

## **ABSTRACT – Christine HasBrouck**

Interviewee: Christine M. HasBrouck

Interviewers: Kristian Christian & Jill VanDeMark

Date: November 17, 2018

Location: Greenlawn Rd, Vestal, NY

Length: 1 audio file, 00:41:56

Christine M. HasBrouck was born on August 8, 1973 in Owego, NY. She went to Apalachin Elementary School and graduated from Owego Free Academy. Christine has two siblings, a brother name Daniel and a sister name Heather. Her father (Harry) and mother (Sharon) were both born in the 1940s; both of her parents had different lifestyles. Her father served in the Army before working for International Business Machines Corp (IBM), while her mother was a stay at home mom, then later started working at a bank. During high school, Christine thought she was going to be an architect, but life took her on another path. Christine's high school allowed the seniors to volunteer with smaller children, and from that day on, she knew education was her passion. After high school, she went to Broome Community College and earned her Associate Degree and later applied to SUNY Cortland and SUNY Oneonta, she went to SUNY Cortland in 1994. At Cortland, her degree was Elementary Education with a concentration in psychology exceptional, with the goal of teaching special education. She then had the experience of working with children at Binghamton University in the Children's Unit for Treatment and Evaluation (C.U.T.E) behavior modification program, the way children were treated changed her thoughts on wanting to be a special education teacher. Christine later became a teacher assistant who helped children having challenges in the classroom. From her experience at home and in school, she grew a love for people who have autism. Christine expresses how she loves to see children who are struggling finally grasp the concept of a topic and that's what brings joy to her heart. Christine feels that SUNY Cortland education helped her get a job easier in her field, after she took a long break from work, but she doesn't think Cortland helped prepare her for what children go through in their lives today. Christine also feels that SUNY Cortland education program has improved by allowing children to be hands on in the classrooms earlier than usually. She also feels as if SUNY Cortland's environment has changed with adding dorms and changing the rules of parking for freshmen and replacing the football field with a cafeteria. Christine feels as if downtown Cortland haven't made any major changes. After graduating from SUNY Cortland in 1995, Christine experienced a huge tragedy in 2011 when her home was flooded by a hurricane, and a week later, a tropical storm in Binghamton, NY. She had to live with her parents and in a trailer, and gladly eleven months later her family was back on their feet and placed back into the comfort of their home.

## FIELD NOTES – Christine HasBrouck

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The Interviewee. Christine HasBrouck is a teacher assistant at Owego Apalachin Elementary School. She graduated from high school with the intent of becoming a special education teacher. She later realizes special education wasn't for her, but she still decided to work with children who needed extra help. Christine graduated from Cortland in 1995 and didn't go into a classroom until fourteen years later because of her pregnancy. Christine feels that her SUNY Cortland credentials helped her get back in the classroom with no problem. Christine and her family later suffered from a hurricane and tropical storm in 2011, but persevered through it all.

The Interviewers. Kristian Christian and Jill VanDeMark are both current students at SUNY Cortland majoring in Early Childhood/Childhood Education with a concentration of social science. This interview is a project that is a requirement for an Oral History class in the fall 2018 semester given to us by Professor Evan Faulkenbury.

Description of the Interview. This interview is taking place on Greenlawn Rd. The home has an open garage with two cars in it. The exterior of the home is blue on the sides and red in the middle, with wooden stairs. The interview took place in the interviewee living room space on a round table with windows on the side and family pictures all around the walls.

Note on Recording: Recorded on an iPhone X device.

## **TRANSCRIPT- Christine HasBrouck**

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Interviewers: Kristian Christian & Jill VanDeMark

Interview Date: November 17, 2018

Location: Greenlawn Rd, Vestal, New York

Length: 1 audio file, 00:41:56

Kristian Christian: Today is November 17, 2018. The time is 1:22. My name is Kristian Christian, I'm with Jill VanDeMark. We're interviewing Christine HasBrouck. We're in Vestal, New York in the comfort of Christine's home. So, Christine today we will like to thank you for coming today and having us interview you.

Christine HasBrouck: Sure

KC: To begin can you tell us a little bit about your childhood?

CH: I was born and raised in Owego, NY which is just a neighboring town. I went to elementary school at Apalachin Elementary School. Graduated from Owego Free Academy in 1991. Not sure what else you want to know, any specifics.

Jill VanDeMark: Can you tell us a little bit about your parents?

CH: Sure, they were both born in the 1940s. So they were a little bit older when they had me. They were in their thirties already when they had me and got married. My dad worked for IBM which was big up here at the time kind of gone by the wayside, but he worked at IBM. My mom was a stay-at-home mom until probably until she had to my brother in back to school. She worked off and on a little bit and then she went to work for a bank. So she worked on as a teller at a bank until she retired. My niece was born 9 years ago. So we're just kind of a regular, you know, middle class family three-bedroom house out in the country.

KC: Can you tell us your parents' names?

CH: Yeah, my dad's name is Harry and my mom's name is Sharon. Dodge is their last name.

KC: Can you tell us a little about the neighborhood you grew up in?

CH: Sure, it was out in the country. Like I said, we lived on a road that was a mileish long and there was only one other house on our road. We were at one end that house was at the other end. There were one two, three neighbors within an easy walking distance until I was about 16 and then my aunt and uncle built another house. We lived in close proximity to my dad's brothers. They were around the corner on a different road, but we could ride bikes to their house. So, we had family nearby with siblings. But otherwise we are probably a 20-minute drive to town anytime you needed to go get something or going to you want to go to a friend's house. It was always a hassle because you were way out in the middle of nowhere.

KC: When were you born?

CH: I was born August 8th, 1973.

KC: Can you tell us like a little bit more about your parents and more in depth about their culture?

CH: Sure, my dad was born in 1940. He had three siblings. He's the oldest, He was raised for the most part in and around Owego and they were farmers, my dad didn't really have the opportunity to go to college. He had to work to be able to get a car, couldn't get a car until he could get a job, couldn't get to work and have a car, those sorts of things. So he had to figure out ways to be self-reliant and self-sufficient. I don't know exactly what age if it was right out of high school or if it was a little bit later. He went off to the Army, He served during. It couldn't have been during Vietnam so it had to be before that. Maybe the Korean war. He served in Germany. My mom was born one of nine right in the middle. She's one of nine to a poor family. My grandmother did not work did not drive. So just my grandfather worked, although he worked at IBM. He was a laborer. My mom was born in 42. My grandfather didn't make a whole lot of money and I don't know what he always worked at IBM either. He basically got kicked out of his family when my grandmother got pregnant and had to forge his way. My mom grew up without indoor plumbing until she was out of high school. So they were quite different my parents were. They met through a mutual friend introduced them and then they got married in 1972 and they had me a year later in 1973.

KC: Do you have any brothers and sisters?

CH: I do, one of each. My sister her name is Heather. She is 3 years younger than me. And then I have a brother, his name is Daniel and he is about four and a half years younger than me.

KC: IBM is a place where they work?

CH: IBM is the company my dad worked for. It started to here locally in Endicott, and it went international.

JV: Can you tell us a little bit of why you went into the education field?

CH: I thought in high school. I was going to be an architect. But during my senior year my high school gave, I think: Juniors and seniors, but definitely seniors the ability to go to the elementary school, which was on the same lot but down the sidewalk, like a five-minute walk. They gave us the opportunity to be able to apply to go and volunteer at the school during a study hall. So I took that opportunity and just fell in love with it. I love working with the kids. I loved, being in the classroom, helping with whatever the first-grade teacher wanted me to work on with the kids, and that's kind of when I knew that I wanted to be a teacher and be in the education field.

KC: Where did you go after high school?

CH: After high school, I went to Broome Community College. I went an extra semester there, but I graduated with my associate's, and then I applied to Cortland, Oneonta. That might be it. I don't remember for sure, and I got into Cortland. So I went to Cortland in the spring of 1994 when I started at Cortland.

KC: Can you tell me a little bit more about the difference in the Education field in Cortland now versus back then?

CH: Sure, back then when I was at Broome, it was just a liberal arts degree. If you were going to go if you were going to transfer to a teaching college, you just got your liberal arts degree. So I just took like general electives. So I took all my English, history, science, my math all of that, but I never once worked with children unless I had a separate job at a daycare center.

They didn't send me out to go work with kids. They didn't prepare you at all for any of that They said, "Okay. Well, you're going to transfer. So this is what you're going to do. This is the track to transfer do all your general electives" My PE, my language all of that So when I got into Cortland I had all my general electives done. So once I got to Cortland I started right in on my teaching coursework, when we I went we had to pick a concentration, so I was elementary ed with a concentration of psychology of exceptionality. My goal at that point was to be a special ed teacher. That's what I thought I wanted to do. So with that, I took my block classes that they say, Here, you can pick this block or this block and that would have all my teaching classes. So my first semester I was in a block, and then I took like a language development class. I took the reading class was for my concentration. A lot of psychology for a behavior modification things like that. So I was my first semester in the spring. My next semester in the fall, I finally got to work with kids and we did they call it a practicum. And with that are all of her classes stopped for 4 weeks. I think was 4 weeks, but they stopped for about 4 weeks, and in the education program for that semester, and you went off to work in a school every day for a half day. So Monday through Friday, half day, you went to school, I was fortunate and they sent me in a group of us to Lemoyne Elementary up in Syracuse, and they actually had a van for us, and this guy whose son used to be a State Trooper drove us up every day in the Cortland, van picked us up and brought us back to Cortland. I was there for Halloween through Thanksgiving break, so a little bit before Halloween and then through Thanksgiving break. That was when we were done. And so that was our first real, so 1990 that would be fall of 1994. That was our first real experience in a classroom. If you didn't work in a daycare or something like that, and then then your classes resumed again, so it was it was a little bit was a little strange how they did it. So then the spring of 1995 I student taught. Similar to now you have a rural an urban kind of setting

but because I did Lemoyne Elementary both of my placements were a little more, I did Union-Endicott before Elementary in Union Endicott in the elementary school I was at it, wasn't that much different than North Valley. I didn't feel, so I did first grade, and fourth grade so still they break that up a lot like they do now for student teaching and then I went back after my student teaching, that fall and I did my senior. So then he has his other set of classes. That you take the kind of then tie up all the loose ends, and then you know, but I technically graduated the spring before I had my senior semester.

KC: When did you realize special ed wasn't for you?

CH: I guess I never really realized it wasn't my field, because after I got out of college, I still thought I was going just straight special ed, going to be a special ed teacher. I worked at Binghamton University. They have a program, the name is changed a little, but then it was called the Children's Unit for Treatment and Evaluation C.U.T.E for short, and I worked there thinking, you know, I knew that they would pay for me to work on my master. So I worked there an aide, but it was a behavior modification program, and that really did something to me the way that they treated the children, the way that they, okay this part of it is definitely not for me. And then I had Allyson, my daughter, because I got I graduated in. I got done with school December of 1995. I got married in June of 1996 and had Allison in July of 97. So in that time frame, I just with what I got paid at the children's unit. The pay was not that great for what we did and the behavior modification part of it, where you know, we were retraining the children, and they were children with severe disabilities and not necessarily physical disabilities, you know, chromosomal abnormalities and autism, and there were emotionally disturbed children in the programs. They have a huge wide range, there was only about 40 kids in the program and had four classes, but watching how that worked. It just seemed like I can't do that the rest of my life.

That's why I thought I'm not going to do that. However, now, I work back in the schools as a teaching assistant, and I work with autistic children, and I work with the kids that are very low the kids that should be classified but aren't classified. I kind of came full circle and I kind of am back to working with them I'm just did not officially special ed.

JV: How did Cortland impact you as an educator?

CH: It's definitely set me up well to go into my into the career had I gone straight in from college like I originally intended, to do but then we had a child and it just made more sense to stay home, but it's made it effectively easier to go back into the field. I went back into the schools after my son was in school. So, it was probably a 14-year break because Allyson was born in 1997 and it was in 2012 when I start to be a substitute aide, although when Allyson was a little substitute teach for a year. Then I got pregnant with her brother, so I stopped, but I went back an aid and as a child assigned aid for a boy on kindergarten with autism, and so children with autism hold a very special place in my heart. I just loved him and adored him. Even when it was challenging, but I think because of the education that they knew I had, even though it was 14 years prior like the teachers that I worked with all respected me as a professional, not just as, a Well she's just a name of the high school diploma. They treated me and respected me as a peer more because I had an education from Cortland. I didn't just walk in off the street.

KC: Did you stay at Cortland, like on campus?

CH: I did

KC: How was that? Like Cortland life?

CH: I lived at the time were the only towers. So Casey and Smith. I lived different semesters in either tower. So I lived in the towers which of the time they were the only towers.

So Allyson is like yeah I'm going to live and I'm like wait, there's not another Tower she like yes, there is and I'm like if you say so. So where the new where the big fancy Student Center, is that was where the football stadium was. That was the football field. So it's a little weird coming back and seeing things be different. The building in between your building and the other high rise, we use to call it a high rise back then not towers, that use to be a dining hall. The upstairs was a dining hall and that was that was the main dining hall. I guess you would say, you would go upstairs and it was like an all-you-can-eat buffet kind of the whole time where the bookstore is, can't make the name, that dining hall was like open less, it was open all day, but like you go through and like today's menu would be pasta so they will have a few different kinds of pasta and you pick your pasta and sauce and be on your merry way and go back like it wasn't like an all-you-can-eat fill up your belly kind of place. and then we had Corey Union downstairs had two places to eat one that was open at night and that one that was open during the day and that was kind of like an a la cart kind of place or just kind of like Bistro. So like so it is I don't know it's weird and all my almost all not all but almost all of my classes were in Van Hoesen like for education. I don't know if it's still that way or not. But that's where I spent the bulk of my time. I'm some of my psychology classes were in other buildings, but the I would say 90% of my time was spent in Van Hoesen with all my education classes.

JV: Now that you see progress what are some improvements you think Cortland made for the better?

CH: I definitely would say the Student Center, When I was there if you wanted to work out or you wanted to be fit, it was such a process. Up by Van Hoesen there was a little small gym like and they would have classes at certain times that you could go. It wasn't just you know, the equipment's available go in, you know, things like that. So it's definitely, I think in that respect

made it more accessible and that regard to be fit if you want to be healthy, I'm sure they have better choices in foods. It was rough. But we stuck kind of our own little places but they definitely have added on campus housing, which is good. That was always an issue, parking has always been an issue. I do like that they have a freshman lot. When I was there I could bring my car because I wasn't a freshman, I was a transfer, but freshman wasn't even allowed to have a vehicle on campus. So yeah, so that's an improvement too. Because freshmen have some freshmen have to have a job they have to be able to get there. So that's an improvement, but that wasn't really. When I want that really wasn't an option for a freshman. You have to hope the bus ran wherever you need to go to, which in Cortland wasn't great service.

KC: For downtown did it change? Or how was stuff?

CH: It haven't changed a whole lot. When I was there, we didn't have what you can and technically not downtown at the other side. But you had where you get off the highway you had like Wendy's and McDonald's and Friendly's, like that was it, there was a whole bunch of hotels there wasn't you know, they're there wasn't all that. When you literally came off the highway there was the little plaza where McDonald's is, and then there was Wendy's. And there was the gas station. It's there on the corner. That was all that was there. So that's definitely changed. I didn't go downtown a whole lot. Because I came home and worked on weekends, didn't spend a whole lot of time like on the weekends, but you know, you have the row of frat houses. But as I drive back, I mean, it doesn't look like really that part of Cortland has really changed a whole lot since I graduated. At the other end where Walmart, is like that the whole that even that is, I don't even think there was Walmart there when I graduated. There was Alde's that had come. And there was a Ponderosa which is not here anymore. So things like that have definitely changed. Still for being a college town, there's not a whole lot of places to go out to eat, and you're always

going to have Doug's Fish Fry in Cortland, but there's not there's not a whole lot. It surprises me is much of a college town is it is that there's not a lot of places to go out to eat.

JV: In regards of the education department do you think any improvements have been made there?

CH: I think so. I know from my daughter and we just had a student teacher from Cortland, but she transferred in also, so it's a little bit different seeing it from a transfer perspective that like, I feel like they're getting more exposure out with children, and I know not just Cortland but the state has changed it. So now you're doing birth through the 6th grade, or mine was like K through 6th grade on my certification. So I think that some of that is for the better, I know they are trying to come up with a new program. That's like a K2 inclusive program which I think in some ways it's a great idea, but at the same time working in schools and with principal. I know that there are principles that won't hire somebody that's that pigeonholed with her certification. So they're going to want to do something else, like double it, so that they have more ability to get a job in the schools just working with principals, I know that they want people with broader certifications, but I think that they've I haven't kept up with it a lot but they're definitely getting kids. I think it's sooner into classrooms, because by time you're a junior and that's the first time you going into work with kids, you might go in that classroom be like, there were some of us that their junior year that first that second semester of their junior year. They're like, "I can't do this", and by then you have that's what you've done. So now that they're getting students in with kids earlier in their college career; I think that will help them know for sure that that's for them before they get so far in and then they're trying to, change majors and figure out, "What do I what do? How do I make this into a new major kind of things?" I think that's a good improvement.

KC: I remember you mention you are a teacher assistant. Can you tell me a little bit more about that field and your job?

CH: Sure. I started as a teacher's aide, one on one child assigned aid. So I work with him every day and that was my primary position. Then I went to be a program aide because every child assigned aid always has the fear that the child is going to be declassified and then you lose your job. That's the way it works. Then I became a program aid. I work with specifically in kindergarten and first grade as a program aid with the little kids that struggled with letter sounds and number awareness and phonemic awareness and whatever needed to be done, if they need copies whatever, you just did it, So because of the gap in my certifications, my certification is no longer still valid to be a be a teacher, and I have to go get my Master's because I never got my Master's, so I got certified to be a teaching assistant and with that I do so very similar job to my aid position, but I think because the teachers respected that I had an education in the background and education, they gave me other responsibilities. So this year, I'm doing 2nd grade AIS or math lab, so I push in in the morning into a second-grade classroom for math during math time, and I rotate each day on a 6-day cycle. I go into a different classroom, so they get me twice in a 6-day cycle and then in first grade, they broke their time up a little bit differently. But still the next hour of the day, I push in and I'm in during math instruction. So during math instruction, I help run a center groove or I provide support for the low kids when it's whole group instruction. So I might and I'll be sitting at the table with the kids that are leveled lower because they had assessments and they just haven't gotten it. So then the rest of my day is spent pulling math groups basically, so I have two second grade math groups which are two kids from each class. So it's really the lowest four kids out of each class with whatever materials they are currently working on so it can change because A kid might be struggling with subtraction fluency, but

when we moved into place value, they just get that those are hundreds those are tens or ones, so they don't need that support, So then they'll push somebody else in this may be lower on place value. They just don't understand looking at it that's place value, and then I pull two groups like that a day, we just work on whatever the math skills are. It's the current standard if it's being taught, so whatever module, because we do basically the Common Core. So, we're on module 3 so whatever students are not succeeding in the module 3, I take those two from each class, and then with second grade I also get the opportunity this year, which I haven't in the past I get to do an enrichment reading group which is kind of fun. I get to take twice in a 6-day cycle, the highest reading group, from each grade level. So, if it's you know, if I'm in room A, her kids, I take later in the day for reading, which is super fun. The one group that I just had we write a bunch of different books about ice cream and we made ice cream in a bag like I get to do projects with them and get it because they are accelerated readers. So, you don't have to stress, you know, the strategies of decoding and all that. We're working on meaning, we're working deeper thinking, and things like that. So, we got to do some deeper thinking things and we made ice cream as a reward. So I was kind of fun, and then my first grade, I have another pull out group and everyday like the week before the one teacher will send me. "this is who I need you to work with", so it changes every week every day, and "this is what I kind of need you to work on with this group". It could be word problems it can be missing addends, she could decide that these kids are really struggling later in the year with the word wall. So hers could be ELA or math right now; it's been primarily math. And then the other teacher chooses to have me push into the classroom as opposed to pull out, but she can email me gives me a list of kids that she wants me to pull aside and work on some specific skill with, so I work one-on-one or small group in her room for the time that she has. Then I'm stuck doing recess duty at the end of the day.

JV: Do you think Cortland as help you deal with the real-life problems that occur while of teaching?

CH: I would say not for me, not now, because when I was in Cortland, probably if I've gone straight into a classroom, yes, but what I was prepared for and what's the reality today don't match up, now probably, what you're learning and what you're will probably matchup a little bit better. But I mean we didn't have so many kids that had to be classified when I was in Cortland. So there wasn't as much overlap between gen ed and special ed. So hopefully they're giving you a little bit more, and in general, with that because had I not done my psychology of exceptionality, and I had a class we learned a lot about autism because my professor's son had autism, not because that's what we were supposed to learn, but because, and I'm pretty sure it was like my class was like a mental retardation class. But his son was autistic, so he gave us a whole new perspective on that. Without that, I don't think I wouldn't be as successful as I am now. So in that regard, that particular class helps me immensely, but to go back this many years later. It's definitely very different now than it was when I was in school. We have so many more kids being raised by grandparents. They don't prepare you for that. They prepared in 1994 and 1995 when I was there they prepared you for, this is what a family looks like a mom and a dad and 2.5 kids and a dog. You know, and that's just not the reality of life these days. The population at the district I work in is very high free and reduced lunch. People are like, It's Owego, Apalachin "I said, I understand that but we're right up there and with Binghamton and Union-Endicott, which are very high districts with free and reduced lunch with kids that are living at or below poverty." Several years ago, like the statistic that we said was 40% of our kids got free and reduced lunch in a small district, in a small rural district. So, we have those same struggles that the inner-city school have people assume we don't because we're country school,

and yes, we may not, you know look, the same because we don't have a lot of different races. We don't have there's a few, you know, children mixed in that, you know that are you know, other races the you know, then white, you know, Anglo-Saxon whatever you want to say, but we still have a lot of kids that, you know, two years ago. We had a set of the kids who lost their parents to jail because their house got busted with meth lab, so we have those same struggles and those are things that you definitely don't get prepared for at school and how to meet those needs because those kids are very needy. We've had children that have lost parents to cancer, they don't prepare you for that. We've lost parents to overdoses, certainly when I was in Cortland everybody is touched in some way by cancer, but you didn't a lot of parents dying of overdoses, so when I was there, you certainly weren't prepared, and I had to deal with those types of issues that we now have today.

KC: Before you were saying how autistic is really close to you, can you explain why?

CH: I don't know why I really, I really don't. Partly because of the boy that I work with that I was his child assigned a partly because of him, and he just he just touched a very special place in my heart, but I think also because, A, the class that I took at Cortland and I wish I could remember the professor's name and he was older I'm sure he's not still there, but we learned a lot and we learn to be accepting, and then some of the kids I worked with the children's unit that were autistic one boy has gone on to be, he's a very famous artist, but when we had him at the time before he turned 12 and aged out of our program, I mean you wouldn't think that he could be successful in life, but I mean clearly, you know support he is. It's hard explain. They just hold a special place in my heart and sometimes I think it's because my son, really, he just walked through he is socially awkward. He has a lot spectrum tendencies. He's clearly very in regular school public school regular gen ed classes. No 504 know, no IEP none of that, but he definitely

has his tendencies to have to have things a certain way, can't doesn't tolerate change. Well, I went through the flood and he wanted desperately to be back on the bus and made the arrangements because we weren't living in our house to get back on the bus. He came home and hysterics. I'm like, "what's wrong?" I wanted to be on the bus. Like I got you on the bus now, no that's not my bus. I understand. He's in second grade old enough should have been, so I think that it's just like a combination of all those things I see things in my son that you know, and I think that just makes them more special.

JV: How do you feel that the students you have now and in the past have impacted you as a teacher?

CH: It's definitely been a huge impact. I student-taught fourth grade, and it was a negative impact because like the boys and girls like the girls all had crushes on the boys, and the boys had no interest in the girls, and it was such a thing. Like I can't do that. I don't know how people teach 4th grade, but like I was in inner-city, very needy Lemoyne Elementary and kindergarten and I just loved those kids, and they were equally as needy as the fourth graders, trust me those hormone driven 4th graders were equally needy, but in different ways, and I just fell in love, and I mean time I've interviewed for a position. It's like I love seeing that light bulb moment, and I see it more in kindergarten. I've seen it with older kids also, but you see it more when they're trying to figure out, they're learning to read. And they finally get like you just see their little eyes light up, and they get it, they just get it, just all of a sudden it's there and they get it and they take off reading. I love to be able to know that I helped them have that lightbulb moment. We're just clicks and it comes on and they're off and running. So there's a lot of kids that have touched my heart in one way or another but in general like if that's what I love to see is once. They are struggling struggling struggling then it just happens with them.

KC: Before you mention the flood that happened, can you tell me a little bit more about that?

CH: Sure in 2011. There was a hurricane that came through and drenched the area, then a tropical storm a week and a half later came through. So the ground is already saturated from when the hurricane dumped rain on us. The hurricane did not make us what but it's saturated the ground. So when the tropical storm came through back-to-back there was nowhere left for the water to go. So we got flooded. It was a very first day of school in 2011 in Binghamton. We lived right here in this house when it happened, but the whole area was affected. We had our house now sits four feet higher than it used to, so in here if the house were still sitting down, the water would have been over the outlets and we had approximately 36 inches of water in the house. And we lost the foundation wall, extensive damage. We lived in the FEMA trailer that was parked in our front yard, so lived with my parents and my kid's grandparents for four months. We moved into the FEMA trailer on December 17th of 2011, the flood of September 7th, 2011. So we were kind of displaced and then I got in the FEMA trailer. We live in the FEMA trailer for exactly 11 months today. Today is the anniversary of when we moved back into the house, 6 years ago today, which is kind of neat, it came up on my Facebook today, here is your memory. So that displaced a lot of people, I didn't work because I was doing in-home daycare. So I didn't work yet for the school district, but partly as a result of the flood I gave up my in home daycare, and I started subbing and subsequently doing what I did, but we lost an entire Elementary School both Owego Apalachin and Binghamton school districts lost elementary schools that had to be tore down because of the amount of flooding damage that happened in the buildings. And so we saw a lot of kids that were displaced that had really long bus rides, that had, that went through turmoil. My son included, like every time it rained he was

very nervous that was going to say it was going to flood again, it took a long time to work through that with him. But yeah, that end wall basement part of it collapsed fell flat into the basement. Allyson can show you pictures if you want.

JV: What does Cortland means to you? That is a question we have to ask all of our interviewees?

CH: To me Cortland means it's kind of like the start of my adult life. You know, I was still living at home before I went to Cortland. So I kind of felt like I was definitely protected, and then I took Cortland and I kind of had to figure stuff out on my own. I had to be grown up. I had to take care of stuff. So, to me Cortland is the start of my adult life and it just it prepared me in many ways is even though my course changed. I'm different from when I went thought it was going to be, but it definitely helps me and I'm prepared me to have a career to be a parent you know to be a spouse, and to do all those things. It's kind of like the beginning of my adulthood.

KC: Do you have anything to ask us? Well not ask us, but?

JV: Before we turn off the mic is there anything else you would like to share with us or any questions?

CH: I don't know.

KC: Okay.

JV: Well we will like to thank you for interviewing with us and taking time out your day.

CH: No problem, I hope it was helpful

JV: Very.