The Multicultural Community Center

Title: The Multicultural Community Center

Point Person and Contact Information: María Cristina Montoya (mc.montoya@oneonta.edu)

Department: Foreign Languages and Literatures

Amount Requested: $25,200 (3 years funding)

Proposal Summary:

The proposal of creating a Multicultural Community Center consists of providing educational practices and community leadership skills for all SUNY-Oneonta students participating, while reaching out to the larger Oneonta community by offering social services to families and engaging in service-learning and volunteer activities with children and youth. The creation of this center will promote scholarship, service, and strength by giving the opportunity to our college students to serve and apply their academic learning into civic engagement practices, develop stewardship skills and create a student-centered learning community with outreach beyond campus life.
Narrative Proposal

The Multicultural Community Center proposal consists of providing educational practices and community leadership skills for participating SUNY-Oneonta students while reaching out to the Oneonta community at large. The center will offer social services to families, and engage students in service-learning and volunteer activities with children and youth. In addition, it will provide educational services for students, volunteers, and community members seeking to improve language skills and networking needs. This Multicultural Community Center aligns with our Strategic Plan 2015 mission and vision on Scholarship, Service, and Strength by giving the opportunity to our college students to serve and apply their academic learning into civic engagement practices, develop stewardship skills and create a student-centered learning community with outreach beyond campus life. By the creation of a Multicultural Community Center, “SUNY Oneonta will be recognized as a leader in challenging and empowering students to identify and achieve ambitious goals”. The functions of a Multicultural Community Center ensures “a quality and affordable education emphasizing ethical, critical, and creative thinking for our graduates to succeed in a diverse and changing world”.

(from: http://www.oneonta.edu/strategicplan/)

There are four objectives targeted by the creation of the multicultural community center

**A. Promoting multiculturalism and multilingualism to the community at large by teaching languages other than English for all ages (Spanish, Korean, French, Italian and other languages as proficient speaker-volunteers become available).** The primary goals of this function are to: 1. Educate all about the importance of other languages and cultures; 2. Provide our college students with opportunities to learn by teaching and integrating into the larger Oneonta Community; 3. Educate our college students to be future community leaders with strong organizational skills.

**Description and Background:**

**Korean Kids Café:** During the last 3 years the service of teaching Korean to the community has been piloted successfully. “KKC” is in its third academic year, and it provides opportunities to develop leadership skills for our SUNY-Oneonta Korean international and U.S. student-volunteers. Children from the larger Oneonta community, including college employees’ sons, daughters and grandchildren take weekly Korean language classes. (https://www.facebook.com/groups/350218698649005/)

**Spanish Service-Learning Courses:** the FLL department counts two courses in the college catalogue that have service-learning as a requirement (Advanced Spanish Conversation and Spanish for Bilinguals). In both courses students have been assisting immigrants and their children with documentation, and after-school tutoring. Spanish college majors through these courses have also offered Spanish classes to SUNY-Oneonta faculty, staff and their children. The support sought by this proposal is to increase language community courses following the model of the Korean Café and using foreign language students to apply their academic, teaching and leadership skills. Inclusion of multiple languages is visualized as the Community Center grows with economic support.

**Marathon Language and Culture Lessons:**

A parallel plan is to offer multi language and culture lessons to all Oneonta public schools in the form of scheduled visits to developed prepared lesson plans around multicultural themes, such as
Strategic Allocation of Resources (StAR) Proposal
“The Multicultural Community Center”

worldwide Holidays and cultural celebrations. College student-teacher volunteers will visit the schools several times, at multiple grade levels, and will design and implement lessons for the children, promoting the value of languages other than English. We have already piloted these visits during fall 2016 in Riverside and Valley View Elementary Schools.

B. Providing tutoring, mentoring and homework assistance for K-12 children in afterschool setting. The primary goals of this function are to: 1. Enhance protective factors for at-risk youth in our local community through mentoring and tutoring programs with SUNY Oneonta College students specifically trained to understand risk and protection in youth. 2. Provide an experiential education and service-learning opportunity for SUNY Oneonta students that not only enhances their skills and knowledge, applying course content in the field, but makes them significantly more competitive in the job market and in applying for graduate school. 3. Educate our college students to be future community leaders with strong organizational skills.

Description and Background:
There is already a program in place, “The College Buddy Youth Mentoring Program”, with a similar objective whose leader is Dr. Karen Joest from Human Ecology. I believe that joining efforts will make us more efficient in accomplishing our objectives and avoid duplicating efforts from two different initiatives on campus. For about a year, I have been trying to provide this support to some children at risk; however, my role on campus as a language professor does not allow me to develop a program where I can identify and connect to the needs of our community of children at risk. Dr. Joest has been developing this project successfully and the idea of a Multicultural Community Center should be in support of Dr. Joest’s already established initiative, which would enhance the partnering relationship and networking with the Oneonta City Public School District and a number of human service agencies. As a liaison with human services agencies, I would count on Linda Drake, director of CSRC (Center for Social Responsibility and Community). I have been receiving her advice and support already for my service-learning courses.

C. Providing Adult Education/English as a Second Language, and other classes of interest and of need for adults in coordination with the Adult Education Oneonta School District Program. The primary goals of this function are to: 1. Networking and integrating the ethnic communities residing in Oneonta (as one ethnic community organizes around the center, others will follow); 2. Teaching English as a Second Language or other subjects of need or interest; 3. Educate college students about topics in immigration, ESL and Bilingual Education; 4. Educate our college students to be future community leaders with strong organizational skills.

Description and Background:
Faculty from the FLL department have had a relationship for several years with the school district’s Adult Education School. Adult students from the Oneonta community were served by college student volunteers and FLL students within the service-learning courses by providing ESL tutoring. This English program serves as a point of networking for immigrants in Oneonta of several origins (large majorities of Chinese and Latino). Our Multicultural Community Center intends to be another source of support for different ethnic groups in the area, either international immigrants or others from various national locations (urban and rural) who move and settle in Oneonta. The school districts’ Adult Education program will work in collaboration with our
Multicultural Community Center by strengthening networking and assisting residents to be integrated into the larger community.

**D. Community networking for sharing information about jobs and services (legal matters, professional consultations, accounting, etc.):** The primary goals of the program are to: 1. Assist community members by providing professional information and guidance; 2. Educate our college students to be future community leaders with strong organizational skills. Currently, students from the Spanish advanced conversation course with service-learning component (Span 315) are studying and visiting immigration centers in the surrounding areas under the guidance of Professor Escudero (FLL department). The idea of the Multicultural Community Center is to grow its functions to serve immigrants who settle in our area in order to facilitate their families’ well-being and integration to the Oneonta community at large.

**Description and Background:**
This last function has been included in part in the previous function (C); however, there is one more component that needs specific attention. This is the liaison with the professional community of Oneonta, some already retired educated people in various fields who may serve as advisors, guides or even volunteer teachers. Community members often come to the district’s Adult Education program and as they feel comfortable they ask non-academic questions and express other concerns. This also occurs as some college students tutor their children. This specific function will allow a creating of professional retired or current employed volunteers to assist other community members. It is important to maintain a vivid relationship with the “Oneonta Commission for Human Rights” for this function. This commission often has the contacts to assist and is tasked with looking after the community’s rights and well-being.

**Estimated Outcomes:**
The Multicultural Community Center will generate and allocate new revenue to enhance academic and student services by: 1. Improving first-year/first generation Latinx student population promoting academic engagement through service-learning and volunteer practices; 2. Strengthening mainstream U.S. students interested in learning about multiple languages and cultures; 3. Including our international student population by giving them an opportunity to engage with the Oneonta community at large and acquire English language skills as well as intercultural communication; 4. Growing student and faculty research and creative activity by allowing student and faculty to work together in order to solve real community problems and offer solutions to community needs; 5. Lastly it will strengthen SUNY Oneonta as a safe and welcoming learning and living environment where everyone is valued.

**Supporting data from an assessment process or other evidence:**
There is a forthcoming research article by Dr. Leung from the sociology department and Dr. Montoya from foreign languages and literatures that describes the settlement of Hispanics in the community, their adaptation and role of language in the process. This work was accomplished by collecting data using some of the initiatives and courses described above and training our Oneonta students as social researchers; this document is the first concrete outcome of an academic initiative leading to the establishment of a Multicultural Community Center in Oneonta.
The activities of the Multicultural Community Center may be assessed, using measurable, documented outcomes by being a source for data collection under current research in rural environments from the departments of sociology and foreign languages and literatures. Community participants will be counted and closely followed to document outcomes, data bases including partnerships will be recorded for future analysis that may serve Oneonta faculty and students’ course projects and assignments.

Implementation strategy and timeline:
The current proposal has been already implemented informally, rudimentarily, and without any financial support increasing the workload of the faculty involved in the supervision of activities, recruitment of student volunteers and implementation of service-learning courses. My request of a StAR grant is to seek official support by the college administration, ease faculty extra workload by engaging student interns in the process who may receive a stipend, as they assist the coordination and supervision of activities while acquiring organizational and leadership skills. The project will expand an ongoing effort, and solidify an initiative under the larger umbrella of a Multicultural Community Center allowing us to record and collect data that may be used by the college administrators to demonstrate our mission for excellence in education.

Needs for implementation: running the tutoring and service function of the center requires coordination with many people: community members, faculty, staff, student volunteers, and city school teachers and administrators; in addition the center must keep track of documents, follow child protection policies, and gather contact lists. It also requires the coordination with Opportunities for Otsego and other community organizations, guidance counselors, case workers, school teachers, and the curriculum coordinator from the Oneonta City School District. Therefore, request for student interns and faculty reduced teaching load is necessary as follows:

- One (1) faculty coordinator: Dr. Montoya initially, but it may change as other faculty from FLL Department become interested in doing this task. It may also include another faculty interested from the Schools of Education, Social Sciences, and/or Human Ecology.
- Three (3) Foreign Languages and Literatures Student Intern Coordinators to organize the language tutoring (one Korean, one Spanish, and a third one for other languages)
- One (1) student Intern Coordinator from the Education Division particularly to address educational multicultural/multilingual needs for the teachers and children in our community.
- One (1) College Student Intern Coordinator from the departments of Child and Family Studies to organize the afterschool homework support for children and youth at risk.
- One (1) College Student Intern Coordinator from the school of social sciences particularly for data collection and recorded documentation for assessment purposes.
- Transportation to different schools during scheduled language and culture lessons’ marathons.
Faculty Coordinators Responsibilities:
- Train college student volunteers in organizational and leadership skills.
- Orient college student volunteers regarding cultural and linguistic diversity.
- Teach second language acquisition strategies and methods.
- Assist Student Interns, volunteers, researchers and within a service-learning course with their duties described below.
- Maintain close communication with the Commission for Human Rights in Oneonta.

Student Interns Description of Duties:
- Act as liaison between the college (CSRC/Ms. Drake) and the Oneonta City School District; Family Services; Opportunities for Otsego; Habitat for Humanity and other Human Service Agencies, ESCORT (Migrant program located in Bugbee), and community members.
- Teach English and other world languages. Organize cultural events and celebrations.
- Maintain an inventory of center’s educational materials and write requests to acquire needed items (school supplies, books, and ethnic foods for celebrations).
- Recruit college student volunteers when they are not part of a service-learning course.
- Coordinate mentoring, homework tutoring/afterschool programs.
- Maintain a contact list of community members who are professional volunteers.
- Network with churches and other community organizations in town as well with city town officials.

Funding Request
See attached budget request

Consultation
StAR – Appendix A
The Chief Information Officer has reviewed this proposal and verified potential costs as it relates to technology:
[ ] Yes
[] No
[X] Not Applicable
Comments:

The Associate Vice President for Facilities has reviewed this proposal and verified potential costs as it relates to facilities:
[ ] Yes
[X] No
[ ] Not Applicable
Comments: I have not been contact with Vice-president for facilities; however, I had a meeting with Todd Foreman, Kim Muller, ESCORT director, and members of the Commission for Human Rights in Oneonta (spring 2016) in order to visualize the idea of a Multicultural Community Center. The possibility of using space at Bugbee Hall and/or the
Center for Multicultural Experiences, Lee Hall was suggested. Currently the informal tutoring occurs in some classrooms and the language laboratory in Schumacher hall. Materials and books are also stored currently in the FLL department.

The Budget Director has reviewed this proposal and verified potential costs:

[ ] Yes
[ ] No
[X ] Not Applicable

Comments:
The Senior Executive Employee Services Officer has reviewed this proposal and verified potential costs as it relates to human resources:

[ ] Yes
[X] No
[ ] Not Applicable

Comments:
Other consultation (be specific):
## Strategic Allocation of Resources (StAR) Proposal

**“The Multicultural Community Center”**

### 2016-17 STAR Proposal -- Budget Template

**Proposal Title:** The Multicultural Community Center

**Point Person and contact information**

- **Name:** María Cristina Montoya
- **Campus Phone:** 436-3242
- **Campus e-mail:** mc.montoya@oneonta.edu
- **Department/Unit:** Foreign Languages and Literatures

### Budget Detail

<table>
<thead>
<tr>
<th>Use of Funds Description</th>
<th>Number of Positions</th>
<th>1-time Costs by year</th>
<th>Total 1-time Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Costs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary Salaries</td>
<td>1 adjunct faculty</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>Student Employment</td>
<td>6 Student Interns</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$5,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>Other Than Personnel Costs (OTPS) and Campus Recharges:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials &amp; Supplies</td>
<td></td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Travel (not related to Professional Development)</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Contractual Services</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Student Scholarships</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>General Equipment</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Contracts related to Equipment Maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Storehouse</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Campus Telephone</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Campus Mail</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Campus Print Shop</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Capital Costs -- renovation</td>
<td></td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Capital Costs -- new construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Positions &amp; Costs:</strong></td>
<td><strong>0.00</strong></td>
<td><strong>$8,400</strong></td>
<td><strong>$8,400</strong></td>
</tr>
</tbody>
</table>