMANCA WARRIORS

## SALAMANCA CITY CENTRAL SCHOOL DISTRICT

DR. MARK BEEHLER, ASSISTANT SUPERINTENDENT  
MBEEHLER@SALAMANCANY.ORG

**District Office**  
50 Iroquois Drive  
Salamanca, NY 14779  
716/945-2403  
716/945-3964 F

**Jr/Sr High School**  
50 Iroquois Drive  
Salamanca, NY 14779  
716/945-2404  
716/945-5983 F

**Seneca Elementary**  
50 Iroquois Drive  
Salamanca, NY 14779  
716/945-5140  
716/945-3567 F

**Prospect Elementary**  
300 Prospect Avenue  
Salamanca, NY 14779  
716/945-5170  
716/945-2374 F

**Pupil Services**  
50 Iroquois Drive  
Salamanca, NY 14779  
716/945-5142  
716/945-2148 F

**Curriculum &  
Instruction**  
50 Iroquois Drive  
Salamanca, NY 14779  
716/945-5182

**Transportation**  
Front Avenue  
Salamanca, NY 14779  
716/945-2400

**"A Community  
Connected  
Through Education"**



June 12, 2016

Dear Grant Approval Committee,

I am writing this letter as support for the grant application submitted by Assistant Professor of Childhood Education, Hollie Kulago. The goal of the proposed grant is to train Native American students to become certified teachers in schools near or within their communities. It is one of our goals as a school district to find Native American teachers to teach our students.

As a school district administrator in a district with a 37% Native American student population and only a 9% Native American teaching staff, it is clear every day that the adults in our buildings do not reflect the student body. As a public school district on the Seneca Nation of Indians, we struggle every year to find qualified Seneca Nation educators to more appropriately represent our students. We strongly support this grant and welcome the outcome.

Sincerely,

(b)(6)

Mark D. Beehler, Ed.D.  
Assistant Superintendent of Academics



# GOWANDA CENTRAL SCHOOL

*Learning, Caring, Excelling*

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June 20, 2016

Dear Grant Approval Committee,

I am writing this letter in support of the grant application submitted by Assistant Professor of childhood Education, Hollie Kulago. The goal of the proposed grant is to educate Native American students to become certified teachers in schools near or within their communities. It is one of our goals as a school district to encourage our Native American students to pursue higher education, and we would profit great benefits to see our students return to their alma mater as professional teachers.

Gowanda Central School District has a 27% Native American student population and only a 4% Native American teaching staff. The ability to increase the Native American professional staff in our district would benefit not only our students, but our community as a whole. We strongly support this grant and look forward to the benefits it could create in our community and the surrounding Seneca Nation communities.

Sincerely,

(b)(6)

(b)(6)

Paula Troutman  
Director of Curriculum & Assessment

# RENEE L. FUNKE

(b)(6)

## CERTIFICATION

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New York State School Administrator and Supervisor (SAS) Certificate, Provisional  
New York State School District Administrator (SDA) Certificate, Permanent  
New York State Certificate, Permanent, Pre-K through 6, 7 through 12 English, and Reading  
New York State Certificate, Initial, Grades Pre-K-12 Students With Disabilities, eligible

## EDUCATION

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### **Northcentral University**

Doctor of Philosophy in Education, Special Education, Expected May 2017

### **State University of New York College at Buffalo**

Certificate of Advanced Study, Educational Leadership, May 2006

### **State University of New York College at Fredonia**

Master of Science in Education, Reading, May 2002

Bachelor of Science in Education, Elementary Education (English Concentration), May 2000

## HONORS

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Golden Key Honour Society

Delta Kappa Gamma

Kappa Delta Pi

Phi Delta Kappa

## PUBLICATION

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Magiera, K., Simmons, R.J., Szwejbka, M.K., Funke, R.L. (2015). Lessons Learned: Reinvigorating a higher education partnership through development of common lesson plans. *Excelsior: Leadership in Teaching and Learning*, 9(2), 57-70.

## HIGHER EDUCATION EXPERIENCE

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### **Jamestown Community College, Jamestown, NY**

#### ***Director, Teacher Education Program, 5/23/16-Present***

- \*Collaborating with the Seneca Nation of Indians Education Department to create opportunities
- \*Scheduling classes on site for two of the local Seneca Nation Territories
- \*Developing Education Academy models with local high schools on and near the Seneca Nation Territories

#### ***Coordinator of Field Placements, 8/2011-Present***

- \*Secure field placements for all students in the teacher education department
- \*Establish memorandum of agreements with field placement sites
- \*Meet regularly with local administrators to discuss the teacher education program

#### ***Coordinator of Cattaraugus County Campus for the Teacher Education Program, 8/2012-5/20/16***

- \*Developed the course offering schedule each semester
- \*Collected and analyze assessment data for the department
- \*Collaborate with other colleges to develop and update articulation agreements

#### ***Communicated with adjunct faculty***

#### ***Assistant Professor, 8/20/09-Present***

- \*Design and implement course materials for the Teacher Education Program
- \*Developed online courses in Literacy Instruction in the Classroom and Working with Adolescents
- \*Assisted in the creation of Master Course Syllabi for Education courses
- \*Developed honors sections for multiple education courses
- \*Assisted with three program reviews (in two different cycles) for the Teacher Education Program
- \*Developed a teacher education handbook for students
- \*Assist students through the advisement process

# RENEE L. FUNKE

\*Organized Teacher Education Clubs on two campuses

**Drexel University, Philadelphia, PA**

*Adjunct, Student Teacher Supervisor, 8/2015-Present*

\*Observe student teachers and provide feedback on lesson planning and instruction

## COLLEGE COMMITTEES

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Advisement Steering Committee

Center for Excellence in Learning and Teaching

Planning Advisory Council

Academic Retention Committee

Retention Committee

Assessment Committee

Open SUNY Center for Online Teaching Excellence Fellow – Experienced Online Practitioner

Open SUNY FACT2 Representative

Ney Scholarship Committee

Collins Scholarship Committee

AAUW / JCC Advisory Board

Functional Area Review for Distance Learning

Search Committees for education, psychology, director of instructional technology, and director of technology enhanced instruction

## COLLEGE CLUB ADVISOR

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Phi Theta Kappa Honor Society – Alpha Beta Kappa Chapter

Teacher Education Club – Jamestown Campus and Cattaraugus County Campus

## COURSES TAUGHT

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EDU 1510: Foundations of Education (& honors section)

EDU 2210: Field Placement I – seminar / 100 hour internship supervision

EDU 2220: Field Placement II – seminar / 75 hour internship supervision

EDU 2450: Exceptional Children (& honors section)

EDU 2460: Exceptional Children Field Placement (& honors) – seminar / 45 hour internship supervision

EDU 2440: Children's Literature (& honors section)

EDU 2500: Literacy in the Classroom

EDU / HUS 2340: Working with Adolescence

PHE 1840: Self-Defense for Women

ENG 0410: Developing Reading Versatility

INT 1520: Student Success Seminar

## COMMUNITY LEADERSHIP AND SERVICE

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Cattaraugus-Little Valley PTA, President, 2009-Present

Southwestern Region PTA, Education / Special Education Chair, 2013-Present

Friends of the Cattaraugus Free Library, Treasurer, 2009-Present

Cattaraugus Free Library Summer Reading Program, Instructor, 2008-Present

Summer Book Club for Middle School Boys - Struggling Readers, Creator & Facilitator, 2013-Present

Kappa Delta Pi New Teacher Advocate, Reviewer, 5/2016-Present

Delta Kappa Gamma, President, 5/2016-Present

Little League Baseball – Major League, Coach, Spring 2015

Cattaraugus-Little Valley Seneca Nation of Indians Indoor Youth Soccer, December 2015-Present

Cattaraugus-Little Valley Youth Soccer – Under 14, Coach, Summer 2016

## References

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[http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/11/pdf/chait\\_diversity.pdf](http://cdn.americanprogress.org/wpcontent/uploads/issues/2011/11/pdf/chait_diversity.pdf)
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Sterling, VA.

- Egalite, A. J., Kisida, B., & Winters, M. A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, *45*, 44–52. doi:10.1016/j.econedurev.2015.01.007
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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

**Budget Narrative**

**DIRECT COSTS: Lines 1-8 on the application form for the budget.**

**Personnel**

*Program Director/Principal Investigator:* Duties include organizing and implementing the strategies described in the narrative including: Recruitment efforts, campus preparation, and course creation included in Phase I; Advising, organizing events such as workshops, academic supports, student teaching placement, distribution of equipment, and certification exam registration/workshops during Phase II. Additionally, the role of Principal Investigator will collect data, analyze data, and write reports and findings to be disbursed. The Program Director will have direct contact with the participants on a weekly basis and with their home communities on a monthly basis. Fifty weeks is calculated into the salary because the duties of the Program Director are not limited to the academic calendar. Twenty hours a week is calculated in as the average because some weeks will require more hours while others may not. The current average market rate for an individual with a doctorate of philosophy is \$35.00 per hour.

BY 1-3: 20 hours per week x \$35.00 per hour x 50 weeks per year = \$35,000.00

BY 4: 10 hours per week x \$35.00 per house x 50 weeks per year = \$17,500.00

<u>Budget Year 1:</u>	<u>\$35,000.00</u>
<u>Budget Year 2:</u>	<u>\$35,000.00</u>
<u>Budget Year 3:</u>	<u>\$35,000.00</u>
<u>Budget Year 4:</u>	<u>\$17,500.00</u>

*Assistant Program Director:* Assistant Director will be responsible for budgetary information, research processes, and technicalities of state requirements for teacher education programs. Additionally, the Assistant Director may assist director of duties listed above if necessary. The Assistant Director is also faculty in the Elmira College Teacher Education department and will work directly with the participants on a weekly basis, and possibly with the communities every other month. Fifty weeks is calculated into the salary because the duties of the Assistant Program Director are not limited to the academic calendar. Ten hours a week is calculated in as the average because some weeks will require more hours while others may not. The current average market rate for an individual with a doctorate of philosophy is \$35.00 per hour.

BY 1-3: 10 hours x \$35.00 per house x 50 weeks per year = \$17,500.00

BY 4: 5 hours x \$35.00 per house x 50 weeks per year = \$8,750.00

<u>Budget Year 1:</u>	<u>\$17,500.00</u>
<u>Budget Year 2:</u>	<u>\$17,500.00</u>
<u>Budget Year 3:</u>	<u>\$17,500.00</u>
<u>Budget Year 4:</u>	<u>\$8,750.00</u>

**Travel**

*Program Directors Meeting in Washington, D.C.:* This is a mandatory meeting for the Program Directors. The application instructions state that this travel should be included for the Program Director and any other important partners. This budget includes accommodations for two people for that reason. The rates are based on current average prices found through Expedia travel site. Meal allowances are based on the Elmira College rate.

Approximates for two travel days and two meeting days 4 days:

Flight from Elmira, NY to Washington, D.C.: \$350.00

Hotel for three nights @ \$250 per night:	\$750.00
Meals for four days @ \$35 per day:	\$140.00
Total Per Year:	\$1240.00
2 people x \$1240.00 = \$2480.00	
<u>Budget Year 1:</u>	<u>\$2,480.00</u>
<u>Budget Year 2:</u>	<u>\$2,480.00</u>
<u>Budget Year 3:</u>	<u>\$2,480.00</u>
<u>Budget Year 4:</u>	<u>\$2,480.00</u>

*Recruitment travel to Jamestown Community College and/or Seneca Nation of Indians Department of Education mileage:* This travel is to identify and meet with potential participants to discuss the program and their qualifications. The SNI Department of Education is enroute to JCC so the each trip will cover both areas in one trip. Four trips are allocated so that the potential participants are able to work closely with the Program Director and Assistant Program Director and build a relationship. One trip will be to meet with the families of the potential participants. Mileage rates are based on current federal mileage rate and the distance between Elmira College and Jamestown, NY. The meal rate is the current rate that Elmira College applies and the hotel accommodation rate is a mid-level rate on Expedia.com. The rental car rate is based on the Elmira College rate for a mid-sized sedan through Enterprise Car Rental in Horseheads, NY.

Rental car: \$50.00 per trip x 4 trips = \$200.00	
330 miles per roundtrip @ \$0.54 per mile: \$178.20	
4 trips from Elmira, NY to Jamestown, NY: 4 x \$178.20 = \$712.80	
Meals for four days @ \$35 per day x 2 people: \$280.00	
Hotel accommodations @ \$100.00 per night x 4 nights = \$400.00	
<u>Budget Year 1:</u>	<u>\$1,592.80</u>

*Seneca Nation of Indians (SNI) students at JCC or Salamanca, NY Elmira College campus visit potential participant reimbursement:* This travel reimbursement is meant to bring potential participants and their families to visit the Elmira College campus and meet with key offices and individuals. The purpose of the visit is to put a face to the people with whom the participants will work closely. Eight positions are included in the budget with the idea that a pool of potential participants can evaluate their opportunity before they commit to the project. Mileage rates are based on current federal mileage rate and the distance between Elmira College and the approximate locations of the potential participants.

Approximately 330 miles per round trip @ \$0.54 per mile: \$178.20	
Approximately 8 potential students x \$178.20 = \$1,425.60	
<u>Budget Year 1:</u>	<u>\$1,425.60</u>

*Seneca Nation of Indians Participant Summer Registration reimbursement:* This travel reimbursement is meant to ensure that the participants attend the summer registration session in order to register for their classes in the first year of the project. The summer registration even is usually a four-hour campus event in which the participants meet with their advisor, register for courses, meet with other key entities and have lunch. Mileage rates are based on current federal mileage rate and the distance between Elmira College and the approximate locations of the potential participants.

Approximately 330 miles per round trip @ \$0.54 per mile: \$178.20	
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5 participants x \$178.20 = \$891.00

Budget Year 1: **\$891.00**

*Elmira College Faculty Cultural Competence visit to Participant Community:* This travel expense is meant to provide opportunity for the Elmira College Teacher Education faculty to travel to one of the home communities of the participants in order to gain an understanding of who the students are, where they come from, and become more culturally competent. Additionally, by having the faculty visit the communities, the families and communities of the participants are able to build relationships with the faculty with whom their students will work closely. A neutral site will be identified depending on where the participants live. There will be an event organize to facilitate this visit. The SNI Cultural/Community consultant will work in conjunction with the Program Director to organize and facilitate this visit. The rental van rate is an average rate for a mini-van that seats 7 people through Elmira College partnership with Enterprise Car Rental in Horseheads, NY.

Rental van \$300.00

Approx. 300 miles per round trip to participant community @ \$.054 per mile = \$162.00

Meals \$35 per day x 5 faculty: \$175.00

Budget Year 1: **\$637.00**

*Student Teaching Meetings @ Salamanca, NY:* This travel allows the Program Director to check on the progress of the participants during their student teaching practicums in which the director will meet with the student teacher supervisor, cooperating teacher and participant. There will be two trips during Student Teaching I (6-week practicum) and four visits during Student Teaching II (12-week practicum) to identify concerns and/or needs of the participants. The meetings will be organized so that the director can meet with all five participants in one trip with hotel accommodations for one night. The rental car rate is based on the Elmira College rate for a mid-sized sedan through Enterprise Car Rental in Horseheads, NY.

Rental car: \$50.00 per trip x 6 trips = \$300.00

Approx. 264 miles per round trip @ \$0.54 per mile = \$142.00

6 trips during Student Teaching x \$142.00 = \$852.00

Meals for six days @ \$35 per day = \$210.00

Hotel accommodations @ \$100.00 per night x 6 nights = \$600.00

Total: \$1,962.00

Budget Year 2: **\$654.00**

Budget Year 3: **\$1,308.00**

*Mentor Meetings at Employment Sites:* This travel allows the Program Director to check on the progress of the participants during their first year as teachers during the induction period. The Program Director will meet with the Mentor Teacher and the participant to identify and discuss any issues or concerns. The meetings will be scheduled monthly and organized so that the director can meet with all participants in one trip with hotel accommodations for one night per trip. . The rental car rate is based on the Elmira College rate for a mid-sized sedan through Enterprise Car Rental in Horseheads, NY.

Rental car: \$50.00 per trip x 10 trips = \$500.00

1 per month x 10 months = 10 meetings

Approx. 300 miles per round trip to participant communities @ \$.054 per mile = \$162.00

10 trips during induction period x \$162.00 = \$1,620.00  
 Meals for ten days @ \$35 per day = \$350.00  
 Hotel accommodations @ \$100.00 per night x 10 nights = \$1,000.00

Budget Year 3:	<b>\$347.00</b>
Budget Year 4:	<b>\$3,123.00</b>

*Professional Development Travel to Employment sites:* This travel allows for the facilitator of the professional development workshops to travel to the school or neutral site where the workshops will take place. It is possible for the facilitators to travel from various locations however, 300 miles was identified because that is the approximate distance from Elmira College if the facilitator is one of the Teacher Education Department faculty. It is currently unknown who the facilitator will be and from where they will travel.

Approx. 300 miles per round trip to participant communities @ \$.054 per mile = \$162.00  
 4 P.D. workshops x \$162.00 = \$648.00

Budget Year 4:	<b>\$648.00</b>
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**Equipment**

*Laptop computers/iPads:* The laptop will supply the participants with the necessary technology to complete assignments; interact with faculty and course work through Canvas, the online learning management system utilized by Elmira college; communicate with families and home community; if at home they will be able to communicate with Elmira College, specifically Program Director; and improve their overall computer skills in a professional/academic context. The iPads will be used as an instructional tool that they will utilize in their methods courses and possibly student teaching practicums. iPad technology usage for instruction in K-12 schools has increased and potential employment can be enhanced with participants' experience with such technology. Additionally, the iPads can be utilized for their edTPA which requires candidates to video record their instruction and other components of the assessment. Prices were calculated based on current prices of mid-grade equipment.

5 participants x \$1,500 per laptop/iPad = \$7,500.00  
 1 Program Director x \$1,500 = \$1,500.00  
 1 Assistant Program Director x \$1,500 = \$1,500.00  
 7 x \$15.00 jump drive = \$105.00  
 Total: \$10,605.00

Budget Year 1:	<b>\$10,605.00</b>
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*Canon - VIXIA HF R700 HD Flash Memory Camcorder, tripod and SD card:* This equipment will mostly be utilized for reporting and research purposes. Documentation and video analyses of the following key events will be beneficial to the evaluation of the ERP: community project-based courses; Term III Travel Course; Elmira College faculty cultural competence event/workshop; certification exam workshops; and professional development workshops will also be recorded. Additionally, interviews, discussions, and other events on campus can be documented for analysis with the camcorder. Additionally, if the participants are unable to record their instruction with the iPads, they will be able to use this camcorder. Prices were calculated based on current prices of mid-grade equipment.

1 x \$320.00 per camcorder = \$320.00  
 1 x \$30.00 per tripod = \$30.00  
 3 x \$30.00 per SD card = \$90.00

Budget Year 1: \$440.00

*Audio-Technica PRO 88W R35 Wireless System with ATR3350MW Omni Lapel Microphone:* Primarily, this equipment will be utilized during the student teaching practicums when the participants need to video record their instruction for edTPA purposes. The wireless microphone will connect to their recording device and allow the participant to move around the classroom and have their voices and those of their students captured on the recording. Additionally, the workshop facilitators will be able to use the microphones so that their voices are clearly audible on the recordings of the workshops as well. In general, the wireless microphones will ensure that the voices are audible on a recording that is done. Prices were calculated based on current prices of mid-grade equipment and two are requested so that the participants' opportunity to schedule the usage of the microphones is not restricted by only having one available.

2 x \$170.00 each = \$340.00

Budget Year 1: \$340.00

**Contractual**

*Seneca Nation of Indians Department of Education Liaison:* This position is meant to have a contact person with the SNI Department of Education in their Higher Education program. This person will assist in the recruitment, financial aid processes, and other necessary assistance during Phase I of the project and the employment strategies for Phase III. The preference for this position is a member of the Seneca Nation of Indians.

Budget Year 1: \$2,500.00

*Seneca Nation of Indians Cultural/Community Consultant:* This position is meant to identify a contact person who can provide information and identify resources to educate Elmira College about the cultural/community needs of the SNI participants, families and communities. This person will organize a workshop for the Elmira College Teacher Education faculty visit. This person will be a member of the Seneca Nation of Indians.

Budget Year 1: \$2,500.00

*Jamestown Community College Transfer Student Advisor:* This position is meant to assist the ERP in identifying qualifying teacher education transfer students from JCC. They will provide names, be prepared to discuss project with potential participants, and assist the Program Director in meeting with the potential participants. This person will have direct contact with the participants on a weekly basis in Phase I, while they are still students at JCC.

Budget Year 1: \$500.00

*Student Teaching Cooperating Teacher:* This position is meant to identify in-service teachers in the local school districts who will act as the cooperating teacher and host the participants in their classrooms during their student teaching placements. They will provide guidance, insight, and evaluation of the participants' student teaching performance. Elmira College has two student teaching practicums: Student Teaching I (STI) is a 6-week practicum in Term III of their junior year (mid-April to end of May). Student Teaching II (STII) is a 12-week practicum in Term I of

their senior year (September to December). The co-op will meet with the participant and supervisor for one mid-term and one final evaluation summary. The cooperating teacher will be expected to meet with the Program Director and/or Assistant Program Director twice during STI and four times during STIII to report on the progress and concerns of the participant. The preference for this position will be Indigenous in-service teachers; however with the limited amount of Indigenous teachers currently within the districts, this may be difficult.

STI (6 weeks): 5 co-ops x \$1,200 each = \$6,000.00

STII (12 weeks): 5 co-ops x \$2,500.00 each = \$12,500.00

<u>Budget Year 2:</u>	<b>\$6,000.00</b>
<u>Budget Year 3:</u>	<b>\$12,500.00</b>

*Student Teaching Supervisors:* This position is meant to identify a qualified person to supervise the participants during their student teaching experiences. The supervisor will travel to the student teaching sites. They will observe the teaching of the student teachers within the classrooms, review and offer feedback on written work such as lesson plans and reflections, and formally evaluate the student teachers' overall performance. The supervisor will meet with the participant and co-op for one mid-term and one final evaluation summary. The supervisor will be expected to meet with the Program Director and/or Assistant Program Director twice during STI and four times during STIII to report on the progress and concerns of the participant. The preference for this position is for Indigenous individuals. Individuals who qualify for this position include former school administrators and/or teachers or faculty. Rates are based on current Elmira College Teacher Education rates for their student teaching supervisors.

STI (6 weeks) @ \$350.00 per student x 5 students = \$1,750.00

STII (12 weeks) @ \$750.00 per student x 5 students = \$3,750.00

Plus mileage: Appox. 80 miles per round trip x \$0.54 per mile = \$43.20

STI 6 visits x \$43.20 = \$259.20

STII 12 visits x \$43.20 = \$518.40

<u>Budget Year 2:</u>	<b>\$2,009.20</b>
<u>Budget Year 3:</u>	<b>\$4,268.40</b>

*Certification Examination Workshop Facilitators (ALST and EAS):* There will be one facilitator for each of the following: Academic Literacy Skills Test (ALST) workshop; Educating All Students (EAS) workshop; Content Specialty Test (CST) workshop; and Education Teacher Performance Assessment (edTPA) workshop. The facilitators will provide preparation experiences for the required certification examinations. The workshops will each be approximately four hours long.

4 workshops x \$200.00 each = \$800.00

<u>Budget Year 2:</u>	<b>\$400.00</b>
<u>Budget Year 3:</u>	<b>\$400.00</b>

*Cultural/School Consultants for Term III Travel Course:* This position is meant to identify a consultant in the local areas of which the participants will visit during the Term III Travel Course. The consultant will organize the schools tours and other local events in conjunction with the Program Director. The consultant will be a member of the Indigenous nations identified in the narrative.

2 consultants x \$2,500.00 = \$5,000.00

Budget Year 3: \$5,000.00

*Mentor Teacher:* This position is meant to identify in-service veteran teachers within the school that the participants will work. The Mentor Teacher will provide assistance to the participant in reference to the everyday workings of the school, insight into the profession of teaching, and other nuances of which the participants might be unaware. This person will be expected to meet with the Program Director and their mentee at least once a month and provide written reports of the progress and concerns of the participants. The preference for this position is to find Indigenous teachers but due to the limited number of current Indigenous teachers, this may be difficult.

\$3,000 per Mentor Teacher x 5 participants = \$15,000

Budget Year 4: \$15,000.00

*Professional Development Facilitators:* This position is meant to identify a person to facilitate a Professional Development workshop at the schools in which the participants work. Two school sites have been calculated because many of the participants may possibly work within either Salamanca City School District or Gowanda Central School District. If participants are working in other schools, they will be invited to attend the workshop. Two different professional development workshops are allocated and the content and facilitator will be identified on a needs-based evaluation in discussion with the school in which the participants will work. The preference for these positions will be Indigenous individuals and is dependent upon the needs of the schools.

4 workshops x \$500 for facilitator = \$2000.000

Budget Year 4: \$2,000.00

**TOTALS FOR DIRECT COSTS LINES 1-8:**

<b><u>BUDGET YEAR 1:</u></b>	<b><u>\$76,411.40</u></b>
<b><u>BUDGET YEAR 2:</u></b>	<b><u>\$64,043.20</u></b>
<b><u>BUDGET YEAR 3:</u></b>	<b><u>\$78,803.40</u></b>
<b><u>BUDGET YEAR 4:</u></b>	<b><u>\$49,501.00</u></b>

**Training Stipends**

*Full-time student charges of tuition, standard room and regular board plan:* The current charge to attend Elmira College is \$53,900.00 for the academic year. This includes tuition, standard room, and a regular board plan including meals. Student health insurance is an additional \$1,900.00 fee which can be waived if the participants already have health insurance. This full charge of attendance can possibly be adjusted based on financial aid opportunities for students from the Seneca Nation of Indians. The following levels have been established for qualifying students who are enrolled in the SNI Department of Education Higher Education program when funding is available:

- a. Funding status per academic year as full-time students:
  - i. Level 1 - Undergraduate and Graduate students with permanent residence on territory at up to \$15,000 per academic year.
  - ii. Level 2 - Undergraduate and Graduate students with permanent residence within New York State at up to \$12,000 per academic year.

- iii. Level 3 - Undergraduate and Graduate students with permanent residence outside New York State at up to \$10,000 per academic year.

The full amount of charges without adjustment for financial aid is calculated into the budget so that participants are not restricted to a lower amount if they do not qualify for the aid provided by SNI. Such participants might be federally enrolled members or decedents of other Indigenous nations within the United States but currently residing in or around the communities that this project is projected to serve. The participants will be encouraged to apply for other financial aid in addition to this stipend.

5 participants x \$53,900.00 = \$269,500.00	
2 academic years x \$269,500.00 = \$539,000.00	
5 participants x \$1,900 health insurance = \$9,500.00	
2 academic years x \$9,500.00 = \$19,000.00	
<u>Budget Year 1:</u>	<u><b>\$144,250.00</b></u>
<u>Budget Year 2:</u>	<u><b>\$279,000.00</b></u>
<u>Budget Year 3:</u>	<u><b>\$134,750.00</b></u>

*Participant Monthly Stipend:* This stipend is intended to alleviate some of the financial burden that going to college might require. This money can be used for books and other necessities for everyday usage. A food plan has been budgeted into the charges previously mentioned so this money does not have to go towards meals on campus.

\$900 per month x 5 participants = \$4,500.	
9 months x \$4,500 = \$40,500	
2 academic years x \$40,500 = \$81,000.00	
<u>Budget Year 1:</u>	<u><b>\$4,500.00</b></u>
<u>Budget Year 2:</u>	<u><b>\$40,500.00</b></u>
<u>Budget Year 3:</u>	<u><b>\$36,000.00</b></u>

*Community Projects Travel:* This Program Required Travel plays a key role in the retention strategies of the project. The participants and faculty of the course (Program Director) will travel to the home communities to participate in the events that the participants/students will organize. The purpose of the community projects are meant to help the participants contribute to their home communities while at college and to visit their home communities often without the financial burden placed upon the individual. The events also encourage the participants to contextual the academic content of the course. The rental van rate is an average rate for a mini-van that seats 7 people through Elmira College partnership with Enterprise Car Rental in Horseheads, NY.

Rental van \$300.00 x 10 community project trips = \$3,000.00	
Approx. 300 miles per round trip to participant communities @ \$.054 per mile = \$162.00	
\$162.00 x 10 trips = \$1,620.00	
Total: \$4,620.00	
<u>Budget Year 1:</u>	<u><b>\$462.00</b></u>
<u>Budget Year 2:</u>	<u><b>\$4,158.00</b></u>

*Term III: Travel Course fee stipend:* One major allure that Elmira College has is their Term III travel courses. These courses provide students opportunities to experience their program and course content in context on a global scale. The travel course identified for this course will

provide the opportunity for the participants to experience Indigenous education in praxis on a global scale. Many students who can afford these courses acquire invaluable experiences that they can share with their future students, families and communities. The basic course fee for Elmira College students to participate in these courses is \$6,000.00 per student. This covers all travel accommodations including flights, rooms, and board in addition to tours.

Travel accommodations and room and board @ \$6,000 per participant  
 $\$6,000.00 \times 5 \text{ people} = \$30,000.00$

Budget Year 3: **\$30,000.00**

*New York State Certification Examination fees stipend:* This funding will alleviate the financial burden of the certification examination fees which tend to deter students away from acquiring certification even if they have completed all necessary teacher education program requirements. The total amount of funding to be initially certified, that these exams require is \$712.00. There is a testing center on the Elmira College campus where the participants can take the examinations. In the even that a participant fails an exam, they will be responsible for any additional fees to retake the exam.

Academic Literacy Skills Test (ALST): \$131.00  
 Educating All Students (EAS): \$102.00  
 Content Specialty Test (CST): \$179.00  
 EdTPA: \$300.00  
 Total:  $\$712.00 \times 5 \text{ participants} = \$3,560.00$

Budget Year 2: **\$1,165.00**

Budget Year 3: **\$2,395.00**

*Other certification requirements stipend:* This funding will alleviate the financial burden of other fees that are necessary to meet the requirements of initial certification in New York State in addition to the teacher education program requirements and examination fees. The participants must get finger printed before their student teaching practicum and as professionally certified teachers. The rate for finger printing is currently \$102.00. They also must complete two on-line workshops and pay a title fee once they apply for certification. The on-line workshops both have a fee of \$25.00 and the initial certification title fee is \$50.00.

Fingerprinting =  $\$102.00 \times 5 \text{ participants} = \$510.00$   
 On-line Workshops =  $\$25.00 \text{ each} \times 2 = \$50.00 \times 5 \text{ participants} = \$250.00$   
 Initial certification title fee =  $\$50.00 \text{ each} \times 5 \text{ participants} = \$250.00$

Budget Year 1: **\$510.00**

Budget Year 2: **\$250.00**

Budget Year 3: **\$250.00**

**TOTALS OF TRAINING STIPENDS:**

<b><u>BUDGET YEAR 1:</u></b>	<b><u>\$149,722.00</u></b>
<b><u>BUDGET YEAR 2:</u></b>	<b><u>\$325,073.00</u></b>
<b><u>BUDGET YEAR 3:</u></b>	<b><u>\$203,395.00</u></b>

**Indirect Costs**

*Indirect Cost:* This rate was calculated with the understanding that the total cost per year was 10% of the personnel salaries.

Budget Years 1, 2, and 3:

Program Director Salary \$35,000 per year x 10% = \$3,500.00

Assistant Director Salary \$17,500 per year x 10% = \$1,750.00

Total: \$3,500.00 + \$1,750.00 = \$5,250.00

Budget Year 4:

Program Director Salary \$17,500 per year x 10% = \$1,750.00

Assistant Director Salary \$8,750 per year x 10% = \$875.00

Total: \$1,750.00 + \$875.00 = \$2,625.00

<b><u>BUDGET YEAR 1:</u></b>	<b><u>\$5,250.00</u></b>
<b><u>BUDGET YEAR 2:</u></b>	<b><u>\$5,250.00</u></b>
<b><u>BUDGET YEAR 3:</u></b>	<b><u>\$5,250.00</u></b>
<b><u>BUDGET YEAR 4:</u></b>	<b><u>\$2,625.00</u></b>

**TOTALS WITH 10% INDIRECT COSTS:**

<b><u>BUDGET YEAR 1:</u></b>	<b><u>\$231,383.40</u></b>
<b><u>BUDGET YEAR 2:</u></b>	<b><u>\$394,366.20</u></b>
<b><u>BUDGET YEAR 3:</u></b>	<b><u>\$287,448.40</u></b>
<b><u>BUDGET YEAR 4:</u></b>	<b><u>\$52,126.00</u></b>

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Dr.	First Name: Hollie	Middle Name:	Last Name: Kulago	Suffix:
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Address:

Street1:	One Park Place
Street2:	
City:	Elmira
County:	Chemung
State:	NY: New York
Zip Code:	14901-2085
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
607-425-6114	607-735-1185

Email Address:  
hkulago@elmira.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

EXEMPT RESEARCH.pdf	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Elmira College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	52,500.00	52,500.00	52,500.00	26,250.00		183,750.00
2. Fringe Benefits						
3. Travel	7,026.40	3,134.00	4,135.00	6,251.00		20,546.40
4. Equipment	11,385.00	0.00	0.00	0.00		11,385.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	5,500.00	8,409.20	22,168.40	17,000.00		53,077.60
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	76,411.40	64,043.20	78,803.40	49,501.00		268,759.00
10. Indirect Costs*	5,250.00	5,250.00	5,250.00	2,625.00		18,375.00
11. Training Stipends	149,722.00	325,073.00	203,395.00	0.00		678,190.00
12. Total Costs (lines 9-11)	231,383.40	394,366.20	287,448.40	52,126.00		965,324.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # S299B160007

Name of Institution/Organization Elmira College	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

### **Exempt Research Narrative**

The Empowering Relationships Project (ERP) consists of multiple opportunities for significant contributions to research literature. Research findings and reports that will manifest from the ERP are embedded within the everyday processes of the project and qualify for exemption. There are no specific recruitment strategies for the specific purposes of research but include data collection from the participants of the project, consultants, and personnel and the documentation that is collected such as, but not limited to, surveys, student work, and video recordings of events. Any of the research projects that specifically focus on the participants fall under Exemption 2 because the participants of the research studies will not be identified, synonyms will be used and other identifying information will be kept confidential. The potential research focal points are designated as exempt under the following categories of exemption as defined within the grant application under B. Exemptions on pages 33-34:

Exemption 1: Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques,

Exemption 2: Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior.

Exemption 5: Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

The following research focal points will significantly contribute to the research literature and will be formally identified as research projects at the point of award of this proposal. As the research projects are formally designed, data collection, analyses and reporting will be clearly defined and approval from the Elmira College Institutional Review Board will be acquired. However, the research projects will still fall under the exemptions identified in this document. The research focal points are:

1. Recruitment and retention strategies for Indigenous students at private liberal-arts colleges through building relationships throughout campus with attention to the small college size, personalized attention, inclusiveness of the college community and needs and concerns of the Indigenous communities. Best practice strategies are applied to this project based on general post-secondary education research on Indigenous students often at state universities, large private colleges, and/or tribal colleges. This research will compare the effectiveness of those strategies to the experiences of the participants at Elmira College. This research project is considered exempt under Exemption 5 as this

program is specifically designed for the participants and will be monitored and evaluated with the goal of promoting success for the participants.

2. Effectiveness, outcomes, benefits and concerns will be researched in reference to the participants' engagement in the community project-based coursework and application of content to promoting the goals of their home communities. The course content will engage the participants in literature and examples of nation building through education and promote understandings of teachers as nation builders. The participants will then create their community projects that empower Indigenous knowledge and contribute to their communities' goals. These courses have multiple benefit to the students:
  - a. As a retention strategy that will promote the Indigenous students perseverance and motivation to complete the program as they engage with their communities on a regular basis.
  - b. As a pedagogical strategy to teach participants how to empower their young students in their future classrooms.

This research project is considered exempt under Exemption 1 and 5 as it is both an instructional strategy, and a program effectiveness strategy.

3. Recruitment and retention strategy specifically focused on creating and promoting family, community, and school relationships at the post-secondary education level with Indigenous families and communities. Elementary and secondary education often promote these partnerships however, it is necessary to include these relationships at the post-secondary level for Indigenous students as well because the same incongruencies and needs are still prevalent at this level due to the value placed on relationships and responsibilities that Indigenous students have for their families and communities. This research project is considered exempt under Exemption 5 as this component of the project is specifically designed for the participants and will be evaluated for its effectiveness.
4. Outcomes, concerns, and performances will be researched of the Indigenous student teacher candidates experience with the edTPA. The edTPA has been criticized for being discriminatory towards student teachers of color working with students of color. As this is a high stakes test, it is often a major obstacle that tends to deter potential pre-service teachers from completing their teacher education program that leads to certification. This research project will fall under Exemption 2 because the participants will not be identified if their data is utilized.