

**2019-2020 R2 Research Success Faculty Learning Community
Sponsored by Kennesaw State University's
Center for Excellence in Teaching and Learning**

WHITE PAPER

**Welcoming Schools: Tools for Immigrant Families and Educators
Creating a Culture of Comprehensive Health for
Diverse Family and Community Environments**

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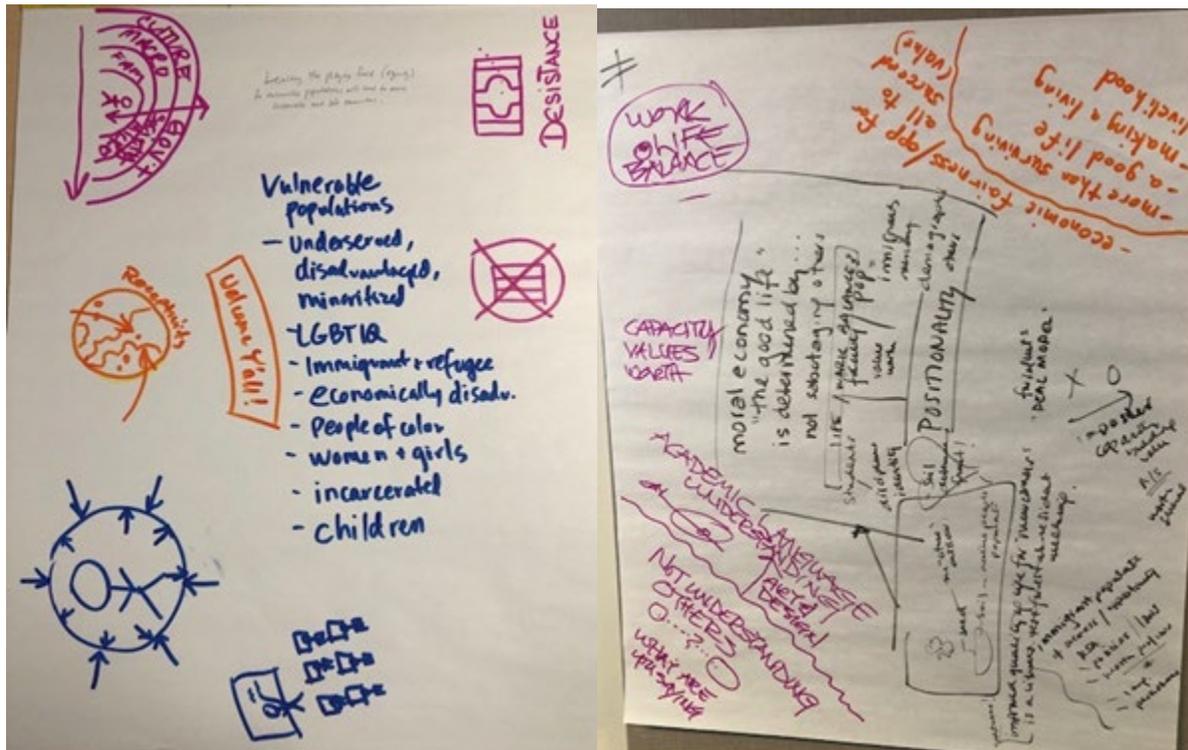
The purpose of this white paper is to communicate the outcomes of our participation in the 2019–2020 R2 Research Success Faculty Learning Community (FLC), hosted by the Office of Research and the Center for Excellence in Teaching and Learning at Kennesaw State University.

DEFINING THE R2 ROADMAP RESEARCH THEMES

What do Sustainable and Safe Communities and Human Development and Well-Being mean to us? For communities to be healthy, safe, and sustainable, where everyone experiences a sense of well-being, equity must be pursued, which involves considering and including vulnerable and marginalized populations, receptivity, and equity for populations that intersect with and include:

- Children
- Economically disadvantaged
- Immigrant and Refugee
- LGBTIQ+
- People of color
- Underserved, disadvantaged, marginalized
- Women and girls

Below are two images developed by members of the Safe and Sustainable Communities FLC (left) and the Human Development and Well-Being FLC (right) at the outset of our community gatherings to document what our respective themes meant to us.



Below is a table that identifies which FLC members of the team were involved in.

R2 FLC theme	Faculty Members	College(s) Represented
Human Development and Well-Being	Dr. Jihye Kim Dr. Brandon Lundy Dr. Darlene Xiomara Rodriguez	Bagwell College of Education College of Humanities and Social Sciences WellStar College of Health and Human Services
Sustainable and Safe Communities	Dr. Allison Garefino Dr. Paul N. McDaniel	College of Humanities and Social Sciences

PROJECT DESCRIPTION

A challenge facing emerging immigrant-receiving communities is the lack of communication among providers, creating costly and inefficient delivery and use of existing services. While immigrant-receiving communities may have the infrastructure to integrate new residents, the lack of communication between providers further exacerbates this problem. A good example of existing, yet misaligned, infrastructure is the schoolhouse.

An anchor institution in every community, the schoolhouse has an established history of facilitating partnerships across the family-, social-, and economic-systems for community wellbeing. These partnerships should result in a systems alignment between all parties interacting with the student: from the parents, teachers, and school counselors, to the school psychologists, nurses, and social workers. Our interdisciplinary team is intentionally comprised of members from the Children and Family Programs, the Bagwell College of Education, the College of Humanities and Social Sciences, and the WellStar College of Health and Human Services, to reflect this systems alignment between the schoolhouse, family and community sectors.

Through our established partnership with Cobb County School District and Welcoming America, we align, improve, and expand upon existing infrastructures for immigrant integration and apply it within a school-based setting. By integrating our evidence-based Social Skills and Behavioral Parent Training program with the Welcoming Cities Initiative, we developed a Welcoming Schools curriculum. We have applied for KSU Office of the Vice President for Research's Interdisciplinary Innovation Initiative (I3) Grant Program, whereby we requested \$75,000 to conduct a pilot study to measures of literacy, health, academic achievement, community integration, and parent engagement outcomes. The goal of evaluating the Welcoming Schools curriculum is to collect preliminary data requisite for this interdisciplinary team to pursue further external funding and replicate the Welcoming Schools model throughout the Welcoming America network.

PROJECT COLLABORATORS

The FLC provided opportunities to further strengthen existing collaborations, as well as forge potential collaborations and to learn from others about the variety of research faculty at KSU are pursuing. For our project, the following collaborators are working together to advance the I3 project goals and objectives.

Allison Garefino, PhD: Dr. Garefino is the Clinical Director of the Children and Family Programs at Kennesaw State University and a Research Scholar in the Office of Research. Dr. Garefino has extensive experience with classroom-based assessments, behavioral interventions, and research studies in school settings. Her expertise is in the area of school-based behavioral treatment for children with disruptive behavior disorders, as well as parent-based interventions. She has extensive experience with clinical outcome research for school-based behavioral interventions and research studies. Dr. Garefino is also principal investigator on a JAMS Foundation grant. Dr. Garefino will serve as the co-principal investigator and she will be responsible for all research and project implementation oversight across study years. She will oversee recruitment of participants, coordinate assessments, and provide training and supervision of research staff. Dr. Garefino will also supervise the collection of measures. She will also participate in analyzing and interpreting the results and in writing of reports and publications. As she is overseeing all aspects of this program.

Darlene Xiomara Rodriguez, PhD, MSW, MPA: Dr. Rodriguez is an Assistant Professor in KSU's Social Work and Human Services Department. She is a social worker and human services professional who conducts applied research on immigrant integration with nonprofit and public organizations. Her research spans the micro (individual/family system), mezzo (organizational/social system), and macro (public policy) levels of immigrant settlement and incorporation. In the Atlanta region, Drs. Rodriguez and McDaniel (below) focus on community-engaged scholarship through cross-institutional partnerships, as evidenced by both serving as co-founders of the Georgia Immigration Research Network (GIRN), a research consortium among Atlanta area immigrant and refugee integration researchers that helps cultivate community outreach with practitioners and organizations, including Welcoming America and its municipal government affiliates, as well as community-based nonprofit organizations.

Within the scope of GIRN, Drs. Rodriguez and McDaniel are co-founders and co-PIs of the Atlanta Immigrant Crossroads project, which explores untapped potential or utilized promise for newcomer integration in the Atlanta metropolitan area. This research is funded in part by a 2016-2017 KSU Creative Activities and Research Experiences in Teams (CARET) grant to cultivate community-engaged research experiences for a team of undergraduate researchers, and a 2017-2018 KSU Office of the Vice President for Research (OVPR) Pilot/Seed grant. Rodriguez and McDaniel are National Geographic Society Explorers (NGS-50802E-18) and former Race and Ethnicity Diversity Faculty Fellows with the Center for Diversity Leadership and Engagement through the Office of Diversity and Inclusion. Her research with relevance has been acknowledged on campus by receiving R.O.H. Social Justice Award from the Presidential Commission on Racial and Ethnic Diversity and in the community by being named one of the "50 Most Influential Latinos" in the state by the Georgia Hispanic Chamber of Commerce.

Paul N. McDaniel, PhD: Dr. McDaniel is an Assistant Professor of Geography in the Department of Geography and Anthropology at Kennesaw State University. Receiving his PhD from the University of North Carolina at Charlotte, Dr. McDaniel is an urban social geographer whose research explores the causes, processes, and implications of immigration to urban regions. Specifically, he focuses on processes of immigrant settlement, adjustment, integration, and receptivity in cities and metropolitan areas, particularly on ways in which municipalities and metropolitan regions respond to changing immigrant populations, using mixed-methods, qualitative, and community-based participatory research methods. Dr. McDaniel has published widely in peer-reviewed journals, including *Journal of Urban Affairs*, *Southeastern Geographer*, *Papers in Applied Geography*, *Journal of International Migration and Integration*, *Journal of Immigrant & Refugee Studies*, *Law & Policy*, *Geographical Review*, *Journal of Higher Education Outreach and Engagement*, *Journal of Community Practice*, *Museums and Social Issues*, among others, as well as academic book chapters, and reports and other pieces for a general audience, such as those published with the American Immigration Council, the Chicago Council on Global Affairs, and Atlanta Studies. He has received funding from the National Geographic Society and has delivered research and applied presentations at many local, regional, national, and international conferences, meetings, workshops, and other venues. He is also a member of the editorial board of the journal *Southeastern Geographer*, and a board member of the Ethnic Geography Specialty Group of the American Association of Geographers, from which he received the 2020 Early Career Award for Research, Teaching, and Service.

Jihye Kim, PhD: Dr. Kim is an Assistant Professor of Educational Research in the Secondary and Middle Grades Program at Kennesaw State University. She has experience with quantitative methodologies, including the experimental design, survey research, and analyses of quantitative data including cross-sectional and longitudinal data. Her research area lies in statistical methods of the psychometric adequacy and property of specific tests measuring psychological issues in educational and public mental health areas. The ultimate goal of Dr. Kim's research is to mitigate the impact of children's mental problems on their academic success by providing more efficacious testing tools and interventions. She has published widely in peer-reviewed journal articles (e.g., *Psychological Assessment*, *Educational Policy Analysis Archives*, *Preventive Medicine*, *American Journal of Educational Research*, *The Journal of Educational Research*, etc.) as well as the book chapter and regional/national/international conference presentations. Currently, she is an associate editor of the Georgia Educational Research Journal. She is the principal investigator on the data sharing agreement between American Cancer Society and Kennesaw State University since 2017. Under the research agreement with ACS, Dr. Kim investigated the validity and accuracy of survey instruments measuring depressive symptoms and psychological distress, and published three peer-reviewed articles: *Quality of Life Research (Impact Factor: 2.344; 5-year Impact Factor: 3.081; Usage Factor: 155.0)*, *Tobacco Control (Impact Factor: 5.469; Acceptance Rate: 20%)*, and *the Journal of Cancer Survivorship: Research and Practice (Impact Factor: 3.051)*.

Brandon D. Lundy, PhD: Dr. Lundy is a Professor of Anthropology and an Associate Director in the School of Conflict Management, Peacebuilding and Development at Kennesaw State University. He serves as the Editor-in-Chief of the fastest growing anthropology journal *Economic Anthropology* and as an Associate Editor for the *Journal of Peacebuilding and Development*. Receiving his Ph.D.s from SUNY at Buffalo and the University of Science and Technology of Lille, France, Dr. Lundy's work focuses on transnational labor migration, sustainable livelihoods, ethnoeconomics, entrepreneurship, and climate change. He is the editor or co-editor of five books and has published in many edited books and journals including *Oxford Bibliographies in African Studies* (2019), *African Studies* (2018), *Development in Practice* (2018), *Journal of International Migration and Integration* (2018), *Border Crossing* (2017), *Economic Anthropology* (2017), *African Arts* (2016), and *African Identities* (2015). With Dr. Darkwah, he developed the “Community Integration Measure” for migrants. Dr. Lundy has served as a country specialist (Guinea-Bissau) for the State Department and regularly presents nationally and internationally. He is a Fulbright Specialist where he completed a project on millennials perceptions of their natural environment in Guinea-Bissau, a climate change global hotspot. Dr. Lundy is currently working on a Diplomacy Lab project sponsored by the US Department of State on “Immigration and Government Aid: Evaluating Cabo Verdean Immigrant’s reliance on public assistance programs” (ID: DiploLab1823202).

Sanjuana C. Rodriguez, PhD: Dr. Rodriguez is an Assistant Professor Reading and Literacy Education in the department of Elementary and Early Childhood Education at Kennesaw State University. Dr. Rodriguez received her PhD in Teaching and Learning with a concentration in language and literacy from Georgia State University in Atlanta, GA. Dr. Rodriguez has experience using qualitative research methods. Her research interests include the early literacy development of culturally and linguistically diverse students, early writing development, literacy development of students who are emergent bilinguals, and Latinx children’s literature. She has published in journals such as *Journal of Language and Literacy Education*, *Race Ethnicity and Education*, and *Journal of Children’s Literature*. Dr. Rodriguez is also the co-editor of a book titled *Culturally Relevant Teaching: Preparing Teachers to Include All Learners*. Dr. Rodriguez is also the co-director for the Academy for Language and Literacy at Kennesaw State University that houses a summer literacy program for children in grades 1st-6th grade. This work has led to an internal Bagwell College of Education grant and several Dollar General literacy grants as well as several publications and national presentations.

Dan Neiderjohn, PhD: Dr. Neiderjohn provides in-kind support as a Licensed Clinical Psychologist for his supervisory role of the Children and Family Programs. Dr. Neiderjohn has been at KSU since 2004 and is an Associate Professor of Psychology. Through his work on campus and in his private practice at Herring and Neiderjohn Psychological Associates he provides psychotherapy for adolescents, adults, and couples.
Tier II GRA for each year of the two years of the program.

Ehsan Kattoula, PhD: Dr. Kattoula is an Assistant Superintendent at the Cobb County School District (CCSD). He is responsible for CCSD's Accountability Division. Here he provides leadership for the Division with specific responsibility for accountability, research, state and federal data collections, and grant applications and administration. He leads strategic communication of state and national assessment data and is an active member of the Superintendent's Cabinet. He is the Executive Director for CCSD's Alternative Education and Adult Education and the Cobb Virtual Academy. He is also responsible for supervising and leading the following programs for CCSD: ESOL programs, World Languages and Dual Language Program, and Charter Schools. Prior to his current role, he was an Assistant Principal at Hillsgrove High School and was the Science Department Chair at both Hillsgrove High School and Wheeler High School. He earned his PhD from Georgia State University in Science Teacher Education.

RESEARCH QUESTIONS

The goal of this research study is to fill a critical gap in wellbeing by identifying the comprehensive health equity barriers and social factors contributing to English learners' (EL) reluctance and inability to attend parent engagement activities. Comprehensive health incorporates mental, social, and physical health and wellbeing. The study is located in economically disadvantaged schools in urban South Cobb County, GA. Many families lack knowledge to navigate the formal education system and come from ethnically and racially diverse backgrounds. We know that there are barriers such as low engagement, poverty, adverse childhood experiences (ACEs) that can contribute to low reading scores for children (Hagans & Good, 2013). Numerous research studies show a positive correlation between parent involvement and student achievement (Reglin, King, Losike-Sedimo, & Ketterer, 2003; Hornby & Lafaele, 2011; Calarco, 2016; Wei & Zhao, 2012). Our guiding question is: "Through a participant informed parent/child program, can we increase parental engagement of English learners and decrease school tardiness and unexcused absences of their children?" As such, this study pursues the following aims:

- AIM 1: We propose an interdisciplinary team approach to develop a program, Welcoming Schools, expanding the culture of comprehensive health within the most disenfranchised communities of Cobb County.
- AIM 2: We implement this program and evaluate changes in parent engagement over time.

BROADER INTEREST IN THIS RESEARCH PROJECT

The knowledge gained from the proposed program advances the field of psychology by demonstrating the flexibility of adaptation and applicability of Behavioral Parent Training and Child Social Skills across disciplines in what might appear to be an unrelated field. From the disciplines of social work and human services, the program increases cultural competency and culturally responsive interventions for diverse children and families, especially within highly bureaucratic environments that may be resistant to change. It also advances the field of conflict studies by establishing best practices for teaching both acceptance of diverse cultures, emotional intelligence, peacebuilding and conflict management at the elementary school level.

Parents, teachers, students, school administrators, and community partner organizations and institutions, including Cobb County Public Schools and Welcoming America, are interested in the applied findings and broader applicability of the results.

PROSPECTIVE FUNDING OPPORTUNITIES

During and following this FLC, we submitted the following funding proposals:

Grant Application/Submission(s)	CETL FLC R2 Faculty Members	CETL FLC R2 Other Faculty Members	Non-CETL FLC R2 Faculty Collaborators
<u>OVPR Interdisciplinary Innovation Initiative (I3)</u>	Garefino, McDaniel Rodriguez	Jihye Kim Brandon Lundy	Dan Niederjohn Sanjuana Rodriguez
<u>Russell Sage Foundation: Race, Ethnicity, and Immigration (REI) - Letter of Intent</u>	Garefino, McDaniel Rodriguez		
<u>Postdoctoral Research Associate Support</u>	Garefino Rodriguez		

Additional funding opportunities, were identified during the FLC and are being pursued during Summer 2020, including:

- Russell Sage Foundation/Carnegie Corporation Program on Immigration and Immigrant Integration. Due: LOI 8/4/2020. <https://www.russellsage.org/funding/immigration-and-immigrant-integration>
- Notice of Special Interest (NOSI): Competitive and Administrative Supplements for the Impact of COVID-19 Outbreak on Minority Health and Health Disparities. Due: Rolling submissions until 2021. <https://www.niaid.nih.gov/research/notice-special-interest-nosi-sop>
- NOTE: Members of this collaboration who are part of the OVPR-Sponsored Summer Research Fellows (Drs. Garefino, McDaniel, and Rodriguez) will be working on these LOIs and grant proposal for the Russell Sage Foundation during the program. Be advised that due to COVID19, there is a special request from these funders to highlight how our interventions would benefit the identified populations we are working with as well as changing funder aims as a result of the pandemic.

Secondary Proposals by due date to support this initiative and related research projects will be pursued during the remainder of 2020 and into 2021, and may include the following:

- Spencer Foundation COVID19 response. Due May 15, 2020 (Submitted)
https://www.spencer.org/grant_types/research-grants-on-education-covid-19-related-special-grant-cycle
- National Science Foundation: Geography and Spatial Sciences program (or other NSF program through interdisciplinary collaboration). Due: August 1, 2020.
https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505034.
- Brady Education Foundation. Due August 1, 2020.
<http://bradyeducationfoundation.org/application-guidelines/>
- William T. Grant Foundation: Research Grants on Reducing Inequality. Due for letters of inquiry is August 4, 2020. <http://wtgrantfoundation.org/grants/research-grants-reducing-inequality>
- National Science Foundation: Research Experiences for Undergraduates (REU). Due: August 20, 2020. https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5517

Tertiary Proposals are listed in alphabetical order by grant maker and the various deadlines they have advertised on an annual basis.

- National Geographic Society: Exploration Grant. Due: Applications are reviewed on a quarterly basis on the following dates: January 1, April 1, July 1, and Oct. 1.
<https://www.nationalgeographic.org/funding-opportunities/grants/what-we-fund/>.
- National Institutes of Health: R21 Exploratory/Developmental Research Grant Award. Due annually on the following dates: February 16, June 16, and October 16.
<https://grants.nih.gov/grants/funding/r21.htm>
- National Institutes of Health: R15 Research Enhancement Award. Due annually on the following dates: February 25, June 25, and October 25.
<https://grants.nih.gov/grants/funding/r15.htm>
- Robert Wood Johnson Foundation: Due to COVID19, applications are currently suspended for the “Culture of Health Prize”. We plan on revisiting this award opportunity when it re-opens. <https://www.rwjf.org/en/how-we-work/grants-explorer/funding-opportunities.html>

GAP FILLING

Upon the successful completion of the project, our contribution is evidence-based confirmation of the impact of Welcoming Schools as a buffer and an effective methodology to address the knowledge gap parents have regarding the formal government-sponsored education system and academic culture. Moreover, our proposed intervention and research addresses the gap between specific programmatic guidance and specified actions required for schools and communities to align their resources and reach their goals. Because of our direct contact with the Assistant Superintendent, our research shapes service delivery, programming, and policies in the Cobb County School District.

PROJECT SIGNIFICANCE AND INNOVATION

Welcoming America's "Welcoming Cities" created an initial prospective curriculum for a Welcoming Schools toolkit, however it was informational and never intended as an intervention (Carlisle & Driver, 2016). Welcoming Schools (WS) is a family engagement program improving the understanding of and participation in the education system. It simultaneously increases children's attendance and parent engagement, while promoting inclusion and diversity within the community. By establishing WS as an effective program combining these scenarios with an evidence based Behavioral Parent Training program (BPT), it can in the future be deployed through a Train the Trainer (TTT) model. Through this method, the tenets inherent are disseminated to both the school system faculty and staff and to the participants. This advances the science needed to foster a culture of equitable comprehensive health. The future use of the TTT method allows Welcoming Schools to be replicated in the school, expanding it to the home and community. This sustains and perpetuates the model's success and scope.

WHAT MAKES THIS PROJECT UNIQUE?

KSU researchers, Drs. Garefino, Rodriguez, McDaniel, and Lundy already utilize Community-Based Participatory Research (CBPR) to organize their work (Rodriguez and McDaniel, 2019). During ongoing and independent conversations with the CCSD Superintendent's Office, a significant mutual partner, Assistant Superintendent Dr. Ehsan Kattoula, suggested the gap in information which this program addresses: the lack of understanding and education about the formal education system among parents. Although CCSD identifies this as a problem area, it lacks the personnel, technical, and financial capacity to effect change. This developed approach to community integration and wellbeing improves upon acculturation models being applied throughout the human and social sciences for decades (Berry & Sam, 1996). Rodriguez and McDaniel also have a long-standing partnership with Welcoming America, with published and ongoing work about welcoming cities (McDaniel & Rodriguez, 2020; McDaniel et al., 2019; McDaniel, 2018; Rodriguez, et al., 2018; McDaniel, et al., 2017; McDaniel, 2016; Rodriguez, 2016; Kerr, et al., 2014). This project advances the welcoming cities model and applies it in a public school setting, leading to the Welcoming Schools concept.

RESOURCES NEEDED FOR PROJECT SUCCESS

Drs. Rodriguez, Garefino, McDaniel, Kim, and Lundy are members of the inaugural Center for Excellence in Teaching and Learning (CETL) R2 Research Success Faculty Learning Community (FLC), representing the Human Development and Wellbeing, and Sustainable and Safe Communities cohorts. In addition to FLC faculty, Dr. Sanjuana Rodriguez is contributing her expertise in Elementary Education Curriculum Development, Instruction, and Evaluation. As active members of the CETL R2 FLCs they work together to enhance each other's scholarship. Moreover, they are uniquely positioned for involvement in the early stages of conceptualizing, strategic planning, and building partnerships for potential research projects within the four interdisciplinary research themes of the KSU R2 Roadmap. Additionally, by working with a trans-disciplinary team of faculty and community experts from the fields of applied psychology, education, nonprofit management, social work, anthropology, geography, and public policy, we embody the system alignment we propose between the family system and the school system.

Consequently, the team has direct access to policymakers and community leaders disseminating this work for consideration and implementation. Funding (internal and external) will help us incorporate undergraduate and graduate research assistants from different disciplines, allowing more KSU students to participate in research as a high-impact learning practice, as well as help us to devote time to the research project during summer months.

PURSUIT OF ADDITIONAL RESOURCES AND PARTNERS

Children and Family Programs weekly lab meetings use a Vertically Integrated Program approach. The FLC Team meets and uses a collaborative model that is potentially an effective approach for other faculty and departments pursuing external funding. These lab meetings are attended by faculty and students representing various colleges including the College of Humanities and Social Sciences, WellStar College of Health and Human Services, and Bagwell College of Education. Goals of these lab meetings include strengthening our research mentoring program and creating a community of practice aimed at facilitating and promoting the engagement of diverse groups of faculty in disciplinary and interdisciplinary research. Many of the above-mentioned grant proposals come directly from work accomplished during these lab meetings. These meetings have continued virtually during the pandemic. With an interdisciplinary team of faculty and student participants, everyone brings different knowledge, skills, and abilities, as well as different networks to leverage for information about potential funding and research opportunities and collaborations. Despite all of the above, continued university support is crucial. University support comes in a variety of formats, including internal funding opportunities at the department, college, and university level; professional development workshops about pursuing different types of funding for research; travel and professional development funding to attend workshops and present and disseminate findings at academic and professional conferences; and mentorship, such as that provided by Dr. Evelina Sterling in the Office of Research.

R2 FLC RESEARCH SUCCESS

Prior to the CETL R2 FLC experience our partnership was in development. However, we used the call for applicants/proposals for the faculty learning community to bolster our joint efforts to advance the R2 Roadmap. As such, we jointly applied for the FLC at the outset. Our aim was that this forum would provide a catalyst for community and brainstorming along with needed resources and guidance to locate collaborators for joint research.

Although we were not paired in the same FLC, we uncovered that the cross-pollination of ideas was actually very helpful to learn of new colleagues and their work and how it could dovetail with our own. Having been in both the Human Development and Well-Being and Sustainable and Safe Communities FLC cohorts, we were able to build upon our intersectional work on immigrant communities and health equity. This has taken on different permutations, which we have leveraged to initiate or expand upon collaborative projects. Below is a table that outlines the calls for proposals to which we have submitted proposals or letters of intent throughout the FLC.

The table below illustrates that these proposals are inclusive of members of the CETL R2 FLC as well as those external to this learning community. As part of the learning community, know that each of these applications are grounded in community-university partnerships with the following organizations: Cobb County School District, Communities in Schools- Marietta/Cobb County, and Welcoming America. To-date each of these awards are still pending a decision.

SAMPLE PROPOSAL TIMELINE

The Table below provides a sample timeline for the I3 award application and the steps we would take if awarded this internal funding.

6. Project Timeline-All Personnel will contribute to all activites. Please see Budget Justification for details.								
STUDY AIMS & BENCHMARKS	Yr 1				Yr 2			
	Q 1	Q2	Q3	Q4	Q 1	Q2	Q3	Q4
Study start up, hiring, approvals								
Aim 1: Develop Program								
Baseline Quantative Analysis of Data								
Focus Groups								
Curriculum and homework Development								
Aim 2: Pilot Program								
Randomized Clinical Trials								
Feedback Integration								
Evaluate Data								
Manuscript preparation								

In addition to the letters of intent and proposals we have already submitted, we are continuing to identify and formulate proposals for a variety of relevant external grant funding opportunities.

ROLE OF INSTITUTIONAL STAKEHOLDERS IN SUPPORTING OUR WORK

University support is crucial. Support has and can come from many levels, including the university, the Office of Research, other university administrative and support offices, and our respective colleges and departments. University support can also occur via a variety of methods, including fiscal support such as summer stipends to devote time to advancing research, other forms of funding to cover the costs of conducting research, funding for graduate and undergraduate research assistants to assist with various aspects of research projects, funding to support travel to disseminate research findings at academic and professional conferences, funding for professional development experiences, as well as time to conduct research, which can occur in the form of course releases or varying workload models with reduced teaching loads (such as a research workload model with a 2/2 teaching load and increased research experiences, different than the current standard balanced model of 3/3 teaching load, 60 percent effort, with 30 percent research expectation). All of these, among other considerations, are crucial for advancing the R2 research enterprise at KSU and to elevate KSU’s status and reputation as an R2 university.

We have already been fortunate to have been awarded a variety of university support in recent years from multiple levels and sources at the university. The following are several examples. The Office of Research facilitates a 6-week intensive Summer Research Fellows workshop with the goal of participants completing a ready-to-submit grant proposal by the end of the fellowship. Garefino participated in the inaugural Summer Research Fellows workshop in 2019, and McDaniel and Rodriguez are participating in the 2020 Summer Research Fellows workshop. This is an opportunity for us to continue working together on this and other grant proposals and provides support during the summer to allow us to continue this work. The Office of Research has also facilitated a variety of other professional development workshops focused on grantwriting, which we have all participated in and benefitted from, including a full day grantwriting workshop about NSF and NIH grants, as well as a half-day grantwriting workshop about SoTL research grants, in addition to a workshop about pursuing internal Office of Research funding opportunities. One such internal grant is the OVPR Pilot/Seed grant program, which Rodriguez and McDaniel received in 2018. During the timeframe of this FLC, we also submitted a proposal for the new 2020-2021 I3 grant program through the Office of Research.

The Office of Undergraduate Research provides support and guidance for faculty to include undergraduate researchers on their projects, considered a high-impact practice for teaching and learning. One such opportunity is the Creative Activities and Research Experiences in Teams (CARET) grant program, which Rodriguez and McDaniel received in 2016-2017.

The Office of Diversity and Inclusion has also supported our work through the Faculty Race and Ethnicity Diversity Fellowship program, affiliated with the Presidential Commission on Racial and Ethnic Dialogue (CORED), which Rodriguez received in 2016-2017 and McDaniel received in 2017-2018. This support allowed us to continue building and advancing the work of the [Georgia Immigration Research Network](#) (GIRN), which Rodriguez and McDaniel co-founded, along with researchers at Georgia State University and Georgia Tech, in 2015, and hosted convenings and conferences in spring 2017 and spring 2018 at KSU.

The College of Humanities and Social Sciences (CHSS) also supports research through internal grant opportunities such as the CHSS Scholarship Support Grant program, as well as a previous CHSS Faculty Summer Research grant program (McDaniel received in summer 2017), in addition to other internal support such as the CHSS Manuscript Completion Program to provide support to faculty to have more time to devote to completing a research manuscript, and the CHSS Student Success Teaching Incentive Grant (McDaniel received in 2019-2020).

The Graduate College and several graduate programs, including the PhD in International Conflict Management (INCM) program in the School of Conflict Management, Peacebuilding and Development in CHSS, provide Graduate Research Assistantship (GRA) funding that allows faculty to include graduate researchers on their projects. We have all benefitted from being able to work with and include GRAs on our projects.

Our departments have provided travel and professional development funding to be able to offset travel costs and disseminate our research at academic and professional conferences within our respective disciplines and at interdisciplinary conferences locally, regionally, nationally, and internationally. The Department of Geography & Anthropology has helped McDaniel offset

travel costs to a variety of conference venues in recent years. Department travel support, combined with travel/professional development funding received from CETL and other venues as a result of completing other workshops in recent years, as well as occasional opportunity to direct summer overload online teaching incentive funding (no longer available as of 2019) to travel/professional development rather than as overload stipend, helped to further offset the costs incurred by McDaniel to travel to and speak at academic and professional conferences. At many of these venues, in addition to disseminating research, existing networks were strengthened, new knowledge was gained that shaped ongoing research trajectory, and new collaborations were forged that continue to impact the ongoing research trajectory. This funding to help partially offset travel costs is crucial for thorough dissemination of research findings in addition to publishing findings in peer-reviewed journals and other venues and for networking with colleagues to lay the groundwork for future collaborations.

PLAN FOR DISSEMINATING KNOWLEDGE

To disseminate our experience in this FLC, we will submit this white paper to our respective department chairs and deans, our FLC colleagues, CETL, OVPR, and other relevant stakeholders. Regarding a plan for dissemination of findings from our research project, we will present preliminary and conclusive findings at our respective disciplinary and interdisciplinary academic and professional conferences (including National Organization for Human Services, National Association for Social Workers, American Society for Public Administration, Association for Behavioral and Cognitive Therapies, American Association of Geographers, Race Ethnicity and Place conference, Southeastern Division of the American Association of Geographers, Urban Affairs Association, Southeastern Immigration Studies Association, among others). We will also write-up findings in the form of manuscripts for submission to peer-reviewed journals in our respective disciplines and/or to interdisciplinary journals. Furthermore, we will also present findings to the public and with community partners and their respective organizations, including Cobb County Public Schools, and Welcoming America (possibly via their annual Welcoming Interactive convening). We will also distribute information about findings to Georgia Immigration Research Network members and colleagues.

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