

RUNNING HEAD: Diverse Language Communities

Engaging with diverse language communities: Models and approaches

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### Abstract

In diverse language communities (DLC's), languages beyond English are valued and supported. Educators and scholar-practitioners may have interest in engaging with members of DLC's, but may not have models or guidance for starting the process. To that end, the current article provides several examples of outreach programs or community-based research projects with DLC's. The programs were sponsored by the Coalition for Diverse Language Communities at UNCG, and include both faculty members and community partners as active contributors. The article describes the programs and then synthesizes the examples to provide suggestions for others who might be interested in attempting similar outreach.

*Key words:* diverse language communities, community-engaged

### Engaging with diverse language communities: Models and approaches

Diverse language communities (DLC's) in the United States are those in which languages beyond English are valued and supported. This can include communities where immigrants and refugees from other countries have made a home, bringing their cultural and linguistic traditions with them, as well as regions where heritage cultures and languages have been celebrated, taught, and used on a daily basis for many years. Due to the integral connection between language and culture, diverse language communities are often multicultural communities where various ethnic traditions are honored and actively sustained. Large cities like New York and Los Angeles have been known for their diverse language communities, but even small towns and rural areas across the country have seen growth in the presence of DLC's (Pew Research Center, 2015). For example, Guilford County in central North Carolina has been a refugee resettlement community for many years, and also has seen an increase in non-refugee immigration over the past two decades. As a result, there are over 120 languages spoken in the homes of Guilford County school aged children, with the top five being Spanish, Vietnamese, Arabic, Jarai (from the Montagnard community), and Urdu (Center for New North Carolinians, n.d.).

The presence of DLC's can enrich a community and generate opportunities for cultural and linguistic exchange. There are also logistical issues to be considered when engaging with DLC's who are newcomers to the U.S. For example, parents who are learning English may feel less confident about interacting with schools or community social services on behalf of their families (Gonzalez, Villalba, & Borders, 2015). Employers may have concerns about interacting with DLC's in their workforce. Translators and interpreters for a full range of languages may be in short supply. DLC families may not be aware of helpful services for which they are eligible, or may be struggling with basic survival issues in relative isolation (Wainer, 2004). Solutions

that worked for them in their home countries may not work in the new context of the U.S.

These are challenging issues to be sure, but not insurmountable. Many of the difficulties encountered by DLC's have educationally-based solutions. For example, if children can take advantage of all of the opportunities available to them in the schools, they can bring additional resources into their homes (Holcomb-McCoy & Bryan, 2010; Wainer, 2004). If adults are able to preserve their heritage language and culture while also becoming familiar with the customs, norms, and services present in the local community, they are better positioned to provide for their families (Sosa, 1997). In general, if members of DLC's are able to learn about the new frameworks present in the U.S. culture, connect with resources, and feel like valued and competent members of the community, they are able to solve many of the problems they encounter (Chung, Bemak, Ortiz, Sandoval-Perez, 2008; Gonzalez, Villalba & Borders, 2015). Thus, educators (broadly framed) have much to contribute to the success and vibrancy of DLC's and much to gain from engaging with them inside and outside of the classroom.

Boyer (1996) was among the first to describe community-engaged work as a critical part of the function of university faculty. He eloquently wrote more than two decades ago, "the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement" (Boyer, 1996. p. 11). Whereas traditional research paradigms are typically based upon the goals and interests of the faculty member and meant to communicate with a narrow audience of scholars, community-engaged research is responsive to the needs and requests of the local population and includes them as decision makers or consultants (Office of Community Engagement, 2012). Some models extend further to community-based participatory research, which eliminates any hierarchy between faculty

researcher and community-based co-researchers, giving them equal power and voice in all phases of the project. Of critical importance in community-engaged or community-based research is the idea of reciprocity, such that faculty are not just expert consultants with all of the answers, but equal participants along with the public in describing problems of common interest and creating solutions with input from all key stakeholders. In this way, community engaged research happens “with” the community, not “to” or “for” the community in a way that does not respect their agency and capacity.

One of the hurdles to be surmounted as educators move toward a more engaged scholarship with DLC’s (especially in emerging immigrant communities) is a paucity of culturally relevant models and resources for the work. How can teachers incorporate English language learners fully in their lessons and motivate all students to learn and grow? How can community agencies support adult learners from DLC’s outside of the traditional classroom in their efforts to develop daily survival strategies? How can afterschool enrichment opportunities be more inclusive of DLC students? How can pre-service teachers, administrators, counselors and other educators adapt their training and practice to be more effective with DLC’s? Scholars may have ideas about how to answer these questions in an isolated academic way, but we are advocating for the scholarship of engagement, which requires a different paradigm and a commitment to co-creation.

At the University of North Carolina at Greensboro, a group of faculty have formed the Coalition for Diverse Language Communities (CDLC) in order to address some of those questions and be better positioned to interact with and learn from DLC’s in an emerging immigrant community context. The group was founded by faculty members who wanted to continue their collaborative work that had started with a TESOL (Teaching English to Speakers

of Other Languages) project in the community. The CDLC “aims to be a catalyst for innovative, relevant, collaborative and policy-related research, leveraging the synergy and knowledge of faculty, staff, students, and communities locally, nationally, and globally” (CDLC, n.d.). The CDLC currently supports community-engaged research at the University of North Carolina at Greensboro by providing a networking space for interested faculty and students to come together around shared interest in DLC’s, sponsoring small research seed grants, supporting a graduate level course on community-engaged research methods, and disseminating through conference topics, scholarly writing, and other outlets.

### **Statement of Problem/Purpose**

Therefore, the current paper is written by and for educators or scholar-practitioners (defined broadly) who value DLC’s and may be in need of models for community-engaged research so they can work effectively with and enhance the ability of DLC’s to reach their own educational goals. The current article will showcase several community-based initiatives by UNCG faculty affiliated with the CDLC to provide initial or formative models of how such projects could be structured. The examples include work with DLC’s via outreach/interventions with parents, with students of all ages/levels, with pre-service teachers, with licensed professional teachers, and with community partners. Both heritage language programs and programs delivered in English are showcased. The authors conducted semi-structured interviews with the faculty leaders of the outreach programs in order to identify any common process for beginning a project, goals of the partnerships, and community-engaged strategies for the work. We will present the purpose, structure, and main activities of each program, along with a brief history of how the project evolved as community-engaged research or outreach. We will then identify some common themes across the programs that can be useful to other educators seeking

to engage with DLC's.

The outreach programs that will be summarized are (a) The “It Takes a Village” Project at UNCG, (b) Real-World English, (c) Project-based Science for Girls, (d) *Padres Promoviendo Preparación*, and (e) Promoting literacy education via professional development. In addition, for a greater sense of the breadth of projects that CDLC has supported with seed grants, all 21 projects that have been funded since 2012 are listed in a table in the Appendix (including many of the highlighted projects).

### **Project Descriptions**

**“It Takes a Village” Project (the “Village Project”) at UNCG.** The Village Project initially started as a service learning project in one teacher education course at Elon University. The service learning project was designed to involve preservice teachers in after-school tutoring programs to work with both developing readers and their family members. With the support of funding from the Oak Foundation, the Village Project expanded to involve both UNCG and Concordia University in 2010.

The purpose of the Village Project was threefold: 1) to prepare teacher candidates to work with both students and their families on literacy development; 2) to enhance students' motivation and competency in reading; and 3) to strengthen familial involvement in students' literacy and biliteracy development. To achieve these goals, the project was embedded as a service learning component in a methods course in the teacher education program. During the first half of the semester, teacher candidates learned about reading theories and strategies to work with students and families for literacy development to prepare for the tutoring sessions. During the second half of the semester, teacher candidates worked with assigned small groups of students and their families to conduct tutoring sessions. At the end of the program, all students

and families attended a “book-buy” event at the local Barnes & Nobles. Families were given a gift card to purchase books of their choice in addition to receiving a book selected by the program coordinator.

The Village Project represents a unique community-based service learning model inviting teacher candidates, students, and family members in the same learning space with focused literacy discussions. Research data collected from this project illustrated its impact not only on the development of students’ motivation and reading achievement, but also the growth of teacher candidates’ preparedness and familial involvement (Rohr & He, 2010; Rattigan-Rohr, He, & Murphy, 2014; Rattigan-Rohr, He, Murphy, & Knight, 2014). In addition, local community partners, such as Barnes & Nobles, were also involved in the “Village” to support students’ literacy development. To sustain the project model and involve more local community partners, the Village Project at UNCG received funding from Junior League of Greensboro in 2016 to include training for Junior League volunteers to participate in this effort as well.

**Real-World English (RWE) at Allen Middle School.** The RWE program was initiated based on requests from family members with children attending Allen Middle School. The adult family members expressed interest in developing their English language skills to use the language in real-world contexts. CDLC members (led by Dr. Jewell Cooper and Dr. Barbara Levin) responded to this need and started collaborating with administrators, staff, and teachers at Allen Middle School to design and implement the RWE program as a Saturday program. The program has received support from Guilford County Schools, Guilford Parent Academy, Dollar General Literacy Foundation, and other community partners such as Aaron’s Furniture and local churches. Several small grants were also provided through University-School Teacher Education Partnership (USTEP) and the CDLC. The support of the Dollar General Literacy Foundation

grant allowed RWE to include a parent and child together (PACT) time for family literacy development.

With the main focus on enhancing adult English competency, this Saturday program also included activities for children. For adults, the RWE program offered two beginning classes, one intermediate class and one advanced class. The beginning class supported instruction using both Spanish and English. The advanced class only used English for instruction. Adult students took a placement test at the beginning of the program and were assigned to appropriate classes.

Participants met for 12 consecutive Saturdays from 9-12:00 in the fall and spring semesters. The curriculum was designed based on themed units. Two to three units were planned for each semester around such topics as education, jobs and careers, health and wellness, holidays, travel, US government, clothing and fashion, cooking, signs and symbols, etc. Each unit lasted four to six weeks. On the last day for each unit, participants engaged in simulated performance tasks to apply the English language they learned throughout the unit. With the support of GCS, parents also participated in computer literacy classes several times during the semester.

Because the program took place on Saturdays, families brought their children when they participated in the RWE program. To take advantage of the time children spent at the RWE program, Dr. Melissa Bocci designed STEAM (science, technology, engineering, arts, and math) activities to involve all children in meaningful instruction. Topics of the instruction included mass and balance, momentum, plants, flight, bones, germs, etc. Children also had the opportunity to participate in activities at the SELF Design Studio at UNCG on the Saturdays RWE program met on UNCG's campus. With the support of SELF Design Studio staff and student volunteers, children have created maker projects including digital storytelling using green-screen video technology.

In addition to instructors for the adult classes and children's STEAM activities, many teacher candidates volunteered in the program to serve as teaching assistants, interpreters, and activity coordinators. For example, teacher candidates major in Elementary Education, Middle Grades Education, Spanish language, Teaching English to Speakers of Other Languages (TESOL) programs, and doctoral candidates from the Educational Leadership and Cultural Foundations program all volunteered their time during the weekend to support program activities.

The RWE program built on the premise of the two-generation approach to work with families on language and literacy development with the ultimate goal to enhance access to education for both families and children (Cooper, Levin, & He, 2016). Even though the preparation of teacher candidates was not an explicit goal for the program, the involvement of teacher candidates as volunteers in this program also led to teacher candidates' personal and professional development.

**Project-based Science for Girls.** This project was initiated as an exploratory project for Drs. Edna Tan and Beverly Faircloth. Dr. Tan served as the Research Fellow for the Center for New North Carolinians (CNNC) and both of them worked with DLC communities through CNNC programs and worked closely with the AmeriCorps volunteers. Through tutoring experiences, direct interactions with adolescents, and their collaboration with CNNC volunteers, they uncovered the need for meaningful activities at CNNC for adolescents, especially in terms of science activities for females. Green Hope STEM Club was designed to meet this need. Program participants included adolescents from a variety of backgrounds with different levels of English language proficiency. Some of them also brought younger siblings to participate in the program. Even though Drs. Tan and Faircloth coordinated the program, all adolescent

participants were perceived as collaborators throughout the program. CNNC personnel and AmeriCorps volunteers also supported the delivery of the program.

The program engaged participants in science projects that involved food and toys they could create and take home, various art forms to enhance their lives, as well as engineered solutions to challenges in their community. Instead of focusing on traditional delivery of structured science curriculum, through this program, participants drove the projects with needs they identified for themselves and in the community. STEM became the tool they used to meet their needs. For example, based on their assessment of their own community, participants identified the unpleasant smell of the dumpsters and the litter around them as an issue they wanted to be able to address. They spent over a year learning how electronics and solar power work and were finalizing creation of a solar-powered aerosol deodorizer triggered by the motion of garbage being thrown into the dumpster. The club also just finalized work on an electronic art mural that will enhance the visual quality of their community center.

Green Hope STEM Club built upon a noncommodified knowledge framework (Tan & Faircloth, 2013; 2015) to start the program with what participants brought and what they wanted to accomplish. The program not only provided a learning space for adolescent girls from diverse linguistic and cultural backgrounds involved in CNNC programs, but also engaged these participants in developing their science identity and sense of agency.

***Padres Promoviendo Preparación.*** This project was led by Dr. Laura Gonzalez. The program was rooted in a question: did Spanish-speaking families receive the same kind of support for post-secondary planning as English-speaking families? Two focus groups were conducted with Spanish-speaking parents in order to learn more about the experiences of DLC members with college planning (Gonzalez, Villalba, & Borders, 2015). From the focus groups,

we learned that parents had strong motivation and desire for their children to have better opportunities than they had, but little specific information about the educational system in the U.S. or the steps needed to navigate it. Thus, the program goal was to empower and equip Spanish-speaking parents to support their children's post-secondary educational planning process. The desired outcomes (measured pre/post participation) were increases in knowledge about college planning and preparation and increased self-efficacy or confidence in helping their children navigate the educational system. We also hoped to see an increased capacity among community settings where the outreach took place to take on the program and continue to offer it with minimal support from the university based collaborators.

To meet those objectives, the program offered community-based psychoeducational groups that met once a week for eight weeks (Gonzalez, in press). All materials and meetings were in Spanish. Each meeting had an informational topic (e.g., making the most out of high school, finding a college that fits your child's needs, applying for financial aid) and a support component, where parents were encouraged to find common ground, share their questions and concerns, and find encouragement and hope to continue supporting their children (Villalba, Gonzalez, Borders, & Hines, 2014). The primary audience was Spanish-speaking parents of high school aged children, although no interested parent was ever turned away. The secondary audiences were the students themselves, who we hoped would benefit from having more informed and involved parents, and the community sites where the groups took place (e.g., churches, schools), where a bilingual representative received training and had the chance to observe the groups and build capacity before the leadership of the project shifted to them. A key collaborator has been the College Foundation of North Carolina, which provided college planning material in both English and Spanish. The project benefitted greatly from funding from

the Kate B. Reynolds Charitable Trust and the Winston-Salem Foundation, and an early pilot version was supported by a grant from the CDLC.

The initial program was outlined based on informational needs expressed by the focus group members and college planning materials available in Spanish from the College Foundation of North Carolina. It evolved over time from a classroom instructional model (Villalba, Gonzalez, Borders, & Hines, 2014) to the current psychoeducational model in response to feedback from participants in a pilot version. Thus, a key point of learning was that Spanish-speaking immigrants in our area were interested in learning about post-secondary planning for their children, but were not as comfortable in a formal educational structure (which differed from their own background and their current daily work and home settings). The research team chose to frame the program with a social learning theory (SCCT; Social Cognitive Career Theory; Lent, Brown & Hackett, 1994), which allowed for the learning to have a social context (e.g., role modeling, verbal encouragement) and connections to motivation and self-efficacy beliefs. We also took a strengths-based approach which valued what the immigrant parents did bring to the program (i.e., persistence, resilience, optimism, value for education) and sought to give them tools to reach their goals (i.e., knowledge of the U.S. educational system, resources to answer their own questions).

The key ingredients which made this outreach program effective included (a) the group format which encouraged universality, instillation of hope, and learning from peers, (b) the ability to conduct the outreach in the preferred language of the participants, and (c) the balance of providing information and building parents' confidence to use it in order to support and assist their children. We also have identified ways to improve the program by providing better follow-up with parents/families after the 8 week group has ended, and including more specific and

individualized counsel for participants with undocumented family members (typically very complicated and unique situations that are less amenable to group intervention).

**Promoting literacy education via professional development.** This project was led by Drs. Amy Vetter and Melody Zoch. Its goal was to provide professional development materials for K-12 classroom teachers who were working with English language learners; indeed, the program was in response to a request from the teachers in a nearby school district and was built with input from the teachers and the school's curriculum facilitators. The desired outcomes were to put teachers in the position of being writers themselves, to help increase empathy with their students' struggles, but also to give them practical tools and strategies that would work for writing instruction with English learners or any other student population. The primary audience was K-12 teachers from all content areas who were teaching writing in their classrooms. The secondary audience was a group of students who participated in a writing camp associated with the professional development project and their parents.

The two week program (funded by CDLC) started with the experiential portion of teachers as writers, including a peer revision process and feedback from the faculty members. The teachers then had the unique opportunity to put their new learning into practice by co-teaching with each other in a free writing camp for students (EL's and others). At the end of the camp, family members came to hear the students read what they had been working on, which helped to increase community buy in. The program was built on best practices for professional development of teachers, which indicated that a "once and done" approach was not effective. Thus, the program used a two week summer immersion model in order to have time to both acquire new skills and strategies and put them into use. The framework for the program was constructivist, taking the point of view that it is more effective to allow learners (both teachers

and students) to construct knowledge through the process of experiencing writing, not just directing them to learn apart from doing. This project was inclusive of all teachers, not just those working with DLC's, but it had specific take-aways that could be beneficial for working with EL's.

In particular, for students who are DLC members, writing in English may be daunting if teachers don't help them root the writing process in their own cultural and linguistic backgrounds. Thus, rather than place EL's in a separate classroom or categorize them as "special needs" students with deficits and language issues, this program advocated for teachers to approach writing as a learning task where all students could bring in knowledge and tools from their diverse language backgrounds and embrace them as strengths. Having fluency in two languages is a benefit that can be embraced in the writing process if teachers are willing to include them. Thus, helping to boost teacher confidence that they have strategies that could be employed in settings where DLC's are present was of critical importance.

The key ingredients that made this program effective were the experiential aspects (teacher as writer), the chance to collaborate with other teachers and try new strategies together in the camp, and the opportunity to put new skills immediately into practice with real students in the camp setting. If time had allowed for it, the faculty also would have liked to continue to follow the teachers throughout the school year, to consult with them and support their implementation in a sustained way. This project has continued to expand in that an existing young writers' summer camp will now have a professional development component added to it, with teachers coming together first to try new ideas related to writing instruction, and then practice their skills in the campers.

### **The Process of Project Creation**

Several themes were notable in the interviews in terms of the process of creating these community-engaged research and outreach projects, and may therefore serve as useful guideposts for other educators trying to build a scholarship of engagement and create programs with and for DLC's. First, community-engaged projects (whether research or practice based) are partnerships where university members respond to the requests/needs of DLC's. This requires being in communication with key cultural brokers and peer leaders within the DLC's and being able to listen effectively, putting aside one's own scholarly agenda. Sometimes the requests or needs were solicited (as in the college planning focus groups with parents) and in other instances they arose independently from the DLC community (as in the Allen Middle School parents) or practitioners working with the DLC community (as in the literacy teachers and the AmeriCorps volunteers). Many DLC's have worldviews or perspectives that are significantly different from academia, and those cultural and linguistic aspects should be honored and included as the questions and goals of the project are being crafted. It may take longer to bring all key stakeholders to the table and to come to a common understanding of the process and product, but the investment is worthwhile. The voices of the DLC members were essential to the beginning phase of all of these projects, which also increased motivation and participation as the response was sculpted to fit the community need.

The second theme is that the assessment phase of community-based research or outreach should incorporate both strengths and needs, be flexible and responsive, and view knowledge as broadly community-based, not located solely in the university. Any tendency to take a deficit view of DLC's should be resisted and countered at every turn. For example, a request to learn real world English should not negate the funds of knowledge that already exist among the adults in the DLC communities, and a request to solve a problem related to odors and trash cans should

not be met with a pre-packaged academic solution without asking the participants for ideas. Respect for the resilience, persistence, and hard work ethic that are typically present in DLC's is important for university researchers to highlight. Many community-based research strategies situate community members as co-researchers, with population-specific expertise, direct knowledge of the problem at hand, and culturally derived strategies for addressing the problem (Office of Community Engagement, 2012). In collaboration, university and community representatives identify the objectives of the project, how those objectives can be achieved, if any forms of data might be collected and analyzed, and then how to share the new acquired knowledge in a variety of ways. This type of respectful collaboration is not possible if a strengths-based approach does not undergird the work from the beginning.

The third theme is that effective programs working with DLC's tend to be broadly collaborative. The faculty in these examples found partners in many places, opened lines of communication, and connected with a variety of entities (schools, churches, bookstores, funders, volunteers). As one interviewee phrased it, one goal should be to link existing "pockets of greatness" in the community, to take advantage of good work already being done, services that already exist, and resources that may be present but not yet connected with DLC's. For example, church leaders who are already working directly with DLC's might be willing to learn a new content area (college planning) and add that to the services they are already providing to the community. Students who needed to enroll in a summer camp could also benefit from a guided learning experience that helped teachers solidify their new skills gained in professional development workshops. Community agencies who already have expertise in working with DLC's are natural partners for university-based personnel, as they frequently have the working relationships and skills that faculty initially may not.

The fourth theme regards approaching the work with DLC's from many vantage points. The projects highlighted here worked to build comfort/confidence for working with DLC's among many audiences (e.g., preservice and professional teachers, faith based partners, school counselors), as well as building new capacities among the DLC adults and children themselves. The projects were all based in educational engagement, including both formal and informal teaching and learning situations, but they sought to make a difference for DLC's across several settings (in the classroom, in afterschool programming, in the home). For communities with broad and interconnected needs, solutions are more effective when they are multi-pronged or when resources are being infused across many contexts (Calaff, 2007). The fact that all of these projects were taking place in one particular emerging immigrant community also offers opportunities for capacity building at a larger systems level - for supporting the ability of DLC's to reach their goals by providing supports and resources in many different arenas.

Finally, once these projects started, they often continued to evolve. It is important for faculty considering work with DLC's to assess their ability to stay involved with the community as new or additional needs are uncovered, new requests are made, or new insights are generated that lead to improvements in the implementation. For example, the RWE program has continued to grow, but now needs to secure new school partnerships in order to have more space and the capacity to reach more families. The PPP program has had to make adjustments due to new policies regarding immigration and education that are emerging with new political leadership. Sustaining a community-based research or outreach program takes time and dedication, which should not be underestimated at the beginning. Capacity and relationship building also takes time. If a program is engaging pre-service professionals or other individuals developing new skills in the course of an outreach program, there is great benefit in having consistent follow-up

over time. Finally, the DLC also continues to evolve and grow in our region, composed of shifting percentages of individuals and families from almost every region of the world.

Especially for DLC's that are emerging or still building their own leadership and capacity, the support of other parts of the community (e.g., schools and universities, for-profit and not-for-profit entities, faith-based leaders) is useful until they have established their own voices.

### **Conclusion**

Educators and practitioners anywhere can utilize and adapt these models in order to serve the DLC's where they live. Especially in an era of negative rhetoric and more overtly discriminatory speech, reaching out to DLC's in a welcoming, respectful, and supportive manner to engage with them in solving problems collaboratively is critically important. Scholarship that does not engage with the community can have resonance in the academic community, but scholarship that is community-engaged can make a difference on multiple levels.

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## Appendix

## Comprehensive List of CDLC Research Awards

UNCG Faculty/Student Award Recipients (Dept)	Community Partners	Title of Project (Year)
Ye He and Tierney Hinman, (Teacher Education)	Robin Harris and Candace Call, Asheboro City Schools	Teacher Action Research to Promote Heritage Language Development (2016-17)
Rebecca MacLeod, Christen Blanton Mack, Nathan Martin, and Dixie Ortiz (Music Education)	Peck Elementary School	UNCG Peck String Musicians Alumni Leadership Program (2016-17)
Jill Chouinard and Robyn Thomas Pitts (Educational Research Methodology)	Karen Webb, Alamance Citizens for a Drug Free Community	Exploring Culturally Responsive Approaches to Evaluation Among Non-Profit Organizations: Piloting a Workshop (2016-17)
Jewell E. Cooper, Barbara Levin, and Melissa Bocci (Teacher Education)	Carol Zegarra and Natasha Pace, Allen Middle School	A Two-Generation Approach: Real World English (2016-17)
Stephen Sills (Sociology)	Phillip Sheldon, Center for Housing and Community Studies	Housing and Community study
Ali Askerov (Peace and Conflict Studies)		Syrian Refugees in the Streets of Istanbul (2016-17)
Stephanie Kurtts and Teresa Little, (Specialized Education Services)	Andrea Buka, Walter Sisulu University, Mthatha, Eastern Cape, South Africa	Building Inclusive Educational Practice Across Cultures and Countries (2015-16)
Spoma Jovanovic and Vincent Russell (Communication Studies)	Greensboro City Government	Incorporating Diverse Language Communities into Greensboro

		Participatory Budgeting (2015-16)
Rebecca B. MacLeod, Julia Reeves, and Dixie Ortiz (Music Education)	Peck Elementary School	Increasing Access to String Instruction Across Cultures (2015-16)
Sudha Shreeniwas (HDFS), Sharon D. Morrison (Public Health), and Andrew Young (Bonner Center, Guilford College)	H'Yua Adrong, UNCG student, President/Leader of the Montagnard American Association	"This is Health for Our Families!" – Montagnard Hypertension Prevention (2015-16)
Jeannette Alarcon (Teacher Education)		Exploring School Culture within the Context of Heritage Schools and Mother Tongue Learning Spaces in Romania (2014-15)
Jamie Schissel (Teacher Education)	Maha Elobeid, Center for New North Carolinians	The Interpreter ACCESS program (2014-15)
Jewell Cooper (Teacher Education), Craig Peck (Educational Leadership), Revital Zilonka (Cultural Foundations), and Kattya Castellon (Admissions)	Allen Middle School	We Want to Learn With You: Engaging Parents from Immigrant and Refugee Communities in Learning English (2014-15)
Melody Zoch and Amy Vetter (Teacher Education)	Asheboro City Schools	Promoting equitable literacy education for students from diverse cultural and linguistic backgrounds by supporting teachers through professional development (2013-14)
Edna Tan and Beverly Faircloth (Teacher Education)	Center for New North Carolinians and AmeriCorps	Teaching science for social justice: A community-based STEM club for refugee youth (2013-14)

Jigna Dharod (Nutrition)		Feeding the family in a foreign country: Understanding home food environment and food insecurity experiences of Latino immigrants (2013-14)
Ye He (Teacher Education), Ang Chen (Kinesiology), and Kristine Lundgren, (Communication Sciences and Disorders)	Shanghai Normal University, China Xuhui School District, Shanghai, China	Intercultural exploration of Chinese education, health, and sports through a comprehensive cross-cultural experience (2013-14)
Laura Gonzalez (Counseling and Educational Development)	Asheboro City Schools	Building Self-Efficacy for College Planning Tasks in Spanish-Speaking Parents (2012-13)
Nora Bird, Fatih Oguz, and Clara Chu (Library and Information Studies)	Montagnard community organizations	Preserving Montagnard Refugee Cultural Heritage through Intergenerational Dialogue (2012-13)
Belinda Hardin (Specialized Education Services) and Silvia Bettez (Cultural Foundations)	Million Mekonnen, African Services Coalition, and Raleigh Bailey, Center for New North Carolinians	Textured Dialogues: A Tapestry of Immigrant Perspectives on Education (2012-13)
Bev Faircloth, Shirley Atkinson and, Ye He (Teacher Education)	Winston-Salem Forsyth County Schools	Middle Grades English Learners Craft a Sense of School Belonging (2012-13)