

Well-Being in Immigrant Children and Youth: A Community Engaged Learning Course

EDUC 177A / HUMBIO 29A / CSRE 177E / CHILATST 177A

Amado Padilla – Professor, Graduate School of Education

Emily Schell – Teaching Assistant, Graduate School of Education

Paitra Houts – Director Community Engaged Learning - Education

Kayley Gould – Community Engaged Learning Coordinator

Class meets once a week

Tuesday 10:30 – 11:50 AM; on Zoom: <https://stanford.zoom.us/j/95745889857>

Student Hours

Individual assistance is always available with appointment. Please email Professor Padilla or schedule a time to meet with Emily at the following link: calendly.com/eschell

Course Description:

This course is an interdisciplinary community engaged learning course that examines the dramatic demographic changes that immigration is causing in American society as well as the challenges those changes pose to education, employment, healthcare, and our political system. The goal of the course is to understand how social institutions, immigrants, and immigrant-related workers (e.g., social workers, educators, health care providers, and public housing officials) are responding to the needs of immigrant families and their children. We will also explore how economically vulnerable non-immigrant populations have reacted to this influx of immigrants, with a focus on Silicon Valley.

Learning Goals:

Your efforts in this community engaged learning course will enable you to better understand how immigrants and their children struggle to integrate into American culture and society. Our learning goals are as follows:

1. Understand the complex socio-cultural needs of immigrant families and their children as they cope to adjust to life in the U.S.;
2. Examine how our educational systems (K-12; higher education) are supporting immigrant children (e.g., how are they doing and what needs to be done?);
3. Examine how immigrant communities and families provide children and youth with the psychosocial assets they need to be resilient and successful in school and life; and
4. Examine how globalization and the migration of people across international borders influence immigration related policies that impact families and children.

5. We will also examine how the COVID-19 pandemic is affecting immigrant communities, families and children.

Goal of the Community Engaged Learning Course:

This course is based on the concept of Community Engaged Learning (CEL), which “seeks to expand community engaged learning opportunities, including service-learning courses and public service internships for students across the university. The purpose of collaborating with community partners is to develop leaders to work with immigrant communities, especially on issues of wellness and education among children and youth. This collaboration will entail learning how immigrant communities contribute to significant changes in the U.S. demographic profile and how these changes affect education, employment, health care, and relationships among youth, the elderly, as well as immigrant and non-immigrant communities. The goal is to prepare a cadre of responsible leaders who can engage in critical thinking about immigrant communities and who can arrive at creative solutions to enable immigrant youth to contribute fruitfully to their adopted country.

Implementation of the Community Engaged Learning Course:

Students must commit to work with a community-based organization beginning in Week 2 of the course and continuing until the end of the quarter. The service-learning component will require a minimum weekly time commitment of 2-3 hours with agency staff and their clientele. Students will participate in a mutually agreed upon service-learning project which will benefit the partner’s mission. The course will ideally serve as a vehicle for developing a passion among students for working with immigrant communities now and into the future. To achieve this goal, we will emphasize both content knowledge and the application of this knowledge among immigrant communities. Regrettably, because of circumstances having to do with our current pandemic, the community engaged component of the course will have to be conducted via Zoom.

Zoom Norms:

To ensure a successful class, the teaching team has a set of shared norms we expect students to uphold:

- Students are expected to attend all online class meetings and to be present on their assigned service time (unless prior notice is given). Our partners and their communities rely on your presence.
- Students are expected to keep their videos on whenever possible. Having everyone on video contributes to the engaging learning environment we hope to create.
- Please keep in mind that whatever you can see, we can see as well. We encourage you to try and create as professional an environment as possible.
- These norms are subject to change based on collective discussion as a class.

Illness (COVID-19):

If you or a family member becomes ill or you find yourself needing to take some extra time on certain assignments, we will be flexible and responsive to your needs. Please let us know as early as you can and we will work it out. Please be sure to communicate with your community partner if you are ill as well.

Weekly Schedule of Classes

Week 1 September 15 – Introduction to the Course; Immigrant Demographics Since 2000; State of Immigration Policy Under the Trump Presidency

- a. *Introduction to the course*
- b. *Immigrant demographics since 2000*
- c. *What is community engaged learning?*
- d. *Ethical principles of working in the community*
- e. *Introduction to community partners*

Readings (on Canvas):

- Frum (2019) for *The Atlantic* - “How Much Immigration Is Too Much?”
- Jimenez (2018) for *The Washington Post* - “The Myth of Immigrant Non-Assimilation”
- **Complete the Course Information Survey on Canvas**

Week 2 September 22 – Immigration Basics; Process for Admission to the U.S.; Status of Undocumented Children and Youth; Status of DACA; Separation of Children and Parents

- a. *Immigration basics: Immigration policies and procedures*
- b. *Immigrants, refugees, and asylum seekers*
- c. *Population trends of children in immigrant families*
- d. *DACA protection*
- e. *Children and youth without DACA protection*

Readings (on Canvas):

- American Immigration Council (2016) - “How the U.S. Immigration System Works”
- Camarota and Zeigler (2017) - “U.S. Immigrant Pop. Hit Record 43.7 Million in 2016”
- Immigrant Legal Resource Center (2014) - “Deportation System for Minors”
- Haas Center Principles of Ethical and Effective Service

Pick 2 of the following 3 readings:

- Capps and Fix (2015) - “Ten Facts About U.S. Refugee Resettlement”
- American Immigration Council (2016) - “Asylum in the United States”
- Capps, Fix, and Zong (2016) - “Profile of U.S. Children with Unauthorized Parents”

Week 3 September 29 – Exploring Wellness Concerns with Immigrant Children and Youth (including how COVID-19 is affecting immigrant families and children)

Reflection Paper #1 Due

- a. *Fear of exclusionary policies and/or deportation*
- b. *Socio-emotional wellbeing*
- c. *COVID-19 among family members*
- d. *Physical wellbeing and activity*

Readings (on Canvas):

- Perreira and Pedroza (2019) - “Policies of Exclusion: Implications for the Health of Immigrants and Their Children”
- Artiga and Ubri (2017) - “Living in an Immigrant Family in America: How Fear and Toxic Stress are Affecting Daily Life, Well-Being & Health”
- Edwards and Black (2017) - “Immigration-Related Stress: A Guide for Schools”
- American Psychological Association (2018) - “Statement on the Effects of Deportation and Forced Separation on Immigrants, their Families, and Communities”

Week 4 October 6 – Social Problems Facing Immigrant Youth and Their Families

- a. *Anti-immigrant discrimination*
- b. *Poverty*
- c. *Food scarcity/school programs*
- d. *Housing scarcity*

Readings (on Canvas):

Pick 4 of the following 5 readings:

- Barr and Padilla (2014) - “The Families and Children Who Live in the Buena Vista Mobile Home Park”
- Wodtke, Harding, and Elwert (2011) - “Neighborhood Effects in Temporal Perspective: The Impact of Long-Term Exposure to Concentrated Disadvantage on High School Graduation”
- Children’s HealthWatch (2016) - “Food Insecurity Among Immigrants, Refugees, and Asylees” (***read “In Focus” only***)
- Hanson and Santas (2014) - “Field Experiment Tests for Discrimination against Hispanics in the U.S. Rental Housing Market”
- Rodriguez et al. (2015) - “The Impact of the California Drought on Food Security Among Rural Families of Mexican Origin”

Week 5 October 13 – Education and School Place Concerns

Reflection Paper #2 Due

- a. *Stress in response to acculturation and discrimination*
- b. *English language development*
- c. *Academic achievement and the achievement gap*
- d. *Online learning - barriers to overcome*

Readings (on Canvas):

Read all of the following:

- Sugarman and Lazarin (2020) - “Educating English Learners During the COVID-19 Pandemic”
- Kim and Padilla (2020) - “Technology for Educational Purposes Among Low-Income Latino Children Living in a Mobile Park in Silicon Valley: A Case Study Before and During COVID-19”

Pick 2 of the following 4 readings:

- Goldenberg and Wagner (2015) - “Bilingual Education: Reviving an American Tradition”
- Valdes (1998) - “The World Outside and Inside Schools: Language and Immigrant Children”
- Adair (2015) - “The Impact of Discrimination on the Early Schooling Experiences of Children from Immigrant Families”
- Davidson and Burson (2017) - “Keep those Kids Out: Nativism and Attitudes Toward Access to Public Education for the Children of Undocumented Immigrants”

Week 6 October 20 – Intersection of Education and Health

Informal Policy Brief Check-In

- a. *Physical health care – obesity, physical activity, childhood diseases*
- b. *Mental health care*
- c. *Individual and community responses to discrimination*
- d. *Schools and non-school educational providers (e.g., supplementary programs)*
- e. *Essential workers in the time of COVID-19*

Readings (on Canvas):

Pick 4 of the following 6 readings:

- Singh, Yu, and Kogan (2013) - “Health, Chronic Conditions, and Behavioral Risk Disparities among U.S. Children and Adolescents”

- Murphey & Aldebot-Green (2016) - “Moving Beyond Trauma: Child Migrants and Refugees in the United States”
- Cervantes et al. (2013) - “Acculturation-Related Stress and Mental Health Outcomes Among Three Generations of Hispanic Adolescents”
- Suarez-Orozco and Suarez-Orozco (2001) - “Children of Immigrants in Schools”
- Zhou and Kim (2006) - “Community Forces, Social Capital, and Educational Achievement”
- Zhou & Bankston (2017) - “Growing up Under the Shadow of the Model Minority: Diverse Experiences of the Children of Asian Immigrants”

Week 7 October 27 – Unsafe Communities and Unsafe Occupations

Reflection Paper #3 Due

- a. Community violence and other unsafe conditions that impact immigrant/refugee youth*
- b. Coping strategies used by immigrant/refugee youth to remain safe*
- c. Occupational hazards that affect adults and their families*

Readings (on Canvas):

- Andrade et al. (2018) - “Development of the Place-based Adelante Social Marketing Campaign for Prevention of Substance Use, Sexual Risk, and Violence Among Latino Immigrants”
- Reyes (2005) - “‘Aite’ and ‘Na Mean’ Constructing Identities with African American Stereotypes”

Week 8 November 3 – Fostering Developmental Assets to Offset the Impact of Negative Community Influences

Informal Check In with Teaching Team: Community Engaged Learning Project Progress

- a. It takes a village to raise children*
- b. External and internal resources*

Readings (on Canvas):

Pick 3 of the following 4 readings:

- Zhou (2009) - “How Neighbourhoods Matter for Immigrant Children: The Formation of Educational Resources in Chinatown, Koreatown and Pico Union, Los Angeles”
- Borrero, Lee, and Padilla (2013) - “Developing a Culture of Resilience for Low-Income Immigrant Youth”

- Chang et al. (2017) - “Figured Worlds and American Dreams: An Exploration of Agency and Identity Among Latinx Undocumented Students”
- Yosso (2005) - “Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth”

Week 9 November 10 – Merging Developmental Assets with Critical Legal and Policy Issues Affecting Immigrant Families and Children

✧ Guest speaker on recent legal changes in immigration policy

- a. Current immigration policies and responses to recent changes*
- b. How can community, school, and individual-level policies continue to improve?*
- c. Work and question time for policy presentations and briefs*

Readings (on Canvas):

- Pew Research Center (2019) - “Key Facts About U.S. Immigration Proposed Changes”
- Chetty, Hendren, and Katz (2015) - “The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment”
- Amuendo-Durantes and Antman (2016) - “Can Authorization Reduce Poverty Among Undocumented Immigrants?”
- Stanford Law School (2017) - “Protecting Undocumented and Vulnerable Students”

Week 10 November 17 – Policy Presentations and Picking Up the Final Pieces: What Needs Further Discussion?

Policy Presentation and Brief Due

Thanksgiving Break and End of Quarter (enjoy it!)

Community Engaged Learning Project Due December 3

Course Reading Assignments:

There is no book for this course. All readings for the course will be posted on Canvas.

Grading for Course

Grading will be based on the following:

- a) Weekly discussion question(s) and class participation (19%)

- b) Reflections on course readings (21%)
- c) Policy presentation and brief (25%)
- d) Community engaged learning project (35%)

Course Assignments

1) **Weekly discussion question(s)**: Each student will be expected to post at least **one** discussion question in response to the weekly readings to that week's Canvas discussion thread by **Sunday at 11:59 PM prior to class**. These questions do not need to be lengthy; they are designed to drive class discussion for that week.

2) **Reflection papers on readings/discussion**: Each student will be expected to write **three** reflection papers based on the assigned readings/class discussion. A writing prompt will be given for each reflection paper. Papers are due on Canvas at **9:00 am before class**. Papers should be 3-4 pages (double-spaced). Please provide **in-text citations** as well as a **reference page** (not included in the page limit) in either **APA** or **MLA** format. Importantly, the reflection papers should not merely summarize the readings. They should instead critically discuss/critique the readings or explore the implications of the readings/prompt for the service component of the course.

Students, please note: For **Reflection Paper #3** in **Week 7**, you will be required to find a personal narrative of a child's experience as an immigrant, refugee, or child of immigrants or refugees. This narrative can be from a non-fiction book chapter, academic article (e.g., qualitative research study), or documentary. Accordingly, the preparation required for this final reflection may take longer than for previous reflection papers. Please allow ample time to select a **detailed** narrative that will allow you to better understand that individual's experience with immigration. If you need help finding this narrative, please reach out to us in student hours or over email.

3) **Policy presentation and brief**: As **individuals** or **pairs**, students will research a local, state, or federal policy related to their community partner. In their presentation, they will discuss the history of the policy, its impacts since enactment (especially in the communities with which students work), and any research-based recommendations for improving the policy to better serve the needs of immigrant communities. The policy presentation and brief are due on Canvas at **9:00 AM before class**. Presentations should take no longer than **15 minutes**. The policy brief should be no longer than **5 pages** (double-spaced). It should provide further rationale for the policy recommendations proposed. Imagine that this brief serves to persuade policymakers as to why your recommendations are more effective and politically expedient. Examples and guidance on writing a good policy brief will be provided throughout the class.

4) **Community engaged learning project**: In their community engaged learning group, students will work on a short paper and deliverable given to the staff of their community partner. More

information on the potential deliverable for each community partner can be found in the following community partner descriptions.

The short paper will be a **6-page double-spaced** paper reflecting on your community engaged learning experience. It should address some of the following topics:

- Based on the readings, what elements of your service were you expecting? What elements surprised you?
- How did your service-learning experience add to your understanding of supporting immigrant youth?
- What were the affordances and challenges of your service in the remote context?
- What suggestions do you have for your community partner going forward?
- What questions do you have for your community partner?

Deliverables are co-developed with staff for each community partner.

Community Engaged Learning Projects are due by 11:59 PM on December 3

Fall 2020 – Community Partner Organizations and Locations*

* All service will be completed remotely, rather than on-site, this quarter.

Part of strong community engagement is developing long standing partnerships, we do this through working with the same partners for multiple years and developing relationships with the community. Below we have outlined four possible community partnerships, these are long standing partners whom we are excited for you to work with. We also recognize that many of you are doing the same and want to help you build on those relationships - if you are already working with an immigrant community and would like to continue this work while connecting the dots between what you learn with your partner and in the course, we encourage you to talk with us during our first meeting.

DreamCatchers – Palo Alto

The Rosalie Rendu Center – East Palo Alto

The Buena Vista Mobile Park Homework Club – Palo Alto

Health Career Collaborative – East Palo Alto

Organization and Deliverable Descriptions

DreamCatchers:

DreamCatchers is a local educational non-profit that was started in 2008 by a Stanford undergraduate student to help support the needs of low-income middle school students in the Palo Alto Unified School District. DreamCatchers runs an after-school online enrichment and homework assistance program that pairs near-peer tutors from Stanford and local high schools with middle school students, most of whom come from Spanish-speaking immigrant families. DreamCatchers tutors help students navigate school with schoolwork and study skills help, socio-emotional support, and parent engagement opportunities. DreamCatchers also partners with several Stanford courses involved in community engaged learning and welcomes the opportunity to have Stanford students work with DreamCatchers.

For EDUC 177A, we have typically had students volunteer once a week for two hours as a 1-on-1 tutors. You will be supported by a professional team and expected to meet the following requirements:

- Must have a LiveScan on file with Stanford or currently live in California to complete a LiveScan.
- A yearly commitment is highly encouraged, but not required.
- Meet with the professional team 3 times, including:
 - Beginning of the quarter to learn about your student and talk more about the final deliverable (outlined below)
 - Week five to check-in and answer any questions
 - End of the quarter to hear the results of the project and conduct a debrief of the experience

Class Days/Times:

- Monday - 4:30 - 6:00 PM
- Tuesday - 4:30 - 6:00 PM
- Wednesday - 4:30 - 6:00 PM
- Thursday - 4:30 - 6:00 PM

With DreamCatcher staff and course instructors Stanford students will collaborate on a project and/or deliverable around a topic of specific importance to DreamCatchers. Some examples may include literacy/engagement with DreamCatchers students or working with parents to understand how to assist them and their students with online learning or even working with the DC staff on fund raising which is never ending in the non-profit world.

The Rosalie Rendu Center:

Sister Trinitas Hernandez came to East Palo Alto over 20 years ago on a mission to combat poverty. Realizing that education and English acquisition were key to breaking the cycle of poverty and overcoming social isolation in this low-income immigrant community, Sister T started the Rosalie Rendu Center in 1998. The RRC offers, free of charge, adult English as a Second Language (ESL) and life skills classes, basic computer skills instruction, citizenship test

preparation, supervised play for toddlers while their parents are in class, children's art club, Language Partners, Conversation Club, family outings, and summer camp opportunities. All classes are open to anyone wanting to learn English. The RRC is a safe, welcoming environment where annually, 85-100 adults and children learn, socialize, and enjoy the greater Bay Area culture.

Mission: The Rosalie Rendu Center in East Palo Alto strives to break the cycle of poverty by educating, mentoring and raising the self-esteem of the entire family.

Vision: Every community member is educated, financially independent, and integrated into the community.

One-on-One Language Partners:

“I don't have anyone to practice English with outside of class.” This is a common impediment to learning English among our ESL students who live in a primarily Spanish speaking environment. Be someone who changes this dynamic. Speaking English bestows upon the student a certain legitimacy when interacting with teachers, other parents, healthcare providers, and even their own children and spouses. Also, it gives them a sense of being a part of the larger community and the confidence to participate in it. Language partnerships are where cultural bridges and mutual understanding are forged. One of our goals is to match as many students as possible with a fluent English speaker. Help a student acquire and become more confident in his/her speaking, reading, and writing skills.

Days: Flexible (Monday-Thursday)

Times: One hour. Usually before or after a student's morning class (9:30 AM, 10:30 AM, 12:30 PM)

Homework Assistance:

Because of the pandemic and the fact that students are mostly engaged in online learning at their respective schools, we know that some students will require homework assistance. Stanford students wanting to meet and help a student from East Palo with their online school assignments would be appreciated. We encourage community, creativity, and academic achievement as you learn about the challenges the children of immigrants face. Stanford students have been role models and informal mentors for our youth: listening, encouraging, and providing perspective.

You must have a LiveScan on file with Stanford or currently live in California to complete a LiveScan.

Day and Time: Flexible (arranged by Stanford and RRC student)

Given the constantly changing situation with COVID-19, deliverable will be developed in collaboration with staff at the Rosalie Rendu Center.

The Buena Vista Homework Club:

The Buena Vista Homework Club was established to support elementary school students living in the Buena Vista Mobile Park in south Palo Alto. After receiving eviction notices from their landlord in 2012, the BV community organized a Resident Association, contacted local friends and advocates who could support their cause, and undertook a five-year legal battle to save their homes. In the end, the Santa Clara County Housing Authority purchased the land, thus preserving this vital affordable housing resource for ~110 families. Within this community of ~400 residents are about 40 children who attend nearby Barron Park Elementary School in the Palo Alto Unified School District. While the school offers its students an excellent education and after school resources, there remains a need to support the young children of Buena Vista.

The Buena Vista Homework Club is beginning its 4th year of homework assistance. Because of the pandemic the club will continue in the fall via online homework assistance to children ranging from the 2nd through the 8th grade. The Buena Vista Homework Club is open Monday & Wednesday afternoons 4:00-5:30pm and is located at 3980 El Camino Real, Palo Alto (at the El Camino & Los Robles intersection behind the Valero gas station). The Buena Vista Homework Club kids would love to have a few Stanford volunteers spend an afternoon with them!

Days/Times:

- Tuesdays 4-5:30 pm
- Thursdays 4-5:30 pm

For the deliverable, students will work with the program's director, Allison Pope, to design a project related to virtual learning that benefits the students and parents of the Homework Club.

Health Career Collaborative:

The first HCC was founded in 2008 with the aim of making our future healthcare workforce more representative of our patients, and we have since prioritized the goal of increasing underserved students' sense of belonging within healthcare education. This mission is achieved by creating partnerships between medical schools and local high schools consisting predominantly of students that are underrepresented in medicine. This partnership provides near-age mentorship and health career exposure opportunities to high schoolers in aims of showing the students how interesting healthcare can be.

Stanford's HCC is going into its third year of partnership between Stanford Medicine and the East Palo Alto Academy, with sponsorship provided by the Stanford Department of Surgery. Over the years we have evolved from a 10th grade program the first year, to a 10th & 11th grade dual curriculum program last year, and this year will be re-formatting the program as a universal

10th, 11th, and 12th grade program that is delivered virtually. We've spent the last number of months working hard to re-work the curriculum and apply educational frameworks and are really excited to launch this new iteration.

We want to invite any EDUC 177A / CSRE 177A / CHILATST 177A / HUMBIO 29A students to share their knowledge, support for immigrant communities, and passion for helping people with our 10th and 11th grade students from East Palo Alto Academy as near-peer mentors. We would especially like to encourage those who are interested in Healthcare, Public Health, or Education. We are looking for volunteers to mentor and help lead planned small group activities at our weekly after-school sessions **each Wednesday from 2:30 PM - 3:45 PM PST** starting in Week 2 and continuing until the end of the Fall quarter. These sessions will occur via zoom, and information about the lessons will be provided in advance. No weekly preparation is necessary for you to participate in the program other than pre-reading of the lesson plans (~10 min), as you already have all the knowledge required to be a successful mentor with us.

To learn more, you can visit our website at healthcareercollaborative.com/hcc-east-palo-alto. Alternatively, if you have any questions or concerns about getting involved, please feel free to contact our Community Partnership Director, Josh Taylor (jctaylor@stanford.edu).

Day: Wednesday

Time: 2:30 PM - 3:45 PM PST