

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

**EDUC 177B / CSRE 177F / CHILATST 177B**

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**Emily Schell – Teaching Fellow, Graduate School of Education**

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**Kayley Gould – Community Engaged Learning Coordinator**

Class meets once a week

Mondays 11:00 AM – 12:50 PM; Room: Lathrop 298

## **Student Hours**

Individual assistance is always available by appointment. Please email Professor Padilla or schedule a time to meet with Emily at the following link: [calendly.com/eschell](https://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 and immigrant-related workers (e.g., educators, social workers, 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 more 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 constructively 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 continue 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. Because the situation with COVID-19 continues to rapidly evolve, we are serving in person at some sites (e.g., adult-facing engagement with high rates of vaccination at the site) and remotely at others (see partner descriptions below for more information).

### **Classroom and Partnership COVID-19 Norms:**

- You must keep your mask on during class and at your partner site.
- We hope to provide possibilities to engage with one another outdoors as much as possible.
- If you are feeling sick, **do not** come to class or to your partner until you have received a negative COVID-19 test. Please be sure to communicate with your partner as well.
- If you become ill or find yourself needing to take extra time on certain assignments due to external factors, we will be flexible and responsive to your needs. Please let us know as early as you can and we will work it out.

## Weekly Schedule of Classes:

### **Week 1      January 3 – 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):

Read/complete **all** of the following:

- Baxter & Nowrasteh (2021) - “A Brief History of U.S. Immigration Policy from the Colonial Period to the Present Day”
- Skim the Haas Center Principles of Ethical and Effective Service
- **Complete the Course Information Survey on Canvas**

Pick **1** of the following 2:

- Luo (2021) for *The New Yorker* - “America Was Eager for Chinese Immigrants. What Happened?”
- Godfrey (2021) for *The Atlantic* - “When the Refugees Landed”

### **Week 2      January 10 – 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 status and protections: what the future holds*
- e. *Children and youth without DACA protection*

#### Readings (on Canvas):

- American Immigration Council (2016) - “How the U.S. Immigration System Works”
- Loweree et al. (2020) - “The Impact of COVID-19 on the U.S. Immigration System”

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”

- Cornejo and Kim (2021) - Ascribed and Avowed Identities of Deferred Action for Childhood Arrivals

**NO CLASS ON WEEK 3 (Martin Luther King Jr. Day)**

**Week 4      January 24 – Exploring Wellness Concerns with Immigrant Children and Youth**

**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 5      January 31 – 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):

- 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***)
- Barajas-Gonzalez et al. (2021) - “Adverse Childhood Experiences”

**Week 6 February 7 – Education and School Place Concerns**

**Reflection Paper #2 Due**

- a. *English language development*
- b. *Academic achievement and the achievement gap*
- c. *Online learning - barriers to overcome*

Readings (on Canvas):

Read **all** of the following:

- Kohli-Pizarro and Nevarez (2017) - “The ‘New Racism’ of K-12 Schools: Centering Critical Research on Racism”
- Verma et al. (2017) - “The School to Deportation Pipeline”
- 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 **3** readings:

- Lee et al. (2016) - “Racialization, Schooling & Becoming American: Asian American Experiences”
- Bailey and Smolorek (2018) - “Feeling the Stress and Strain of Latinx Emergent Bilinguals in a New Destination School”
- Davidson and Burson (2017) - “Keep those Kids Out: Nativism and Attitudes Toward Access to Public Education for the Children of Undocumented Immigrants”

**Week 7 February 14 – Intersections of Education and Health**

**Policy Brief Check-In: Discussion Post**

- a. *Individual and community responses to discrimination*
  - a. *Supports for immigrant youths’ mental and physical wellness*
- b. *Schools and non-school educational providers (e.g., supplementary programs)*

Readings (on Canvas):

Pick **3** of the following **4** readings:

- Cervantes et al. (2013) - “Acculturation-Related Stress and Mental Health Outcomes Among Three Generations of Hispanic Adolescents”

- Sirin & Rogers (2015) - “The Educational & Mental Health Needs of Syrian Refugee Children”
- Zhou and Bankston (2017) - “Growing up Under the Shadow of the Model Minority: Diverse Experiences of the Children of Asian Immigrants”
- Tabbah (2019) - “Discrimination of Arab Descent Adolescents in America”

**NO CLASS ON WEEK 8 (President’s Day)**

**Week 9 February 28 – Fostering Developmental Assets to Offset the Impact of Negative Community Influences**

**Reflection Paper #3 Due**

- 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 10 March 7 – Merging Developmental Assets with Critical Legal and Policy Issues Affecting Immigrant Families and Children**

- 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):

Pick 3 of the following 4 readings:

- Argo and Jassin (2021) - “What Immigration Issues to Americans Hold Sacred?”
- 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”

**Finals Week March 14 – Policy Presentations and Picking Up the Final Pieces: What Needs Further Discussion?**

**Policy Presentation and Brief Due**  
**Community Engaged Learning Project Due March 18**

**Spring Break and End of Quarter (enjoy it!)**

**Course Reading Assignments:**

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

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**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 **Friday 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 9**, 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 **5 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 this current COVID-19 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 March 18.**

### Winter 2022 – Community Partner Organizations and Locations

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 – virtual

Dreamers Roadmap - virtual

The Rosalie Rendu Center – East Palo Alto

The Buena Vista Mobile Park Homework Club – virtual and in-person in Palo Alto

### Organization and Deliverable Descriptions

#### **DreamCatchers:**

DreamCatchers is a local educational non-profit started in 2008 by a Stanford undergraduate student to help support the learning needs of low-income middle school students in the Palo Alto Unified School District. DreamCatchers runs an after-school in-person 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 enable students to navigate school with schoolwork and study skills, 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 177B, we have typically had students volunteer once a week for two hours as 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. This is a legal mandate to protect children, it also serves to protect you as an adult working with children.
- 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.

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### **Dreamers Roadmap:**



**DREAMer's  
Roadmap**

Dreamers Roadmap is a free national mobile app that helps undocumented students find scholarships to go to college. For years undocumented students have struggled more than permanent residents or citizen students in everyday situations. But when senior year of high school comes around it becomes one of the hardest years for an undocumented student. This is the year when most students learn that they don't qualify for FAFSA and most scholarships. This occurs because undocumented students don't have a social security number and second because they are not "legal" permanent residents or citizens of the United States. Once students learn of their undocumented status they become discouraged and believe that going to college is not a possibility for them. This is why Dreamers Roadmap App is proud to provide these college resources through the Dreamers Roadmap App.

Only 2 out of every 10 undocumented students are in school. Undocumented youth are almost four times more likely to not complete high school. Nearly a third of undocumented youth, as opposed to nearly two-thirds of other youth, have some college education. Many undocumented students do not know they can pursue higher education: whether that is from lack of resources for the application process, feelings of disempowerment and discrimination in their schooling experience, or simply because they do not see themselves excelling in academics and decide to take front-line jobs to sustain themselves and/or their families. Our tool will equip DREAMers to realize their full potential and path to college.

### **Mission & Vision**

Our mission is to bridge the opportunity gap by assisting immigrant students with the financial knowledge and funds to make higher education a reality so that immigrant families find the necessary resources to thrive. We believe that all students regardless of legal status should have the same opportunity to pursue the “American Dream”. Our vision is to bring hope to all students who think there is no path after high school for them to continue their higher education. We are building bridges into college for undocumented young people.

**Current Project:**

Stanford students would help us update our master databases of scholarships on our app. Each student will be assigned time to research and update our internal database to then have the most updated scholarships on our app. We also would like assistance in building up a file of high quality photos for our photo library. Stanford students will be able to log into our platform with our credentials and we will give you a 30 min tutorial on how to navigate our system. We need assistance in updating our current scholarships and deleting out of date materials.

*Days: Monday -Thursday*

*Time: 2 hours a week of time invested on a project. Including a once a week team meeting.*

**Past Projects**

**[#Supplies4FarmWorkers](#)**

#Supplies4FarmWorkers is a volunteer-run initiative that grew out of a video that went viral recently that showed farm workers picking grapes in Sonoma, CA while wildfires were only yards away from where they worked frantically trying to save the grape harvest. We came together as a community and asked ourselves, “what can we do to help them?” We decided that with back to school in full swing we could start by collecting **NEW** backpacks and school supplies for the children of farm workers. In addition, we also saw the need to collect **Food** and **PPE** for the parents that worked hard in the fields. Our strategy was to take assistance directly to farm workers in the fields after they are done with work or going to farmer campsites to distribute donations to them. In the holidays we revisit all of our sites and bring all our supplies plus gifts for the whole family.

**[#FirstOfTheMonth](#)**

Dreamers Roadmap, Kafenia Peace Collective and Live In Peace came together at a historically challenging time to support our neighbors struggling the most during this pandemic time. Since May 2020, we've helped 350 families with rent relief for 3-6 months. The families we serve have lost their incomes due to COVID-19 fallout.

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**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 learning English 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) instruction and life skills classes, basic computer skills instruction, citizenship test preparation, supervised play for toddlers while parents are in class, Language Partners, Conversation Clubs, 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, Vision, Values**

The mission of Rosalie Rendu Center is to open opportunities for adult English language learners to integrate linguistically, socially, economically, and culturally into their communities.

Our Vision is that the Rosalie Rendu Center will inspire, educate, and promote the overall well-being of immigrants and their families through classroom learning, social activities, and family outings into the community.

All our programs reflect our Core Values of respect, advocacy, simplicity, compassion, and creativity. These values are rooted in Catholic social teaching and in the tradition of service of the Daughters of Charity of St. Vincent de Paul.

We believe that providing a safe, caring environment for learning and enhancing life skills reduces social isolation and poverty and creates thriving, healthy families. We welcome participants from diverse backgrounds, and we honor and celebrate their cultures. We believe that diversity enriches our lives and builds vibrant communities.

### **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, 11:30) arranged by Stanford and RRC students. In person or via Zoom.

### **Family Literacy Workshop:**

Many of the parents engaging in programming at the Rosalie Rendu Center are eager to learn strategies to support their kids in school and at the same time are not confident in their English

reading skills. Help the Rosalie Rendu Center design a family literacy workshop to build parent skills and confidence in reading at home, encourage multilingual reading, teach how to ask age appropriate questions, and demonstrate ways to encourage kids to pick up a book. This workshop should be interactive and if possible bilingual. This opportunity will require you to understand the needs of the community, do research on best practices for reading development for multilingual families and possibly reach out to other faculty, and staff at Stanford that specialize in early literacy.

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

***Student Retention Researcher:***

Since the pandemic, the Rosalie Rendu Center has struggled with attendance in their programming; families are struggling with mental health issues, balancing health risks, financial challenges, kids missing school due to strict covid policies and much more. The Rosalie Rendu Center is eager to work with a few students to identify strategies for increasing student participation and program needs. Through this opportunity you might research other programs, speak with the RRC students and student committee, and develop a report/presentation on suggestions for next steps.

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

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**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 5th year of homework assistance and has expanded to include adult learners. This quarter, Educ 177B students will work with adult residents of the Park. Placement options include tutoring adult learners in ESL homework and computer literacy, volunteering with the weekly food distribution on Wednesdays, and collecting stories from long-term Buena Vista Residents.

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 would love to have a few Stanford volunteers spend an afternoon with them.

**Days/Times:**

- Mondays 4-5:30 pm
- Wednesdays 4-5:30 pm
- Wednesdays 4:30-6 pm (Food Distribution)

For the deliverable, students will work with the program's director, Kayley Gould, to design a project that benefits the students and parents of the Homework Club.

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