

Redefining Diaspora Engagement: Leveraging Gaming to Connect With Dominican-Americans

Manny Matos
Prachee Javiya

08/26/2024

1. Introduction

The Dominican-American population in the US is growing, becoming more geographically dispersed, and increasingly integrated into their local communities (Bailey, 2002). In the digital age, traditional methods¹ of engaging the Dominican Diaspora are becoming outdated, creating challenges in sustaining a connection to their country of origin while integrating into a new society. This challenge is compounded by the difficulty in identifying, communicating with and organizing activities for their benefit. This emergent reality will result in the gradual fading of meaningful cultural identity and substantive engagement, a dynamic observed in the evolution of immigrant groups in the United States. It is readily foreseeable that without a structured intervention, the socio-economic impact of the diaspora on both the Dominican Republic and the United States will diminish over time (Matos M., 2019).

Recognizing these challenges, DominicanosUSA (or “DUSA”) 2.0 framework aims to bridge this gap by identifying and organizing *communities of interest* through innovative applications, such as the gaming and tech education initiatives coordinated simultaneously in both New York City and the Dominican Republic. These projects are designed to foster meaningful connections² by leveraging platforms that resonate with the youth and tech-oriented segments of the Dominican-American diaspora. By integrating gaming with cultural and educational content, DUSA seeks to create an interactive community that forges social bonds while promoting cultural heritage and socio-economic development for Dominicans residing in both countries.

¹ **Community and Cultural Engagement:** Traditional methods of diaspora engagement such as community centers, cultural festivals, and partisan political activities fall short due to their inability to resonate with the dynamic and diverse needs of contemporary diaspora communities. These methods, typically centered on face-to-face interactions, cultural festivals, and static communication channels, do not effectively cater to the successive, more technologically adept generations.

² This is to be distinguished from *connections without engagement* which are not necessarily the product of structured interventions, e.g., remittances, which generally stem from altruism, solidarity, self-interest (savings), payment of debts, and the diversification of households (Padron, 2021).

A key aspect of this approach are institutional relations to promote cross-border activities which further enhance educational, economic and cultural affinity. Current initiatives include collaborations with organizations like *Games4Change*, *New York VideoGame Critics Circle*, and *Sissel Game Design & Narrative*, Santo Domingo's Centro Futuro (Cristo Rey, DR), Dominican Foreign Ministry's Institute for Dominicans Abroad ("INDEX"), Dominican Republic's esports Federation ("FDDE"), and the International Organization on Migration. These relations address the larger problem through gaming and its ecosystem³, targeting marginalized communities and economically disadvantaged individuals in both the U.S. and the Dominican Republic. By creating spaces for participants to engage in gaming and education, DUSA builds bridges that connect these communities in meaningful ways, using the power of games to drive both teacher-assisted and Self-Regulated Learning (Pintrich, 1995).

2. Problem Statement

The natural evolution of immigrant groups in America leads to a gradual loss of cultural ties and identity (Abramitzky, 2017), presenting a challenge in effectively engaging and organizing the Dominican-American diaspora. With the Dominican-American population representing the fourth largest Hispanic group in the U.S., numbering ~2.4 million as of 2021 (Pew Research Center), the scale of this challenge is significant. Despite existing traditional engagement mechanisms, there remains a notable gap, particularly among the U.S. born.

State	Population Estimate
New York	902,361
New Jersey	339,888
Florida	259,763
Massachusetts	172,759
Pennsylvania	146,650
Rhode Island	55,551
Connecticut	48,536
North Carolina	30,632
Georgia	29,324
Texas	29,145

Source: *U.S. Census Bureau n.d. b- 2021 ACS 5-Year Estimates; Table- B03001*

Table 1: Dominican Population Estimates by State, 2021

This disconnection poses several problems as highlighted in the studies below. Firstly, it threatens the transmission of cultural values and practices to successive generations, risking a gradual loss of cultural identity (Smith, 2020). Secondly, the lack of effective engagement limits

³ **DUSA Gaming Ecosystem:** In the context of DUSA, the gaming ecosystem is defined as an interconnected network of platforms, communities, and resources centered around gaming and esports, specifically designed to engage the Dominican diaspora. This comprehensive ecosystem comprises various elements, including game developers, esports teams, streaming platforms, content creators and educational initiatives. Together, these components create an immersive and highly interactive environment driven by self-motivated participants.

the potential for economic contributions that a well-integrated diaspora can make to both countries. Studies have shown that engaged diasporas are more likely to invest in their home countries and contribute positively to bilateral relations (Johnson & Williams, 2018). Thirdly, inadequate engagement can lead to social isolation within the diaspora, affecting overall well-being (Diaz & Rodriguez, 2019).

The traditional methods of engagement have often been inadequate for the younger, technology-oriented demographic, who spend a significant portion of their time in digital environments, particularly in gaming and on social media platforms (Garcia, 2021). This demographic shift calls for an innovative approach that integrates these digital platforms, which have not been utilized effectively by the institutions and community organizations⁴ focusing on diaspora engagement.

Recognizing these challenges, the DUSA approach proposes a novel framework that leverages the gaming ecosystem as a platform for cultural and educational engagement. This approach is based on the premise that gaming, a dominant activity among Dominican youth, making up 38% of individuals aged 17-35 (Entertainment Software Association, 2024), can serve as an effective tool for cultural preservation, economic engagement, and social integration (Martinez, 2020). By creating organized "communities of interest" around gaming, DUSA aims to harness the widespread appeal and interactive nature of video games to foster a vibrant and engaging community that connects the Dominican diaspora not only with each other but also with their cultural heritage and counterparts in the Dominican Republic⁵.

3. Applying the DUSA 2.0 Approach to Gaming

The DUSA 2.0 approach begins by identifying and organizing Dominican-Americans around a specified community of interest that creates the structured foundation for engagement. It then focuses on making meaningful connections between Dominican Americans and the Dominican Republic along their common interest e.g., in the present case,. gaming. By leveraging the broader networks embedded within the Dominican-American community, this approach aims to introduce valuable resources that benefit participants in both the US and Dominican Republic.

⁴ Institutions refers to governments, schools, large NGO's and community organizations refers to smaller, grassroots groups or local entities.

⁵ It is worth noting here that as Dominican-Americans began to organize politically it was often frowned upon to engage in "homeland" activities in the U.S. as it was perceived to be an inhibitor to the integration process (Tilove, 1998).

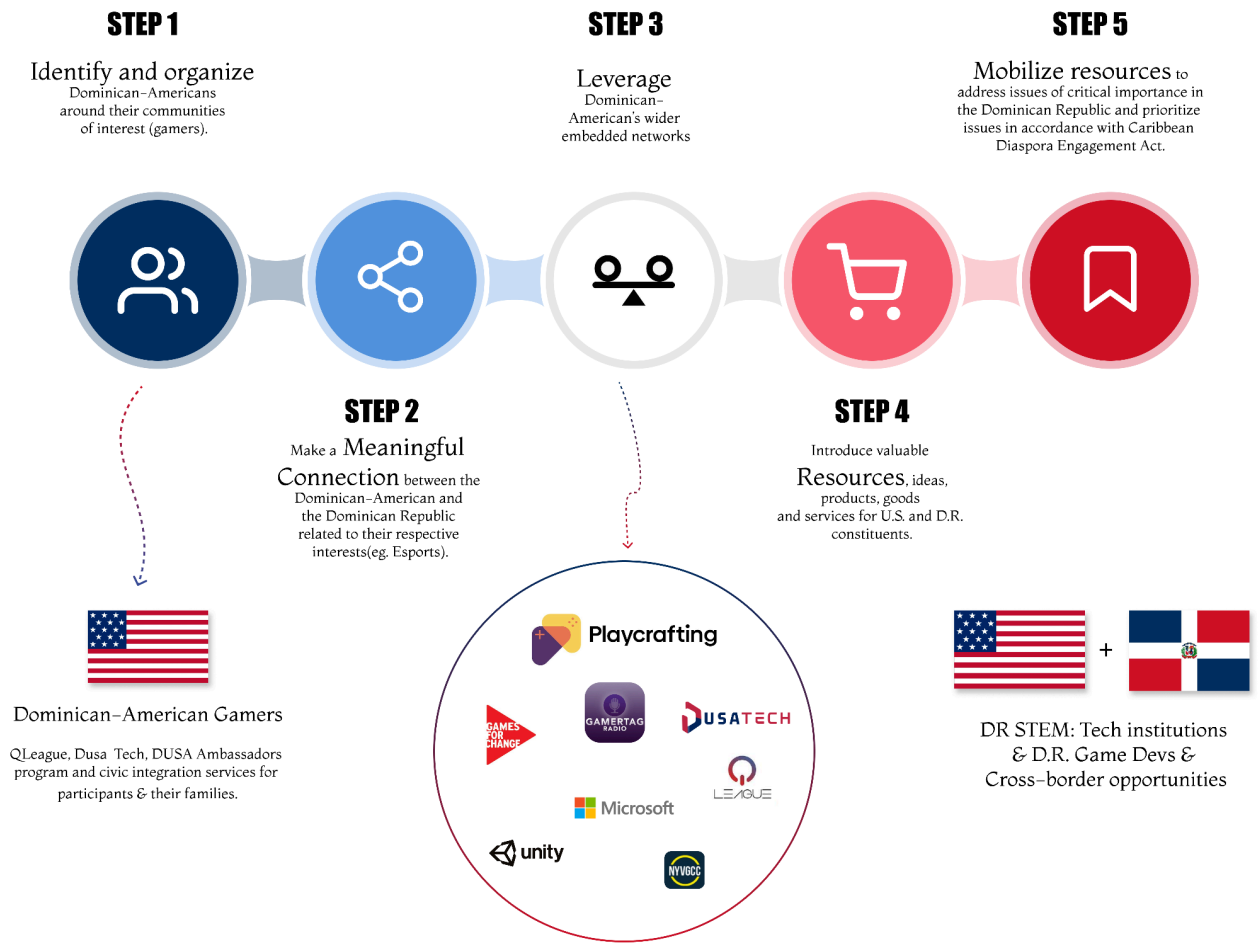


Fig 1. The DUSA 2.0 approach as applied to gaming

This gaming initiative involves identifying and organizing talent within the gaming community in both countries. It not only offers these gamers a platform to showcase their skills and gain recognition but also provides important educational and career development opportunities while knitting a tighter community that shares a common cultural and national identity. This cultivates pride among Dominican-Americans, while also serving as a launch pad that will establish meaningful connections, enabling them to engage more deeply with the Dominican Republic and the growing gaming industry.

As Dominican Americans establish connections, key stakeholders (ref. Fig 2) in the Dominican Republic can help to cultivate long-term connections with a targeted network of resources leading to social, economic and even civic integration (e.g., dual citizenship benefits).



Fig 2. Key stakeholders in Dominican Republic

A foundational element of this approach is a platform designed to attract self-motivated gamers, creating a dynamic space for competition, connection, and learning. The platform not only hones gaming skills but also provides insights into the tech industry, opening pathways to career opportunities. Events like tournaments, seminars, and workshops, fosters personal and professional growth while strengthening cultural ties. Language barriers are carefully addressed to ensure the program's success.

4. Case for Gaming as a Strategic Tool for Effective Engagement in the Dominican Diaspora

4.1 Wide Reach and Popularity of Gaming

The world of gaming has undergone a remarkable transformation over the past few decades, evolving from a niche hobby into a global phenomenon with a wide-reaching impact on culture, economy, and technology. Central to this evolution is the rise of online gaming and esports⁶, which have brought together millions of players and spectators, creating vibrant communities. The growing popularity of gaming, particularly online and competitive esports, has redefined the boundaries of social interaction, technology adoption, and even professional sports.

Gaming has demonstrated an expansive reach across global demographics, significantly impacting various diasporas. Statistically, the global gaming market was valued at approximately \$159.3 billion in 2020 and over \$200 billion in 2023, underscoring its widespread appeal and integration into daily life across different cultures and regions (Newzoo, 2020). This growth is partly due to the accessibility of mobile gaming, which allows users from diverse socioeconomic backgrounds, including those within the diaspora, to engage in gaming activities.

One of the key factors driving the popularity of online gaming is its social aspect. Games such as *Fortnite*, *League of Legends*, and *Street Fighter* have built massive online communities where players can team up, strategize, and compete against one another. For instance, Dominican *Street Fighter* world champion Saul "MenaRD" Mena has engaged in cross-border friendly matches at DUSA events generating tremendous fanfare with its participants from the Bronx.

The meteoric rise of esports, or competitive video gaming, has evolved into a professional sport with a worldwide audience and notable global accomplishments by players of Dominican descent. Esports tournaments now draw millions of viewers in terms of popularity and prize money. The revenue generated by the global esports market is expected to reach \$1.87 billion by 2025, driven by increasing sponsorship, media rights, and the expansion of esports into new regions (Esport Blog, 2024).

The impact of gaming on different demographics within the diaspora is profound. For instance, in communities with significant populations living abroad, such as the Dominican diaspora in the United States, gaming serves as a cultural bridge, connecting individuals with their heritage and

⁶ **Differences Between Gaming and Esports:** Gaming and esports are distinct in their structure and competitive nature. Gaming is a broader term for playing video games, which can be a solitary or casual group activity, typically without formal competition, covering a wide range of genres and primarily serving recreational purposes. Esports, contrastingly, involves organized competitive gaming where individuals or teams compete in professional settings, often for prizes, under specific rules and regulations.

with each other through shared cultural themes and languages in game settings (Anderson et al., 2018). Games that incorporate cultural narratives or allow for multilingual play cater specifically to these communities, enhancing cultural ties and providing a platform for social interaction. Along these lines, DUSA's Intro to Gaming Narrative seminar introduces the technical concept to program participants, empowering them to share their stories through interactive videogame development and storytelling (Sissel Game Design & Narrative).

4.2 Gaming Beyond Entertainment

Esports has transcended its origins as a mere pastime, emerging as a multidimensional activity that offers significant benefits (New trends in esports and gaming, Frontiers). Gaming has been integrated into educational curricula to enhance engagement and foster learning, particularly in strategic thinking, teamwork, and communication. DUSA has partnered with Games for Change in an innovative pilot program that will train educators in the Dominican Republic on incorporating video games into educational practices. Research, such as the study by Bellotti et al. (2009), demonstrates that learning through games can significantly improve cognitive skills, including attention and problem-solving abilities. This approach not only facilitates the exchange of knowledge and resources but also equips participants with skills that contribute to socio-economic development in their communities. Digital platforms enriched with educational content cater to diverse learning styles and promote inclusivity.

Moreover, gaming opens up career opportunities in fields like game design, programming, event management, and digital media. On-going DUSA pilot projects operating simultaneously in Santo Domingo and NYC target each of these areas. The integration of these elements into educational settings has led to the use of games as effective teaching tools, promoting active learning and retention of information.

Educational games have become a vital tool, offering culturally relevant language learning and educational content. These games serve the dual purpose of entertaining and educating, helping to preserve cultural heritage and language in environments where geographical separation could lead to assimilation. By incorporating cultural elements into the learning process, these games help maintain a strong connection to the homeland, ensuring that cultural identity is preserved across generations.

Furthering the educational potential of gaming, one of the studies by Cantone, Andrea Antonio, et al. 2023, introduced MetaCLA virtual reality system which demonstrates how immersive environments can revolutionize language learning. This system provides contextualized, interactive scenarios such as role-playing in hotels or restaurants, which are particularly beneficial for English as a Second Language (ESL) or Spanish as a Second Language (SSL) learners.

DUSA provides tech-enhanced English and Spanish language classes tailored specifically to gamers. These ESL/SSL classes use the engaging aspects of virtual reality through gamification to facilitate language acquisition, a crucial tool for personal and professional

development. Programs in NYC and the Dominican Republic run simultaneously, resulting in academic and social exchanges that strengthen ties between Dominican gamers in NYC and those in the Dominican Republic.



Fig. 3 Gamers and Tech ESL Program where virtual reality meets remote education

DUSA hosts Immersive Fairs that serve as a showcase for the dynamic intersection of gaming, education, and economic development. Held simultaneously in New York and Dominican Republic, this event engages a diverse demographic with a rich array of virtual and augmented reality experiences, gaming tournaments, and educational workshops.

A key aspect of the fair has been highlighted through a partnership with INDEX, an institution dedicated to strengthening socio-economic and cultural ties between the Dominican diaspora and their homeland. The integration of INDEX into the Immersive Fair has been used to emphasize a commitment to nurturing a transnational community that values its heritage while thriving in diverse global environments.

The fair itself has been positioned as more than just a technological showcase; it is a real-world application of the actual dynamics captured in the essence of this writing.



Fig. 4 Inaugural Gaming Event by DUSA's QLeague, NYC Microsoft Experience Center, 2019.



Galeria 360, Santo Domingo, DR & NYC Microsoft Experience Center, 2021



T-eco Group, Santiago, DR & Dreamyard Bronx, NY, 2022



Club Mauricio Baez, Santo Domingo, DR & NYC Microsoft Experience Center, 2023

Fig. 5 Immersive fairs in partnership with DR's Foreign Ministry, INDEX Programs run simultaneously in both DR and US venues.

4.3 Enhancing Educational Outcomes through VR Gaming

Gaming's dynamic and interactive nature is highly effective in enhancing learning outcomes due to its ability to maintain student engagement and attention. Research highlights the substantial benefits of integrating Virtual Reality (VR) into educational settings, creating immersive experiences that significantly increase student participation and retention of information. These

technologies challenge users to engage in critical thinking, problem-solving, and swift decision-making, essential skills in academic environments. For instance, the study by Jantjies and Moodley (2018) explores how VR can bridge resource gaps in learning environments, providing students access to virtual resources that enhance practical experience and theoretical understanding.

Moreover, VR applications in education extend beyond cognitive skills enhancement. They also offer a platform for experiential learning, where students can simulate real-world tasks and scenarios in a controlled, virtual environment. This is especially beneficial in fields like healthcare, engineering, and science, where practical experience is crucial.

Building on this innovative foundation, in a partnership with Custodio Studios, students taking a 3D design class will produce 3D renders for virtual reality environments. These designs will be culturally significant, incorporating elements relevant to the Dominican culture, thereby filling gaps in the current market with designs that reflect the lived experiences of the demographic. Through this project we aim to create a 3D objects marketplace open to the public, featuring these unique culturally relevant 3D objects. This space will not only serve educational purposes but also stand out for its cultural fidelity and use of technology tools like Unity and Blender.

Objects created will be used to populate platforms like the Dusaverse, an initiative that harnesses VR and AR technologies by organizing its content into unique "pods", each serving as an entry point into a specific resource area of the metaverse that caters to our targeted end-user. Each individual pod begins with an introduction and references to specific opportunities, such as classes, workshops, seminars, or gaming tournaments. For example, the QLeague pod is designed for users interested in gaming and engaging with the QLeague ecosystem within the metaverse, where the environment will be gamified to enhance user interaction. Key stakeholders will be integral to each pod, ensuring that all aspects of the project are aligned with the community's needs and interests.

The concept centers around consolidating resources that are available in the ecosystem that benefits our program participants harnessing technology and gaming to drive creativity among the demographic both locally and globally.

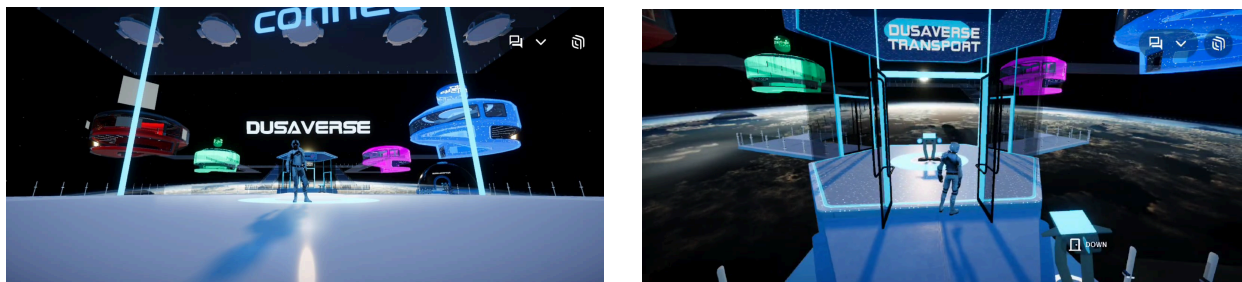


Fig 6. The DUSAVERSE Virtual Reality environment

"El Metaverso, por primera vez en televisión nacional," highlighted a groundbreaking segment on a highly rated Dominican TV show, "Esta Noche con Mariasela". This episode was notable for featuring the first nationally televised interview conducted within the metaverse, introducing a wide audience in the Dominican Republic to the immersive virtual world. DUSA participated in this interview alongside featured guests Cincinnatus and Intellysis - leading tech providers and DUSA partners in certain education projects. This pioneering broadcast not only showcased the innovative capabilities of digital technology but also set a significant precedent for how the metaverse can be integrated into education applications.



Fig 7. Screenshot from the Mariasela Interview broadcasted on Color Visión channel in the Dominican Republic. Featured: DUSA and Cincinnatus/Intellysis class that operates simultaneously in the Bronx, NYC and Villa Agrícolas, Santo Domingo

4.4 Community Building and Career Development through Gaming

Gaming also plays a crucial role in community building and career development. By creating shared experiences and goals, gaming fosters collaboration and communication, which are essential for building a sense of community in educational settings (Granic, 2014). The interactive nature of gaming platforms allows for continuous communication and feedback among participants, promoting a supportive learning environment. Moreover, gaming environments often incorporate role-playing elements that help students understand diverse perspectives, enhancing empathy and social learning.

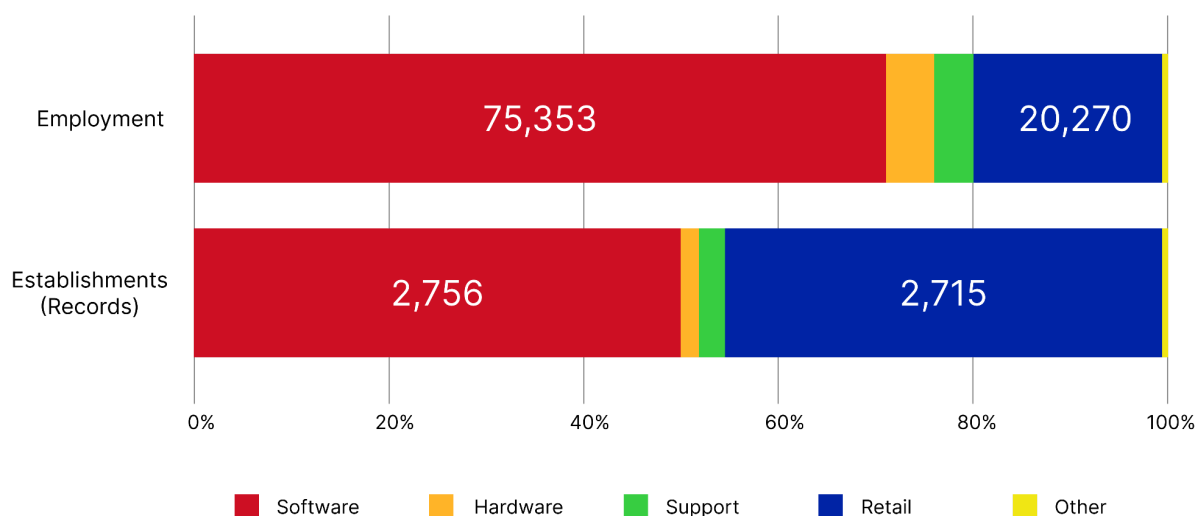
Gaming provides career opportunities in fields such as game design, programming, event management, and digital media. Esports, the competitive aspect of gaming, has expanded beyond just players and spectators to include a comprehensive infrastructure involving

organizers, strategists, content creators, and entrepreneurs. The integrative approach of platforms like QLeague, which combines esports with technology education, exemplifies how gaming can bridge the educational and professional landscapes, offering participants valuable skills and opportunities in the tech industry.

The eGaming platform, QLeague, serves as a key transnational project that is strategically positioned at the intersection of gaming and technology education. QLeague provides a dynamic environment where participants can excel in both arenas. By organizing esports tournaments, gaming seminars, and educational workshops, QLeague fosters a vibrant community where individuals can compete, connect, and simultaneously acquire valuable insights into the tech industry. This integrative approach not only cultivates critical skills in esports but also paves the way for career and job opportunities in technology sectors.

Transitioning from the competitive and educational aspects of QLeague to its broader ecosystem, the platform extends into a range of tech education opportunities that are closely related to the gaming industry. This includes hosting cross-border seminars that involve students from New York City and Santo Domingo's Centro Futuro, as well as game development programs that are conducted concurrently for participants from Villa Agricola's Cincinnatus and NYC. Additionally, collaborations with entities like the NY Game Critics Circle and the Playing With Purpose program exemplify how DUSA leverages gaming to develop marketable skills. In these programs, students from both countries are not only engaged in learning key writing and communication skills but also benefit from mentoring, college scholarships, and internship opportunities, further bridging the educational and professional landscapes through gaming and technology.

According to the Entertainment Software Association's 2023 report, the U.S. video game industry has an outsized economic impact - the industry created and supported more than 350,000 total jobs across the U.S. economy while generating and supporting more than \$101 billion in total economic impacts. Within these economic impacts, the U.S. video game industry contributed nearly \$66 billion to U.S. GDP in 2023. The largest sector of the U.S. video game industry is game-related software, accounting for more than 75,300 U.S. employees and more than 72% of the total industry employment (Ref Fig. 3). The consoles, hardware and peripherals sector is conservatively estimated to employ nearly 4,700 U.S. workers, or approximately 4% of the U.S. video game industry workforce (Entertainment Software Association, 2024).



Source: TEconomy analysis of 2023 U.S. Video Game Industry Database
 Fig 8. Employment Distribution in the U.S. Video Game Industry and its Principal Sectors

Conclusion

As the diaspora becomes more geographically dispersed and integrated into their local communities, the lack of structured interventions risks the gradual fading of cultural identity and meaningful connections to their homeland. This disconnection could lead to missed opportunities for both the Dominican Republic and the United States, affecting the socio-economic⁷ contributions that a well-engaged diaspora can provide.

The DUSA 2.0 framework presents a promising approach to bridging this gap by leveraging modern platforms, such as gaming, to engage younger and successive generations of the U.S. diaspora. By integrating into a gaming platform cultural, educational, and technological content, DUSA aims to foster connections that not only preserve cultural heritage but also promote personal growth and development in both countries. For the Dominican Republic, these connections can lead to greater social remittances (Peggy, 2010), increased investment, knowledge exchange, and stronger cultural ties.

However, the success of such initiatives depends on the support and involvement of the broader community, including philanthropic organizations, educators, and policymakers. It is essential to recognize the importance of maintaining strong ties with the diaspora and to invest in innovative solutions that resonate with today's generation.

DUSA is innovating strategies to ensure that the Dominican-American diaspora is well-established⁸, remains connected, culturally vibrant, and positioned to contribute positively

⁷ Over time, as the number of migration based visas decrease and successive generations of Dominican-Americans integrate more fully into American society, it is reasonable to extrapolate that remittances will also diminish.

⁸ DUSA's central mission: civic, social, and economic integration of the Dominican-American diaspora. DUSA has earned important recognition as a regional and national leader in voter registration and naturalization work from the

to the futures of both the Dominican Republic and the United States. Addressing these challenges now will help safeguard the cultural identity in ways that enhance the socio-economic potential of this group for generations to come.

References

1. Anderson, Kay. "Thinking 'postnationally': Dialogue across Multicultural, Indigenous, and Settler Spaces." 2000, pp. 381-391.
2. Abramitzky, Ran. "What History Tells Us about Assimilation of Immigrants." *Stanford Institute for Economic Policy Research*, Apr. 2017, <https://siepr.stanford.edu/publications/policy-brief/what-history-tells-us-about-assimilation-immigrants>.
3. Bailey, Benjamin H. *Language, race, and negotiation of identity: A study of Dominican Americans*. New York, NY, USA: LFB Scholarly Pub., 2002.
4. Bellotti, Francesco, et al. "Enhancing the educational value of video games." *Computers in Entertainment (CIE)* 7.2 (2009): 1-18.
5. Cantone, Andrea Antonio, et al. "Contextualized experiential language learning in the metaverse." *Proceedings of the 15th Biannual Conference of the Italian SIGCHI Chapter*. 2023.
6. Charles, Therese. "Experiences of Promoting Student Engagement Through Game-Enhanced Learning." *Serious Games and Edutainment Applications* (2011).
7. Diaz, E., and F. Rodriguez. "Social Isolation and Mental Health Among Immigrant Communities in the United States." *International Journal of Social Psychiatry*, vol. 65, no. 1, 2019, pp. 23-35.
8. Diaz, Maria, and Juan Rodriguez. *Social Isolation and Mental Health in Diaspora Communities*. Academic Press, 2019.
9. Garcia, Jose. "The Digital Shift: Understanding the Technology-Oriented Youth in the Dominican Diaspora." *Journal of Digital Sociology*, vol. 10, no. 2, 2021, pp. 120-135.
10. Garcia, L. *Digital Natives and New Media: How the Younger Generation Consumes Content*. TechMedia Publishing, 2021.
11. Granic, Isabela, Adam Lobel, and Rutger CME Engels. "The benefits of playing video games." *American psychologist* 69.1 (2014): 66.
12. Jantjies, Mmaki, Trevor Moodley, and Ronel Maart. "Experiential Learning Through Virtual and Augmented Reality in Higher Education." *Proceedings of the 2018 International Conference on Education Technology Management*, 2018.
13. Johnson, L., and G. Williams. "Economic Contributions of Diasporas: A Comparative Study." *Journal of Diaspora Economics*, vol. 5, no. 2, 2018, pp. 114-130.
14. Lee, Je Seok, et al. "Designing an Interest-Based English Language Arts Curriculum around Esports." *English Journal*, vol. 113, no. 6, 2024, pp. 77-84.

15. Martinez, R. "Gaming as a Cultural Bridge: Enhancing Diaspora Engagement Through Esports." *Journal of Cultural Studies*, vol. 12, no. 3, 2020, pp. 245-259.
16. Matos M., Vicini F., and U.S. Ambassador Robin Bernstein. "Unlocking the Potential of the Dominican American Diaspora in Addressing Critical Issues in the Dominican Republic." *DUSA Luncheon-Presentation*, Salon Churchill I, Hotel Real Intercontinental, 30 Aug. 2019.
17. Newzoo. "Global Games Market Report 2020: Revenue and Growth Forecast." Newzoo Market Research, 2020.
18. Padron, Erika, Ana I. Aguilera, and Paola Guerra. "Dominican Republic: Five Myths About Migration and Remittances." *15 Dec. 2021*.
19. Passmore, Holli-Anne, and Mark D. Holder. "Gaming for good: Video games and enhancing prosocial behavior." *Journal of Communications Research* 6.2 (2014): 199-224.
20. Levitt, Peggy, and Deepak Lamba-Nieves. "It's Not Just About the Economy, Stupid: Social Remittances Revisited.", 21 May 2010.
21. Pintrich, Paul R. "Understanding self-regulated learning." *New directions for teaching and learning* 1995.63 (1995): 3-12.
22. Pu, Haozhou, Jeeyoon Kim, and Corinne Daprano. "Can esports substitute traditional sports? The convergence of sports and video gaming during the pandemic and beyond." *Societies* 11.4 (2021): 129.
23. Smith, J. *Cultural Identity and Diaspora Engagement: The Case of the Caribbean in the United States*. Academic Press, 2020.
24. Thaicharoen, Sunny, Jeremy Gow, and Anders Drachen. "An ecosystem framework for the meta in esports games." *Journal of Electronic Gaming and Esports* 1.1 (2023).
25. Tilove, Jonathan. "My Life As A Race Writer: Ampersand Americans Test Meaning of Citizenship(s)." February 8, 1998.
26. Waldinger, Roger. *The Cross-Border Connection: Immigrants, Emigrants, and Their Homelands*. Harvard University Press, 2015.
27. Zimmerman, Barry J., and Dale H. Schunk. "Self-Regulated Learning and Performance: An Introduction and an Overview." *Handbook of Self-Regulation of Learning and Performance*, 2011, pp. 15-26.
28. Engagement in the Caribbean Diaspora: Potential for Development
<https://rosanjose.iom.int/en/blogs/engagement-caribbean-diaspora-potential-development>.
29. U.S. Strategy for Engagement in the Caribbean
<https://www.state.gov/u-s-strategy-for-engagement-in-the-caribbean/>.
30. Fact Sheet on U.S. Hispanics: Facts on Dominican-Origin Latinos
<https://www.pewresearch.org/race-and-ethnicity/fact-sheet/us-hispanics-facts-on-dominican-origin-latinos/>.
31. New trends in esports and gaming: Analyzing the impact of esports and video games on body composition, psychological state and health of gamers/players
<https://www.frontiersin.org/research-topics/58645/new-trends-in-esports-and-gaming-analyzing-the-impact-of-esports-and-video-games-on-body-composition-psychological-state-and-health-of-gamersplayers>
32. Esports in 2024: Unveiling the Future of Competitive Gaming

<https://esportport.com/esports-in-2024-unveiling-the-future-of-competitive-gaming/>

33. *Video Games Remain Lifelong Source of Entertainment for 190.6 Million Americans*, The Entertainment Software Association

<https://www.theesa.com/video-games-remain-lifelong-source-of-entertainment-for-190-6-million-americans/>