



# Letter of Understanding

This Letter of Understanding is made and entered into between the Office of the Chancellor (OC) of the Pennsylvania State System of Higher Education (hereinafter "PASSHE") and the following University named below (hereinafter "University"):

University:  LOU Tracking #:

## Program Information

Name of Program:

Amount of this LOU:  University May Exceed Amount by:

Will Funds be paid in advance?  Will unexpended amounts be returned upon completion of the project?

Submit Invoices:  Other:

May line items be re-allocated per Section 3?  Invoices submitted AFTER THIS DATE will not be paid:

LOU Author:  LOU Effective Date:  LOU Expiration Date:

## Work Statement

Attachments      List Attachments:

No Attachments

Work Statement as outlined in the attached FPDC proposal and budget.  
 Project Director: Drs. Miriam Witmer and Jeffrey Wimer

Conditions of award: This award is conditioned on compliance with all applicable research regulations including but not limited to, Protection of Human Subject/Institutional Review Board (IRB) review and Institutional Animal Care and Use Committee (IACUC) review, as determined by the responsible university officials.

## OC Funding

Cost Center      OC CC Number:  Internal PO#:

Grant      OC Grant WBS Number:

Grant Funding Announcement #:  Grant Funding Announcement Date:

Grant Funding Award #:  Grant Funding Award Date:

Source of Grant Funds:  If "Other"

# University Accounting Instructions

LOU Tracking #: 2015-MU-05

Universities should record as "Minor Object":

Minor Object: 424

--Unrestricted Funds--

## Budget Information

*Provide additional budget detail, as necessary, in the Work Statement.*

Salary/Wages:

\$4,267.20

Associated Benefits (Social Security, Retirement, etc.):

\$0.00

Select: University will be reimbursed for employee salary and benefits:

N/A

Employee will receive additional compensation via payroll

YES

University will be reimbursed for faculty release time

N/A

Operating Expenditures (In accordance with PASSHE policy/procedure):

Travel:

\$292.90

Supplies:

\$139.90

Other (list):

Honoraria

\$700.00

**Note: All Capital purchases become the property of the University**

Capital Expenditures: -- List Capital Expenditures in this box. --

Total Expenditures:

\$5,400.00

## Signatures

### PASSHE

### University

\_\_\_\_\_  
Cost Center Manager

\_\_\_\_\_  
Date

\_\_\_\_\_  
Project Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
VP Administration & Finance (or Delegate)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Controller

\_\_\_\_\_  
Date

\_\_\_\_\_  
Controller

\_\_\_\_\_  
Date

\_\_\_\_\_  
VC Administration & Finance (or Delegate)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Grant Officer (if applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

Section 1: Term. Both parties agree that all services/deliverables will be performed/provided as specified in this LOU beginning immediately upon the signing by all parties of this LOU. Either party may terminate this LOU for its convenience upon thirty (30) days' written notice to the other party. This LOU will be considered mutually concluded after all specified services/deliverables have been provided or the expiration date has been reached.

Section 2: Invoicing/Billing. If applicable, the University shall submit itemized invoices outlining services/deliverables satisfactorily completed. Invoices must include only amounts due under this LOU referencing specific sections of the Work Statement and/or Budget and must reference the LOU number listed herein. Approved invoices will be paid within 30 days of receipt.

Section 3: Budget. Both parties have the option to reallocate funding among or within budget categories and line items, provided the total budget is not exceeded by the amount previously authorized and the funding agency allows for such reallocations. The University may exceed expenditures in individual budget line items by 10% without notice or approval if the change does not cause an increase greater than that otherwise expressly allowed by this LOU. Any notices or requests for adjustments to the period of completion, budget revisions in excess of 10% of a line item, or changes in personnel or report deadlines must be submitted in writing at least 10 days in advance.

Section 4: Supplemental Understanding for Grants (if applicable). With approval, costs incurred within 90 days prior to the effective date of this agreement are eligible for reimbursement. The University shall comply with all applicable laws, regulations and grant guidelines, including the funding announcement and the funding award requirements. All employee compensation will be provided in conformance with collective bargaining agreements, the Fair Labor Standards Act and OMB Circular A-21. The University shall acknowledge the support from this grant in any publicity or publications about this project. The University shall provide the Office of the Chancellor with data required to fulfill grant reporting requirements, including aggregate demographics of project participants, and other such data as reasonably available.

Section 5: Non-Exclusivity. Both parties may enter into similar agreements or understandings with other Commonwealth agencies and with private entities, and may purchase similar services from other providers during the term of this LOU.

Section 6: Claims and Notices. If work as outlined in the Attachments is not performed satisfactorily, claims and notices must be made within sixty (60) days, and both parties must be provided with reasonable opportunity to address outstanding issues.

Section 7: Intellectual Property. The following provisions apply as checked:

7A. Licensed or copyrighted materials provided by either party are subject to terms, conditions, policies, and fees (if any) in effect for that licensed material. Therefore, both parties shall:

- Protect all property rights in the licensed or copyrighted documentation in a manner consistent with the maintenance of patents, copyright and trade secret rights, as applicable.

- Not sell, transfer, or otherwise make the licensed or copyrighted documentation available to others.

- Have no right, title, or interest in any licensed or copyrighted materials, except as set forth in the Work Statement.

- Not copy or distribute licensed or copyrighted materials, except as specifically provided in the Work Statement or subsequent correspondence.

7B. Ownership of Intellectual Property created by PASSHE faculty as a result of this project shall be determined by application of the current APSCUF Collective Bargaining Agreement. The University shall follow procedures outlined in the Technology Transfer and Commercialization Guide for PASSHE Faculty and/or, if applicable, the Technology Transfer and Commercialization Guide for PASSHE Non-Faculty Personnel.

7C. Intellectual property created as part of the Work Statement shall be the property of the University and/or the Sponsor. The University shall execute Work for Hire Agreements, and if necessary an assignment agreement, with faculty as needed in order to comply with this requirement.

Section 8: Dispute Settlement. Any disagreements arising from the interpretation, execution, or performance of this LOU will be referred to the Office of the Chancellor, Pennsylvania State System of Higher Education, for resolution.

Section 9: Amendments and Change Orders. Any changes, corrections, or additions to this LOU shall be in writing in the form of a supplemental agreement signed by all parties below and setting forth therein the proposed change, correction, or addition.

Section 10: No Legal Effect. This LOU is not intended to, and does not create any contractual rights and obligations with respect to signatory agencies or any other parties. This LOU may be terminated by either party if any of its provisions is defaulted upon or either party fails to complete the work in a timely manner.

PASSHE OFFICE USE ONLY: FPDC proposal # 2-WITM-MIL14  
University proposal # \_\_\_\_\_

Project Title: **Side-by-Side: Developing Students from Underrepresented Groups  
for Future Careers in Education**

RFP Category: #2-Joint Faculty-Student Public Service

Total Grant Amount Requested from FPDC: ██████████ \$5,400

Discipline: **Education**

Project Co-Directors:

**Miriam M. Witmer**, Instructor, Department of Educational Foundations/Advisor, Color of Teaching Mentoring Program 717-872-3965, [mwitmer@millersville.edu](mailto:mwitmer@millersville.edu)

**Jeffrey W. Wimer**, Associate Professor, Department of Wellness & Sport Science 717-871-5367, [jwimer@millersville.edu](mailto:jwimer@millersville.edu)

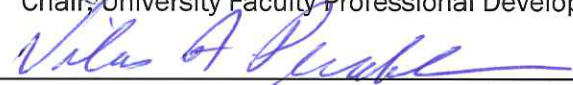
Faculty Status: **Witmer, probationary; Wimer, tenured**

IRB Status Approved: (IRB Log # F2014-30)

Project Abstract:

This proposal is aimed at addressing the mismatch between the shifting demographics in the PK-12 school population and the decreasing minority representation in the teaching workforce. The Side-by-Side program is specifically designed to generate interest in the teaching profession among high school students of color. The ultimate goal is to develop a pipeline for recruitment of teachers of color into the School of Education at Millersville University (MU). The new Side-by-Side program has two components: an “Exploring Careers in Education” seminar and an engaging mentoring model called “Color of Teaching” (COT). In the COT program, faculty and teacher candidates in the field of education from Millersville University will mentor high school students of color in an urban school district located in the MU service area.

Endorsement:  Non Date: 2/11/2015  
Chair, University Faculty Professional Development Committee

Endorsement:  Date: 2/11/15  
University Provost or designee (see Note 1 below)

**Faculty Status Definitions:**

Probationary Non-Tenured Faculty - a faculty member who is appointed to a tenure track position and who has not been granted tenure.  
Non-Tenure Track Faculty - a faculty member who is appointed to service in a position in which service will not be credited toward tenure, for example Temporary Part-Time or Temporary Full-Time or Regular Part-Time faculty.

Note 1. Endorsement signifies specific University commitments - see page 8 of the grant guidelines)

## **Side-by-Side: Developing Students from Underrepresented Groups for Future Careers in Education**

### **Background**

Educational institutions are a microcosm of society. It is no secret that there has been a dramatic shift in the demographics of the population of the United States, and the nation has become multi-dimensional in race, ethnicity, class, language, and religion. Nowhere is this shift more apparent than in our public schools where enrollment of white students slid from 61% in 2000-01 to 56% in 2007-08 (NCES, 2010). While the diversity of the PK-12 student population continues to increase, the diversity of the teaching workforce is on the decline. Data from the National Center of Education Statistics show that Black students comprise about 16% of our public school students nationwide, but Black teachers only represent about 8% of the teaching workforce (2010). Latino students are the fastest growing minority group in the United States. Latinos are expected to make up a third of the total U.S. school-age population (ages 3-17) by the year 2036, but Latino teachers represent only 14% of the teacher workforce (NCES, 2012; McLaughlin, 2012). Recent data from the National Center of Education Statistics show that between 2003 and 2011, the percentage of public school teachers of color increased only one percent from 17% to 18% (NCES, 2011).

Given the increasing diversity of today's student body and the decreasing diverse teaching workforce, measuring the effectiveness of a college of education and indirectly the university that houses it must include a measure of their effectiveness in maintaining not only quality but also equality of access. Unfortunately, the literature is replete with concerns from educators, politicians and others over the under-representation of minorities in higher education institutions in general but particularly in colleges of education (Gollnick & Chinn, 2009; Shudak, 2010). Colleges and universities need to position their teacher preparation programs to be able to recruit students who come from diverse backgrounds to become teachers, and to advocate for the growing number of students of color in our PK-12 schools. Throughout this proposal we will use the term students of color to describe students from traditionally defined minority or under-represented groups such as Latinos or African-Americans, as well as students who are not frequently grouped this way including Asians, Pacific Islanders, and other under-represented individuals.

### **Significance**

College going rates for students of color are increasing; however, many of those students are not choosing education as a major. Researchers have studied the perceptions that students of color have about teaching and have identified numerous barriers such as: limited educational opportunities, more lucrative career options, standardized testing requirements, racism, negative school experiences, poor image of teachers, and absence of role models of color (Gordon, 2000; Graham & Irwin, 2011; Madkins, 2011). If high school students of color are informed about careers in education in school and offered an opportunity to openly discuss these barriers and solutions to overcoming potential barriers as addressed in this proposal, perhaps more students of color will see careers in education as a more viable option.

This proposal is significant because it addresses the mismatch between the increasing population of the students of color in PK-12 schools and the dismal enrollment of students of color in colleges of education. It is dually designed to increase the understanding of high school students of color about careers in education as well as impact the leadership development, retention and empowerment of the current education majors of color who will participate in the project as research assistants and mentors. In addition, the project will strengthen the partnership between Millersville University (MU) and the School District of Lancaster (SDOL). The two faculty co-authoring the grant proposal along with MU students will leverage the project for research and professional development.

Often students of color come from low-income families in urban neighborhoods and lack agency to pursue college. These students are also often first generation college students who are not aware of how to navigate the college application process. The proposed program is intended to help students understand how to prepare for college as well as shape students' perceptions of careers in education.

The uniqueness of the program lies in its effort to educate high school students of color to see teaching not only as a viable career option, but also as a path for strengthening their community and the broader society. Because the “Exploring Careers in Education Seminar” will be integrated within an existing school district program and the “Color of Teaching Mentoring Program” (COT) is well-established at the school district, the opportunity for the project’s successful implementation is very favorable.

### **Goals and Objectives**

The goals and objectives of this project are directly linked to the overarching goal of Millersville University School of Education’s Diversity Strategic Plan which is to “Enhance efforts in recruitment, retention and achievement of students, faculty and staff from underrepresented groups.” This project addresses the following action plan item of the strategic plan: “Develop new strategies to improve student recruitment and retention.”

The project will examine the causes of the persistent under-representation of students of color in teacher education programs and implement a plan aimed at accomplishing the following: (1) enhance existing partnerships with PK-12 schools to prepare teachers of color; (2) increase the college readiness of high school students of color while at the same time exposing them to careers in education; and (3) increase faculty knowledge of successful pipeline programs for recruiting students of color into schools of education in predominantly white institutions.

The ultimate goal is to create a pipeline to recruit students of color into the teacher education program at MU. The project will advance the college readiness of prospective students of color, enhance their awareness of the teaching profession and then mentor them on the dispositions of being a future college student via COT, a successful and established mentoring program at MU and SDOL. The funding from this proposal will serve as seed money to implement a seminar for high school students focusing on pre-service teacher education and to conduct research to assess the project.

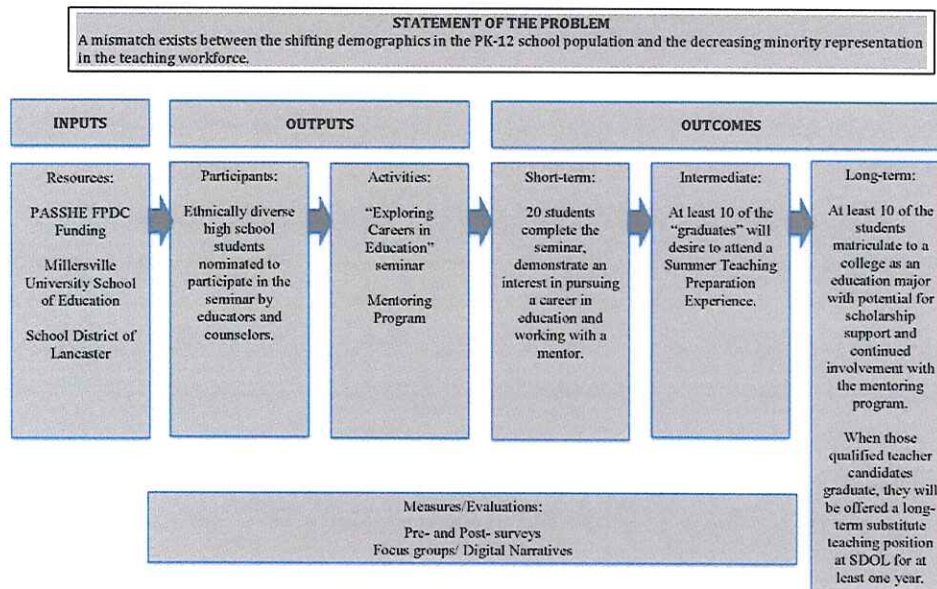
### **Description of Project**

“Side-by-Side” is the name of this project proposal aimed at assisting students of color in high schools in SDOL to become college ready and to prepare for a career in education. As a “grow your own program,” it will serve as an alternative pathway for recruiting and retaining students of color into teacher education programs at MU and will support the general recruitment effort of the university’s admissions office.

In collaboration with school partners, MU faculty and students will offer an “Exploring Careers in Education” seminar to high school students of color to inspire or solidify their interest in careers in education. Students will be nominated by SDOL teachers and counselors. The primary goal is to identify students who show interest, characteristics and potential to succeed in the field of education. In addition to the seminar, students will be paired with trained college student mentors from COT. The co-authors of the proposal will collect data from various stakeholders, such as the students, teachers, and the administrative staff for the purpose of learning about issues that are affecting students’ success and aptitude for careers in education.

The following logic model provides an overview of the entire “pipeline” project. However, this grant proposal is dedicated to the short term goals of the entire “pipeline” program. It is anticipated that the short term outcomes alone will yield approximately 160 direct contact hours (20 students x 8 hours) in the seminar with MU faculty, MU students and high school participants. In addition, approximately another 240 hours (20 high school students x 12 hours) of mentoring for the students of color involved in the program.

**Side-By-Side: Developing Students from Underrepresented Groups  
For Future Careers in Education  
Partnership Between Millersville University and School District of Lancaster**



### Expected Program Outcomes

#### **Short term:**

- Twenty students will complete the "Exploring Careers in Education" seminar.
- Sixteen of these students completing the seminar will demonstrate an interest in pursuing a career in education as reported in survey and focus group findings.

#### **Intermediate:**

- Ten of the students completing the seminar will desire to attend a summer teaching preparation experience as indicated in the post-survey.

#### **Long Term:**

- At least 10 of the students completing the summer experience will matriculate to a college as an education major with potential for scholarship support and continued involvement with the mentoring program.
- Qualified teacher candidates who graduate from the program will be offered a long-term substitute teaching position at SDOL for at least one year.
- Positive feedback, gathered via narrative reflections and focus groups, from MU students serving as research assistants, guest speakers, and/or mentors for students of color in the Side-by-Side program.

### Expected Professional Development Impact

Presently, Dr. Miriam Witmer is advisor to the Color of Teaching Mentoring Program at MU. She completed her dissertation entitled, *Ethnically diverse education students' perceptions about mentoring: Implications for college success and career aspirations* (2014). She also has conducted research on ethnically diverse students' perceptions of careers in education and on the needs and characteristics of students of color in college education programs. The Side-by-Side project will support her research

agenda while offering her an opportunity to expand the successful Color of Teaching Mentoring Program to serve more students of color.

Dr. Jeffrey Wimer, who has a long history of addressing issues of diversity, will study urban school students' perceptions by conducting an assessment of the seminar's impact on high school students' attitudes and behaviors towards careers in education. This work will build on his previous studies of diversity issues and increase his (and others') understanding of how self-perceptions and identity affect student career decisions. Dr. Wimer's assessments will not only provide new insights into how to best prepare adolescents to meet the future challenges of college, but his research will help him to better understand the decision making process of students from increasingly diverse family dynamics who enroll in college. Drs. Witmer and Wimer are highly dedicated to cultivating positive change and to implementing this program.

### **Expected Professional Development Outcomes**

- Drs. Witmer and Wimer will:
  - conduct research that will inform their teaching and mentoring at MU;
  - provide research based workshops on dynamics of urban schools to faculty and staff through the Center for Academic Excellence.
  - collaborate with existing School of Education committees, including community partners, to investigate alternative pathways to degree completion.
  - present at conferences on topics of diversifying the teaching workforce;
  - co-author journal articles in the area of culturally responsive teaching;
  - strengthen partnerships with the local urban school;
  - and expand the Color of Teaching Mentoring Program to support MU students' leadership development.

### **Timeline**

- August 2015: Nomination of students by SDOL teachers and school counselors. Obtain parental consent.
- September 2015: "Exploring Careers in Education" seminar offered
- October 2015: Mentoring program implemented
- December 2015: Program evaluation
- January 2016: Data analysis
- Spring 2016: Dissemination of results via articles and conference presentations

### **Sustainability of the Project**

There are two scholarships for students of color pursuing a teaching certificate at Millersville University. The Side-by-Side program will inform student participants about how to apply for these and other scholarships. MU has also developed a partnership with SDOL via the Color of Teaching Mentoring Program so access to students of color in this school district has been approved by Superintendent Dr. Pedro Rivera (see Appendix D). Furthermore, we plan on soliciting support from local businesses and the United Way to sustain this program. Since this project supports the University's Diversity Strategic Plan, we expect full support from the School of Education as this initiative should positively affect MU's recruitment of students of color in the field of education.

The project co-directors will work in collaboration with Dr. Coker-Kolo, Associate Dean of the School of Education and Chair of the School's Diversity Committee, to explore additional partnership and resource opportunities with other school districts, community colleges, school of education alumni, and business organizations. Co-directors will meet with Dr. Coker-Kolo, a leading expert in diversifying the teaching workforce, at bi-weekly meetings to examine the causes of persistent under-representation of students of color in teacher education programs, to assess the outcomes of the project and to determine external funding sources to sustain and expand the project.



Revised Budget Side-by-Side Grant 6/2/2015  
Budget Summary

Project Budget	Proposed Grant	University Contribution	Other Revenue Sources
Salaries/Stipends <sup>1</sup>	\$3107.20		
Student Wages <sup>2,3</sup>	\$1160.00		
Benefits		\$559.30	
Honoraria (for consultant) <sup>4</sup>	\$700.00		
Supplies <sup>5</sup>	\$139.90	\$200.00	
Equipment			
Operating Expenses			
Travel <sup>7</sup>	\$292.90		
In-kind costs (office and computer facilities) <sup>6</sup>		\$400.00	SDOL classroom
Other			
<b>TOTAL</b>	<b>\$5400.00</b>	<b>\$1159.30</b>	

Budget Notes

- 1). Faculty Stipend:  $\$38.84/\text{hour} \times 5 \text{ hours per week} \times 8 \text{ weeks} = 1553.60 \times 2$  faculty= $\$3107.20$ . The rate at which we are calculating pay is at Instructor step 1=  $\$38.84/\text{hour}$ . The University contribution is calculated at 18%.
- 2). Student Stipends:  $\$7.25/\text{hour} \times 5 \text{ hours per week} \times 8 \text{ weeks} = \$290.00 \times 4 \text{ students} = \$1160.00$
- 3). Student wages rate calculated at PA minimum wage.
- 4). Consultant = \$700. As Chair of the University Diversity Committee, the Associate Dean of the School of Education will assist with coordinating efforts from various partners on campus and in the community. Co-directors will have bi-weekly meetings with consultant to examine the causes of persistent under-representation of students of color in teacher education programs, to assess the outcomes of the project and to determine external funding sources to sustain and expand the project.
- 5). Supplies: books and teaching resources for the “Exploring Careers in Education” seminar and high school student participation in the mentoring program activities = \$139.90
- 6). In-Kind contribution: Copying handouts and technology aids = \$400
- 7). Travel: Mileage from Millersville University to JP McCaskey High School  $\$0.565 \times 10.8$  (round trip) miles=  $\$6.10$  (per trip)  $\times 8 \text{ weeks} = \$48.812 \times 6$  Millersville (faculty and student assistants) = \$292.90