

A GUIDE FOR YOUTH-SERVING ORGANIZATIONS

Promising Practices to Support Young Immigrants' Education and Career Pathways

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About Education Northwest

Founded in 1966, Education Northwest is a nonprofit organization with a mission to use evidence to help partners solve educational challenges and improve learning. Public, private, and community-based organizations collaborate with us to conduct research and evaluations, provide capacity building and training, and design and deliver curriculum and learning opportunities. We work toward an excellent and equitable education for all learners by combining current research and best practices with local data and community strengths.

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Contents

- Introduction 1**
 - Why is this guide important? 1
 - Who is this guide for? 3
 - Where did the recommendations in this guide come from? 3
 - How do you navigate this guide? 5
- Organizational approaches and strategies 6**
 - Prepare. Review internal policies and practices for cultural responsiveness for young immigrants 7
 - Practice. Train staff in in culturally responsive and trauma-informed practice 10
 - Sustain. Continue progress on cultural responsiveness by engaging young immigrants, families, and staff members 11
- Comprehensive services 13**
 - Prepare. Evaluate the relevance and usability of current offerings for young immigrants 14
 - Practice. Develop culturally responsive academic, career, and postsecondary transition support, as well as wraparound services 14
 - Sustain. Establish systems to adapt services to meet the shifting needs of young immigrants 18
- Organizational partnerships21**
 - Prepare. Assess organizational partnerships and identify gaps relevant to young immigrants 21
 - Practice. Foster partnerships with core organizations to support young immigrants 23
 - Sustain. Embed the program within the local immigrant community 24
- Conclusion 26**
- References27**
- Appendix A. Contributors and Reviewers 29**
- Appendix B. Themes from the Literature Review that Support Promising Practices 30**
- Appendix C. Summary of Guiding Research 33**
 - Guiding questions 33
 - Methodology 33
 - General findings 35

Appendix D. Additional Resources	36
Academic and career resources	36
Building capacity for partnerships	36
Culturally and linguistically responsive practices	36
Educator resources for newcomer students	37
Young immigrants’ lived experiences	38
Supporting young immigrants’ well-being	38

TABLES

Table 1. Foundational areas of focus for organizations that support young immigrants’ education and career pathways	5
Table 2. Strategies to enact organizational approaches to better serve young immigrants	6
Table 3. Considerations for reviewing organizational policies and practices to better serve young immigrants	8
Table 4. Strategies for developing a comprehensive service model to better serve young immigrants	13
Table 5. Helpful basic needs services for young immigrants as they pursue their academic and career goals	17
Table 6. Strategies for developing organizational partners to better serve young immigrants	21
Table 7. Areas of focus and considerations for organizational partnerships to better serve young immigrants	22

Introduction

Young immigrants in the United States are a diverse population. They come from different national and socioeconomic backgrounds and speak many different languages. Young immigrants also have varying experiences with prior education and varying documentation statuses. In the U.S., they live in varied political and cultural contexts, including rural areas, suburbs, and large cities.

“Young immigrant” refers to an individual below the age of 30 who has experienced immigration to the U.S. or has at least one parent who has experienced immigration.

The diversity of immigrant youth is a tremendous asset. Young immigrants and their families bring rich, diverse cultural backgrounds and have unique cultural resources (e.g., multilingualism, familial support, aspirations).¹ At the same time, this diversity can present a challenge for service providers trying to meet young immigrants’ social, emotional, linguistic, and academic needs while also supporting their educational and career aspirations.

To help adults better serve this diverse group, Education Northwest partnered with the Annie E. Casey Foundation to identify the academic and career resources available to young immigrants in select U.S. communities. We gathered evidence from existing research as well as from the people directly engaged in this work: service providers at immigrant-serving organizations and, importantly, young immigrants themselves.

This guide aims to put research into practice by outlining promising practices² for organizations that provide academic and career resources to young immigrants. These practices may inform a strategic service approach tailored specifically to immigrant youth. The guide also offers structured steps organizations can follow to work toward implementing these strategies—no matter where they are in their journey of supporting young immigrants.

Why is this guide important?

This guide outlines asset-based, culturally and linguistically responsive practices that organizations can use to engage young immigrants and connect them to education and career resources. It is critical that adults who work with young immigrants use promising practices that support positive youth development to

¹ Suarez-Orozco, C. (2022, May 18). *Immigrant origin children with Carola Suarez-Orozco* [Video]. Re-Imagining Migration. <https://youtu.be/-STEjM-c1Yk>

² We use the term "promising practices" to describe a set of strategies and practices which appear to be common in the literature and are understood to be effective by the individuals who use them.

ensure young immigrants have access to resources that meet their changing needs and plans. However, many service providers face challenges using practices that honor young immigrants' lived experiences and cultural wealth.³ These challenges include unfamiliarity with, or indifference to, culturally and linguistically responsive practices as well as structural roadblocks to implementing practices. Although many young immigrants encounter challenges in their academic and career trajectories (e.g., learning a new language, economic obstacles, family separations), they also carry many strengths from their experiences and identities as young immigrants. They can leverage their lived experiences, resiliency, and connection to their communities to identify and work toward education and career goals. Young immigrants can also find support from family, educators, and community resources.⁴ These strengths provide a strong foundation that adults can build on to help young immigrants achieve their goals.

This guide offers suggestions for taking a strategic, targeted approach to serving young immigrants. Although young immigrants and nonimmigrant youth may experience similar challenges (e.g., financial hardship) and hold similar education and career goals, young immigrants face additional structural obstacles that adults must consider when providing academic and career support. For instance, research finds that young immigrants are underserved in schools,⁵ leading to lower graduation and college enrollment rates.⁶ Newly arrived young immigrants, like other minoritized youth, face inequitable access to teachers who are prepared to serve them, including those with endorsements to serve language learners, and inadequate instructional time to reach learning goals. Additionally, young immigrants face unique barriers to gainful employment in the U.S.⁷ Young immigrants, especially undocumented youth with low educational attainment, are pushed into the secondary labor market, which is characterized by long hours, low wages, and unsafe and unsanitary work conditions that limit opportunities for socioeconomic mobility.

³ Purgason, L. L., Honer, R., & Gaul, I. (2020). Capitalizing on cultural assets: Community cultural wealth and immigrant-origin students. *Professional School Counseling, 24*(1), 2156759X20973651.

⁴ Hos, R. (2020). The lives, aspirations, and needs of refugee and immigrant students with interrupted formal education (SIFE) in a secondary newcomer program. *Urban Education, 55*(7), 1021–1044.

⁵ Manspile, E., Attwell, M., & Bridgeland, J. (2021). Immigrant students and English learners: Challenges faced in high school and postsecondary Education. Civic Enterprises.

⁶ Deussen, T., Hanson, H., & Bisht, B. (2017). Are two commonly used early warning indicators accurate predictors of dropout for English learner students? Evidence from six districts in Washington state (REL 2017–261). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest; Kanno, Y., & Cromley, J. G. (2013). English language learners' access to and attainment in postsecondary education. *TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect, 47*(1), 89–121.

⁷ Canizales, S. (2022). Work primacy and the social incorporation of unaccompanied, undocumented Latinx youth in the United States. *Social Forces, 10*(3), 1372–1395; Vanelli, L. (2022). *Roadblocks to workforce inclusion for young adult immigrants: Charting the path forward*. Upwardly Global.

Finally, this guide is especially important right now and for the future: Recent national statistics indicate that immigrants make up almost 14 percent of the U.S. population and account for 26 percent of all children below the age of 18.⁸ Second-generation immigrant children (children born in the U.S. to at least one parent who was born outside the U.S.) make up 88 percent of all immigrant children, while the remaining 12 percent were born outside the U.S. As this diverse portion of our population continues to grow, it is essential that adults learn how to best support young immigrants in their schools and communities.

Who is this guide for?

This guide is for adults who work with organizations that provide education and career resources to immigrants in middle to late adolescence and early adulthood (e.g., below age 30). These adults may be educators or service providers who work in diverse settings, including school districts, higher education institutions, or community-based organizations. Throughout the guide, we broadly refer to these settings as “organizations.”

The practices in this guide apply to organizations at different stages of supporting immigrant youth in their academic and career pathways: organizations preparing to work with young immigrants, organizations currently providing services and supports for young immigrants, and organizations looking to sustain and improve effective practices for young immigrants.⁹

The practices in this guide also apply to a range of other educational and community-based organizations in diverse communities across the U.S. Organizations in cities experiencing growth in their immigration population, for example, may use this guide to prepare to serve new community members. While some organizations operate in immigrant-friendly states and jurisdictions, others do not. The recommendations in this guide apply to organizations in both settings, with specific recommendations on partnerships and networks to support organizations in challenging and contentious political environments.

Where did the recommendations in this guide come from?

During the spring and summer of 2023, we conducted a literature review to understand effective, evidence-based practices for supporting young immigrants in their college and career pathways. (The literature included in this review, along with additional information about how the literature review supports the promising practices in this guidebook, is listed in appendix B.) We wanted to learn from people on the

⁸ Ward, N., & Batalova, J. (2023). Frequently requested statistics on immigrants and immigration in the United States. Migrations Information Source. <https://www.migrationpolicy.org/>

⁹ Some organizations may not collect information from program participants, such as citizenship status, to know if they serve young immigrants. Organizations may not collect this information for multiple reasons, including protecting young immigrants from disclosing potentially unlawful behavior. This guide is best used by organizations that can or already do collect information about young immigrants' specific needs.

ground about practices they used or experienced that were showing promising results. To that end, we conducted a series of interviews with staff members at 23 youth-oriented, immigrant-serving organizations, primarily in Arizona and Texas,¹⁰ and facilitated two focus groups with young immigrants. More information about the research process is provided in appendix C. **This guide is the result of those conversations, summarizing promising practices for providing education and career services to young immigrants, as described by staff members at immigrant-serving organizations and by young immigrants themselves.**



GUIDING LENS. HIGHLIGHTING YOUTH VOICE

Youth voice encompasses a range of ways that young people engage in and influence the issues and institutions that affect their lives. When youth are positioned to be decision makers and are supported by adults, they have the power to positively influence their worlds in culturally relevant ways and increase their sense of connection and responsibility to their environments. In research, youth voice involves providing young people the time and space to describe their experiences and perspectives on pressing issues, then using their insights to shape the findings and implications of the work.

The promising practices we promote in this guide are grounded in youth voice. It was important that this guide reflect the perspectives of young immigrants as well as the organizations that serve them. We conducted focus groups with high school-aged and college-aged young immigrants currently receiving services from immigrant-serving organizations to better understand what resources they used and still need as they navigate their education and career pathways. The insights from these focus groups are integrated throughout the guide.

¹⁰ We talked to representatives from local education agencies, community-based organizations, faith-based organizations, colleges and universities, and alternative high schools.

How do you navigate this guide?

This guide is divided into three sections: **organizational approaches and strategies, comprehensive services, and organizational partnerships** (table 1). These sections represent three foundational areas that emerged from our literature review that organizations can focus on to improve services for young immigrants. These areas align with national research and promising practices around fostering a sense of belonging among young immigrants and their families while addressing young immigrants’ diverse educational and career goals.

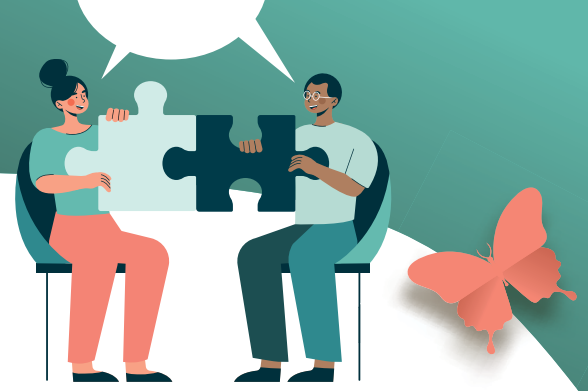
Each section is further divided into **three levels of organizational readiness: prepare, practice, and sustain**. Organizations may be at different levels of readiness for each of the three foundational areas. If an organization is just beginning its journey in a foundational area, the team should begin with the “prepare” section to become ready to serve young immigrants. As the organization better understands the foundational area from the perspective of its local young immigrant population, the organization can move to “practice” to develop its capacity to better serve young immigrants. Once the organization establishes effective practices, the team can focus on the “sustain” section, working to embed practices into their operations in a sustainable way.

Table 1. Foundational areas of focus for organizations that support young immigrants’ education and career pathways

	Organizational approaches and strategies	Comprehensive services	Organizational partnerships
Prepare 	Review internal policies and practices for cultural responsiveness for young immigrants	Evaluate the relevance and usability of current offerings for young immigrants	Assess organizational partnerships and identify gaps relevant to young immigrants
Practice 	Train staff in culturally responsive and trauma-informed practice	Develop culturally responsive academic, career, and postsecondary transition support, as well as wrap-around services	Foster partnerships with core organizations to support young immigrants
Sustain 	Continue progress on cultural responsiveness by engaging young immigrants, families, and staff members	Establish systems to adapt services based on the shifting needs of young immigrants	Embed program within the local immigrant community

Source: Education Northwest analysis of relevant literature and interviews and focus groups with immigrant-serving program leaders and young immigrants.

Organizational approaches and strategies



Many immigrant-serving organizations use trauma-informed approaches and culturally responsive practices to help young immigrants pursue their academic and career goals. These approaches and strategies guide the organizations in their respective missions and contexts.

This section provides insights from current practitioners and national research on how to prepare for, practice, and sustain organizational approaches and strategies that meet the needs of young immigrants as they define, plan, and act on their academic and career goals (table 2).

Table 2. Strategies to enact organizational approaches to better serve young immigrants

Readiness	Activity	Strategies
Prepare 	Review internal policies and practices for cultural responsiveness for young immigrants	<ol style="list-style-type: none"> 1. Speak with young immigrants about their experiences and needs 2. Identify where policies and practices may be harmful or inaccessible to young immigrants
Practice 	Train staff in culturally responsive and trauma-informed practice	<ol style="list-style-type: none"> 1. Provide staff with training in culturally responsive practices and trauma-informed approaches 2. Understand migration-related trauma
Sustain 	Continue progress on cultural responsiveness by engaging young immigrants, families, and staff members	<ol style="list-style-type: none"> 1. Foster young immigrants' critical consciousness 2. Engage families of young immigrants 3. Hire staff members with similar backgrounds and lived experiences to young immigrants

Source: Education Northwest analysis of relevant literature and interviews and focus groups with immigrant-serving program leaders and young immigrants.



Prepare. Review internal policies and practices for cultural responsiveness for young immigrants

Speak with young immigrants about their experiences and needs. Young immigrants are the experts in their own lived experience. Organizations can leverage their expertise to tailor programming and services to youth-identified education and career interests and needs.

- Take an [asset-based approach](#) to collecting and implementing youth voice by focusing on young immigrants' strengths. On application and intake forms, consider adding questions about specific education and career goals (e.g., interest in trade school or four-year university, industry and career goals).
- Avoid generalizing the immigrant experience. Understand that each young immigrant brings a unique background and lived experience.
- Before engaging in this work, review [published stories of young immigrants](#) to gain a better understanding of young immigrants' experiences in the U.S as well as local and federal policies that impact young immigrants.

Staff members must use [empathy, motivation, and patience](#) when interacting with young immigrants.¹¹ In focus groups, young immigrants said that [encouragement and empathy from teachers](#) were sources of continued support while learning a new language and navigating new academic settings:

"[T]engo a varias maestras que me orientan a continuar estudiando y con la carrera que quiero. Además, los maestros y consejera son muy orientadores y dan muchos ánimos a seguir adelante. Ayudan en el idioma [de inglés] y dan oportunidades para aprenderlo mucho más el idioma. Ya que el idioma será muy útil para poder entender o hacer en el trabajo que me gustará tener en el futuro."

"I have several teachers who guide me to continue studying and with the career I want. Also, the teachers and counselor guide me and give a lot of encouragement to keep going. They help with the [English] language and give opportunities to learn the language more. The language will be very useful to be able to understand or do the job that I would like to have in the future."

– High school student, on the resources they have used to reach their goals¹²

¹¹ Bajaj, M., & Suresh, S. (2018). The "warm embrace" of a newcomer school for immigrant & refugee youth. *Theory Into Practice*, 57(2), 91–98.; Rodriguez, S., Monreal, T., & Howard, J. (2020). "It's about hearing and understanding their stories": Teacher empathy and socio-political awareness toward newcomer undocumented students in the New Latino South. *Journal of Latinos and Education*, 19(2), 181–198.

¹² Spanish to English translation provided by Education Northwest.

Identify where policies and practices may be harmful or inaccessible to young immigrants. For example, education and career industry leaders should ensure their services, internships, and scholarship opportunities are **culturally and linguistically responsive**, relevant, and available to immigrant youth, particularly in the context of federal immigration and employment policies. In places where policy change is slow or unlikely, being informed about these policies opens more opportunities to serve undocumented youth.

“An [industry] partner didn't know that they could have paid internships with ITIN numbers [individual tax identification numbers] and that they wouldn't get in trouble. And then the other component is ... do they have a barrier of entry if they're providing scholarship? A lot of businesses do, for example, by asking [participants] to be U.S. citizens. So, it's inquiring, 'Why do you have that? If you don't really care about that, or need it, why do you have it?' And being able to educate [partners] on that.”

– Representative of an immigrant-serving organization in Arizona

When reviewing policies and practices, organizations should consider the diverse experiences of young immigrants. Table 3 provides some key considerations when reviewing policies and practices to best meet the needs of young immigrants.

Table 3. Considerations for reviewing organizational policies and practices to better serve young immigrants

	Attributes	Considerations
Documentation status	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Naturalized citizen • Refugee and asylum seeker • Lawful and permanent resident • Unauthorized immigrant • U.S.-born citizen 	<ul style="list-style-type: none"> • Provide clear communication about who qualifies for resources and services (e.g., U.S. citizenship required). • Avoid collecting and storing information about young immigrant documentation status to decrease the risk of jeopardizing their status in the U.S.^a • Provide information on scholarships open to all students regardless of immigration status. • Understand young immigrants' navigational skills in managing how to disclose their documentation status.^b

	Attributes	Considerations
Languages spoken	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Home language only (e.g., Spanish, local indigenous language) • Home language and English • Home language, English, and another language 	<ul style="list-style-type: none"> • Provide language supports for young immigrants and their families (e.g., English language acquisition, interpreter services, access to materials in different languages, dual language programming). Understand that language needs may differ across families. • Consider expanding language services to meet the increasing number of young people and families who speak indigenous languages. Do not assume young immigrants speak a language historically represented (e.g., Spanish). • Bilingual or multilingual staff members and/or language interpretation should be readily available.
Educational history	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Education interrupted by trauma or immigration • Informal education • Formal education at various levels of rigor (above, at, or below U.S. education) 	<ul style="list-style-type: none"> • Ensure students have the support they need (e.g., additional scaffolding, making sure newcomer students get adequate credit for their prior education). • Offer services to obtain and translate international transcripts or contract with outside agencies that can provide translation services.
Lived experiences	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Various socioeconomic statuses • Immigration-related trauma 	<ul style="list-style-type: none"> • Opportunities for relationship development with young immigrants should be institutionalized to develop comfort that allows young immigrants to share their stories and needs.

^a For more information about immigrant students' legal rights, visit <https://www.colorincolorado.org/immigration/guide/rights>

^b Murillo, M. A. (2017). The art of the reveal: Undocumented high school students, institutional agents, and the disclosure of legal status. *The High School Journal*, 100(2), 88–108.

Source: Education Northwest analysis of relevant literature and interviews and focus groups with immigrant-serving program leaders and young immigrants.



Practice. Train staff in in culturally responsive and trauma-informed practice

Provide staff with training in culturally and linguistically responsive practices and trauma-informed approaches when working with young immigrants.¹³ Culturally and linguistically responsive and trauma-informed practices help to sustain young immigrants’ identities in new environments. These approaches also play an important role in building trust with youth and their families. When staff members do not share a cultural background with the youth they serve, it is especially critical that organizations provide consistent training to help them understand the lived experiences of young immigrants.¹⁴

In addition to using these approaches internally, many immigrant youth-serving organizations also serve as capacity builders and trainers in the broader community, helping other organizations build cultural competency and adopt asset-based, trauma-informed approaches.

“Through social and emotional learning, trauma-informed practices, and embedding culturally responsive text into curriculum, we create trust between schools and families so that students and families know that schools are indeed a safe space.”

– Representative of an immigrant-serving organization in Texas

“The biggest thing for anyone working with this population is to attend trauma-informed training. That way, each person that you are working with you are properly going to know how to communicate with them regardless of the language barrier. We take a lot of training, attending Refugee 101 sessions to learn about their whole history and how they ended up here in the United States.”

– Representative of an immigrant-serving organization in Arizona

Understand migration-related trauma and consider how these issues will influence the provision of educational and career services to young immigrants. Work toward creating a welcoming and safe environment for young immigrants by engaging staff in training to understand young immigrants’ lived experiences. Training should help staff members understand possible reasons for migration and **dispel false immigration narratives.**

¹³ Solberg, V. S. H., Park, C. M., & Marsay, G. (2021). Designing quality programs that promote hope, purpose and future readiness among high need, high risk youth: Recommendations for shifting perspective and practice. *Journal of Career Assessment*, 29(2), 183–204.

¹⁴ Witenstein, M. A., Davila, N., Karikari, L., & Wright, C. (2022). Conceptualizing a proposed model for re-orienting career centers for immigrant college students. *Journal of Career Development*.



Sustain. Continue progress on cultural responsiveness by engaging young immigrants, families, and staff members

Foster young immigrants’ critical consciousness to provide them with the foundation they need to identify and challenge structural barriers as a community. The term *critical consciousness* refers to the combination of a student’s *awareness* of societal inequities and injustices, their capacity and *agency* to do something about those injustices, and the concrete *action* they take.¹⁵ Critical consciousness is an important asset for supporting students’ career and college readiness. For example, low-income, racially marginalized high school students who felt more empowered to enact sociopolitical change also received more encouragement from adults in their lives, which was associated with greater engagement in academic and career activities (e.g., taking classes important for college or job training, getting money for college or trade school).¹⁶

To foster critical consciousness, provide young immigrants with [a historical analysis](#) of race relations in the U.S. Make sure they are aware of systemic challenges and barriers they may face on their education and career pathways. Offer community-building opportunities for collective sociopolitical engagement¹⁷ and advocacy.¹⁸ This support will empower young immigrants in challenging political environments and [prepare them to support organizations](#) in developing effective, relevant strategies and approaches.

“We have lessons on prejudice in America, racism and bullying, and self-advocacy. We have these lessons because unfortunately cultural orientation also includes the things that you may not have learned about America that are not great.”

– Representative of an immigrant-serving organization in Texas

¹⁵ McWhirter, E. H., Cendejas, C., Fleming, M., Martínez, S., Mather, N., Garcia, Y., Romero, L., Ortega, R. I., & Rojas-Araúz, B. O. (2021). College and career ready and critically conscious: Asset-building with Latinx immigrant youth. *Journal of Career Assessment, 29*(3), 525–542.

¹⁶ Uriostegui, M., Roy, A. L., & Li-Grining, C. P. (2021). What drives you? Black and Latinx youth’s critical consciousness, motivations, and academic and career activities. *Journal of Youth and Adolescence, 50*(1), 58–74.

¹⁷ McWhirter, E. H., Rojas-Araúz, B. O., Ortega, R., Combs, D., Cendejas, C., & McWhirter, B. T. (2019). ALAS: An intervention to promote career development among Latina/o immigrant high school students. *Journal of Career Development, 46*(6), 608–622.

¹⁸ Autin, K. L., Duffy, R. D., Jacobson, C. J., Dosani, K. M., Barker, D., & Bott, E. M. (2018). Career development among undocumented immigrant young adults: A psychology of working perspective. *Journal of Counseling Psychology, 65*(5), 605.

Engage families of young immigrants to sustain a community focus and foster cultural responsiveness. Immigrant parents use their cultural wealth to support their children academically and help to develop their socioemotional well-being.¹⁹ Capitalize on young immigrants' cultural wealth by [facilitating or participating in family and cultural events](#) and communicating directly with families²⁰ about varied opportunities based on interest and age group. Family sociopolitical development can support the success of young immigrants and strengthen community transformation.

Hire staff members with similar backgrounds and lived experiences to young immigrants. In interviews, many organizations across the country identified the importance of hiring staff members who share newcomers' cultural and linguistic backgrounds or lived experiences with immigration. When possible, hire staff members with similar experiences to young immigrants. At the same time, [take steps to avoid tokenizing staff members](#) (e.g., having staff members be the representative for all young immigrants).

“Sometimes, especially if [staff members] don’t come from immigrant families themselves, they lack that awareness of understanding what education means for immigrant students. Education is not only individualistic, but it’s a collective win and you carry that pressure of, this is to pay it forward for the sacrifices of my parents or the people that I left behind in a different country.”

– Representative of an immigrant-serving organization in Arizona

“I tend to go back to spaces where, you know, I know the other people can relate to [me]...”

– College student

¹⁹ Guzmán, B. L., Kouyoumdjian, C., Medrano, J. A., & Bernal, I. (2018). Community cultural wealth and immigrant Latino parents. *Journal of Latinos and Education*.

²⁰ Hall, G., Porche, M. V., Grossman, J., & Smashnaya, S. (2015). Practices and approaches of out-of-school time programs serving immigrant and refugee youth. *Journal of Youth Development*, 10(2), 72–87.






Comprehensive services

Young immigrants often face significant obstacles to education and career success. These obstacles include educational barriers (e.g., interrupted education), financial barriers (e.g., ineligibility for in-state tuition, federal student aid), systemic barriers (e.g., unemployability due to lack of social security number), acculturative stress (e.g., unfamiliar customs of a new environment), and psychological factors (e.g., marginalization and discrimination). At the same time, young immigrants use their cultural wealth to access support from family and community resources.

One strategy organizations use to mitigate the negative effects of structural and social barriers is to provide direct services to young immigrants. Some organizations go beyond basic academic, career, and postsecondary transition support to provide comprehensive services that support young immigrants as they work toward their educational and career goals.

This section provides approaches that organizations can use to develop a more comprehensive service models for supporting young immigrants (table 4).

Table 4. Strategies for developing a comprehensive service model to better serve young immigrants

Readiness	Activity	Strategies
Prepare 	Evaluate the relevance and usability of current offerings for young immigrants	<ol style="list-style-type: none"> 1. Consider young immigrants' assets in designing program offerings
Practice 	Develop culturally responsive academic, career, and postsecondary transition support, as well as wraparound services	<ol style="list-style-type: none"> 1. Offer academic, career, and postsecondary transition support to guide immigrant students on their pathways 2. Ensure academic and career supports meet young immigrant goals 3. Ensure academic and career advisors are well versed in local policies 4. Shape basic needs services according to young immigrant needs
Sustain 	Establish systems to adapt services based on the shifting needs of young immigrants	<ol style="list-style-type: none"> 1. Embed youth voice and participation in programming 2. Provide leadership opportunities for young immigrants 3. Adapt program offerings based on young immigrants' feedback 4. Advocate at the city and state level for better services

Source: Education Northwest analysis of relevant literature and interviews and focus groups with immigrant-serving program leaders and young immigrants.



Prepare. Evaluate the relevance and usability of current offerings for young immigrants

Consider young immigrants' assets in designing program offerings. Review program offerings with [input from young immigrants](#). Organizations may begin collecting youth voice by having youth express their opinions in focus groups and surveys. When possible, financially compensate youth and families for providing input that shapes programming. Beyond collecting input, organizations should work toward creating leadership opportunities for youth (e.g., co-planning, having shared responsibility for outcomes). Engaging youth in decision-making increases their agency and commitment.²¹ Implementing changes suggested by youth also has positive outcomes for organizations (e.g., increased participation and improved youth-adult interactions).²²

Below are two examples of how organizations can begin to gather young immigrants' input to shape program offerings.

- Gather a resource list of all program offerings and give young immigrants an opportunity to weigh in on useful resources as well as gaps in these offerings. Offer young immigrants a list of possible program offerings and ask them to rank the items by relevance and usability.
- Review local data on young immigrants' [participation in career and technical education \(CTE\) courses](#) to develop or refine career-related programming that aligns with their interests and goals.²³



Practice. Develop culturally responsive academic, career, and postsecondary transition support, as well as wraparound services

Offer academic, career, and postsecondary transition support to guide young immigrants on their pathways and to build on their assets. These services should cater to the specific needs and assets of young immigrants in the program but may include the following:

²¹ Mitra, D. L. (2004). The significance of students: Can increasing "student voice" in schools lead to gains in youth development? *Teachers College Record*, 106(4), 651–688.

²² Zeldin, S., Gauley, J., Krauss, S. E., Kornbluh, M., & Collura, J. (2017). Youth–adult partnership and youth civic development: Cross-national analyses for scholars and field professionals. *Youth & Society*, 49(7), 851–878.

²³ Limited data report on CTE course enrollment among young immigrants. One resource includes the [Oregon CTE Participation Explorer Dashboard](#) that shows learning areas across student groups (e.g., English language learners).

- **Academic support** includes tutoring in community and after-school programs, often with targeted English acquisition support. Some programs working within schools offer homework assistance, which is especially important for immigrant youth who are new to the U.S. education system or have experienced interrupted education.
- **Career support** comes in the form of internships, shadowing opportunities, and career exploration. Some programs use onboarding activities to discover participants' career interests and develop goals that can be used to place them in appropriate programming. These supports are critical to young immigrants who may have limited networks or be unfamiliar with the types of jobs available to them upon arrival. When possible, provide paid career support opportunities. Many young immigrants may find it difficult to participate in unpaid opportunities. Some may already be working to sustain themselves and their families.
- **Postsecondary transition support** is offered by organizations that help youth apply to college, including university and vocational training programs. Some organizations arrange college visits to help young immigrants understand higher education options in the U.S. Organizations should become familiar with eligibility requirements for local postsecondary options to avoid suggesting options or resources that are inaccessible to young immigrants.²⁴



POSTSECONDARY TRANSITION SUPPORT: IMMIGRANT SCHOLARSHIP HUSTLE

Through a five-day series of workshops, Immigrant Scholarship Hustle (a program offered by ScholarshipsA-Z) empowers students to tell their stories, use their lived experiences to expand their education and employment options, and ultimately advocate for their immigrant community. Youth receive mentorship, assistance with college applications, strategies for starting a business and entrepreneurship, and a network of peers.

“What I liked the most about the program was that they helped me write a personal statement and I got feedback on it. I stayed in touch with my mentor, and she continues to help me in some of my work.”

– College student, on the resources they have used to reach their goals

²⁴ To learn more about postsecondary access for young immigrants by state, visit <https://www.higheredimmigrationportal.org/>

Ensure academic and career supports meet young immigrants' goals. Consider the various academic and career goals of young immigrants. Young immigrants may have career goals that align to the traditional college and career pathways of the U.S. educational system (e.g., four-year university) or have career goals that can be better met through CTE pathways, such as medical assistant, commercial driver, or entrepreneur. If program offerings do not align with young immigrants' interests, assets, and goals, consider partnering with local organizations that can provide appropriate services to help young immigrants meet their goals.

Academic and career development activities should be supplemented with financial literacy education that is specifically tailored for immigrant youth and families, regardless of documentation status.

“We need more financial education, just part of being an adult—like how to take care of your money, how to use banks and credit cards. Some of our parents didn't learn about financial success in the U.S., and there's no information for undocumented people. But I know there are loopholes ... like how to get an ITIN and what to do if you don't want to go to college and have a corporate job, how to become an independent contractor.”

– College student

Ensure academic and career advisors are well versed in local policies regarding workforce requirements, college admission requirements, and tuition policies for immigrant youth of different documentation statuses.²⁵ It may help to engage with employers directly, building relationships to ensure that any job training or career guidance aligns with jobs that are both in demand and accessible to young immigrants. Consider keeping an up-to-date list of different scholarship opportunities for students in your area. This information will support career navigation services, help young immigrants realistically prepare, and prevent service providers from referring students to career and education options that are inaccessible to young immigrants.

*“With **Prop. 308** passing in Arizona, we still have so much work to do. We notice that once policies pass, the institutions do not know what to do with it. They turn students away. So, we have to be more consistent with providing them the information and resources to support undocumented students.”*

– Representative of an immigrant-serving organization in Arizona

²⁵ Casner-Lotto, J. (2011). *Increasing opportunities for immigrant students: Community college strategies for success*. Community College Consortium for Immigrant Education.

Shape basic needs services according to young immigrants’ needs. Basic needs services address young immigrants’ needs beyond career and college readiness.²⁶ This may include providing food, clothing, supplies, and medical care so young immigrants are healthy and equipped to work toward their goals. Basic needs services should be adapted to the context and needs of local youth. Services may extend to families of young immigrants.²⁷

“From our own experiences, we know that [young immigrants] are facing so many adversaries, and we want to equip them with the tools to move beyond.”

– Representative of an immigrant-serving organization in Arizona

“If you need therapy and things like that, they help you out—haircuts, health basic needs. There was a flyer hanging in my school. I asked for more information and signed myself up for their services.”

– College student

Table 5 provides examples of basic needs services. Providing these services on site maximizes their accessibility for young immigrants; however, services can also be provided through local organizational partnerships.

Table 5. Helpful basic needs services for young immigrants as they pursue their academic and career goals

	Attributes	Considerations
Physical health support	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Food pantry • Free clothes for young immigrants and their families • Other supplies needed by young immigrants and their families (e.g., toothpaste, diapers) • Health and medical care (e.g., immunizations, physicals) 	<ul style="list-style-type: none"> • Develop partnerships with local food pantries, clinics, and other organizations where possible to fill in gaps in support • Consider the <u>unique health challenges</u> young immigrants face

²⁶ Gómez, S., & Castañeda, H. (2019). “Recognize our humanity”: Immigrant youth voices on health care in Arizona’s restrictive political environment. *Qualitative Health Research, 29*(4), 498–509.

²⁷ For information about how colleges have helped students thrive with basic needs services and resources, visit <https://educationnorthwest.org/case-briefs/helping-college-students-thrive-basic-needs-services-and-resources>

	Attributes	Considerations
Mental health support	<p>For example ...</p> <ul style="list-style-type: none"> • On-site counseling • Access to social workers 	<ul style="list-style-type: none"> • Consider opportunities for group processing
Sociopolitical development	<p>For example ...</p> <ul style="list-style-type: none"> • Grassroots community organization efforts • Political campaigns • Art and healing community workshops 	<ul style="list-style-type: none"> • Engage young immigrants in civic activities to empower them in challenging political environments • Ensure activities do not conflict with non-profit status, where applicable
Financial support	<p>For example ...</p> <ul style="list-style-type: none"> • Transportation costs • Scholarships for programs or certifications • Financial literacy education 	<ul style="list-style-type: none"> • Support young immigrants in accessing public transportation (or other forms of transportation where public transportation is insufficient or poses a serious challenge) • Look for policies that may support in-state tuition for DREAMers (e.g., Arizona Proposition 308)
Newcomer supports	<p>For example ...</p> <ul style="list-style-type: none"> • Emergency preparedness • Pedestrian laws • Public transportation • Other knowledge of appropriate behavior 	<ul style="list-style-type: none"> • Provide an adjustment support group to help newcomer youth with much-needed support to understand social norms and interpersonal skills in their new country

Source: Education Northwest analysis of relevant literature and interviews and focus groups with immigrant-serving program leaders and young immigrants.



Sustain. Establish systems to adapt services to meet the shifting needs of young immigrants

Embed youth voice and participation in programming. In interviews, several organizations stressed the importance of taking a youth-centered approach to career and education services. This included offering leadership opportunities to immigrant youth, organizing youth advisory boards, and conducting youth participant feedback surveys. Some organizations offer current or former program participants a path to employment at the organization. Consider developing an internal survey or collecting feedback systematically (e.g., annual chat, exit interviews) to identify useful supports and gaps in program offerings.

“We offer opportunities such as fellowships or volunteering for folks to eventually become part of our staff. We do this to center the leadership of impacted folks. So, everyone in our team has a direct tie to the undocumented experience or immigrant experience.”

– Representative of an immigrant-serving organization in Arizona

Provide leadership opportunities so young immigrants can make decisions on programming, strategies, outreach, and other areas. Young immigrants can serve on advisory boards or in other leadership roles to ensure that major decisions cater to their unique needs. Engage young immigrants in **youth participatory action research (YPAR)** to help identify any barriers and assets in organizational practices. Ask young immigrants to share feedback and co-interpret the feedback offered by their peers. Provide them with opportunities to make decisions on important organizational strategies and practices (e.g., changes to outreach language or methods).

Adapt program offerings based on young immigrants’ feedback. It is critical that adults follow up on collecting youth input by taking action. For example, service providers from immigrant-serving organizations we interviewed said that upon learning about the many challenges faced by newly arrived young immigrants (e.g., navigating new institutions, adopting adult-like responsibilities), they reshaped programs and implemented new strategies to accommodate young immigrants’ needs and availability (e.g., providing transportation, scheduling afternoon meetings). Educate staff on the realities faced by young immigrants (e.g., availability, responsibilities, capabilities) and work together to adapt programs to meet their needs.

“All of our newcomer students work, either part time or full time. The teachers understand this and take their time with students because we know that they have so many things on their mind in addition to the lesson.”

– Educator in Texas

Advocate at the city and state level for better services. Where gaps remain in services for immigrant youth, engage in education and advocacy at the city and state level to improve access.²⁸ In interviews, organizations said they engaged in advocacy both individually (e.g., for increased funding) and collectively (e.g., as a coalition). In Arizona, youth-oriented and immigrant-serving organizations worked together on an [educational awareness campaign](#) to support in-state tuition for young immigrants (i.e., Proposition 308). Advocacy included [information sharing](#), lobbying state legislators, soliciting advice from attorneys, and developing a [coalition of diverse groups](#) to promote the proposition and educate the public.

²⁸ Calderon, M. A., Chand, D. E., & Hawes, D. P. (2021, March). Final lines of defense: Explaining policy advocacy by immigrant-serving organizations. *Nonprofit Policy Forum*, 12(2), 285–310. De Gruyter.; Chand, D. E., Calderon, M. A., Hawes, D. P., & O’Keeffe, L. (2021). Serving immigrant communities: Effectiveness of nonprofit legal aid organizations in an age of heightened enforcement. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 32, 621–633.



Organizational partnerships

Organizations developed partnerships and participated in immigrant-serving networks to provide culturally responsive education and career services to young immigrants. This section provides activities and strategies that organizations can use to develop partnerships that better serve young immigrants (table 6).

Table 6. Strategies for developing organizational partners to better serve young immigrants

Readiness	Activity	Strategies
Prepare 	Assess organizational partnerships and identify gaps relevant to young immigrants	<ol style="list-style-type: none"> 1. Identify gaps in program offerings that can be filled by partner organizations
Practice 	Foster partnerships with core organizations to support young immigrants	<ol style="list-style-type: none"> 1. Before initiating a partnership, organizations should assess alignment of their missions and programming 2. Partner with programs that can improve the delivery of services 3. Use partnerships to increase outreach
Sustain 	Embed program within the local immigrant community	<ol style="list-style-type: none"> 1. Work to eliminate power imbalances between organizations 2. Consider a collective impact structure 3. Advocate for more resources to foster partnerships

Source: Education Northwest analysis of relevant literature and interviews and focus groups with immigrant-serving program leaders and young immigrants.



Prepare. Assess organizational partnerships and identify gaps relevant to young immigrants

Identify gaps in program offerings that can be filled by partner organizations. Through conversations with young immigrants and the broader community, identify where partner organizations can fill the gaps between program offerings and young immigrants’ needs. Table 7 provides a list of potential areas of focus and considerations for developing partnerships. Some may consider these areas to be outside the scope of college and career development, but the services are critical to ensure young people are physically and mentally prepared to learn and, more importantly, thrive.

Table 7. Areas of focus and considerations for organizational partnerships to better serve young immigrants

	Attributes	Considerations
Service delivery	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Basic needs services • Community college engagement (e.g., visits, early college courses) 	<ul style="list-style-type: none"> • Identify overlap in the goals of potential partners and work to find mutually beneficial strategies • Engage youth in participatory community asset mapping to identify potential partner
Outreach and communication	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Warm handoffs • Alternative connections to immigrant families (e.g., churches) • Radio announcements 	<ul style="list-style-type: none"> • Identify community partners (e.g., radio, churches) that already reach young immigrants to streamline outreach and communication • Partner and support immigrant youth-led organizations
Financial support	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Transportation costs • Scholarships for programs or certifications 	<ul style="list-style-type: none"> • Ensure young immigrants understand potential barriers to access, including documentation status
Newcomer supports	<p><i>For example ...</i></p> <ul style="list-style-type: none"> • Emergency preparedness • Pedestrian laws • Public transportation • Other knowledge of appropriate behavior 	<ul style="list-style-type: none"> • Use the expertise of immigrant-serving institutions to identify the areas in which newcomers need support for everyday tasks

Source: Education Northwest analysis of relevant literature and interviews and focus groups with immigrant-serving program leaders and young immigrants.



COLLABORATIVE PARTNERSHIPS: CONROE, TX

A collaboration between Conroe Independent School District Newcomer Center, LoneStar Community College, and Lone Star Family Health Center provides newcomer students in Conroe, Texas, with access to basic needs and health care, education and career resources, opportunities for community building, and financial support. Schools provide students with basic needs (e.g., food, clothes, transportation), English language acquisition, and empathetic educators. LoneStar Community College's CTE department organizes presentations for newcomers, providing crucial information about the education system, language acquisition, health care, housing, banking, and other essential services. The CTE classes are becoming more popular among newcomers, especially in mechanics and welding. The partnership also awarded scholarships to students to attend LoneStar Community College.



Practice. Foster partnerships with core organizations to support young immigrants

Before initiating a partnership, organizations should assess alignment of their missions and programming. Leaders find that mission alignment and an understanding of the target population is as important as the technical assistance sought from partnerships.

“One of the best practices for us [is] making sure that whoever we bring in the building practices cultural humility and understands our background and the barriers that may get in the way [of young immigrants] achieving their educational, vocational advancement.”

– Representative of an immigrant-serving organization in Texas

Partner with programs that can improve the delivery of services. Most frequently, community-based organizations collaborate with other community-based organizations, clinics or hospitals, and schools or school districts. Often, organizations build partnerships to address a programming need at each organization or to collaboratively address the myriad needs of young immigrants. Importantly, organizations are interested in using existing expertise to meet immediate needs.

“We are able to do that a lot through partnering. There are a lot of organizations with similar models that maybe are not directly supporting the mixed immigration status community, but their mission is adjacent to ours. We don’t want to recreate the wheel, so we partner and support them.”

– Representative of an immigrant-serving organization in Texas

Use partnerships to increase outreach. When making referrals to other organizations, offer youth “warm handoffs,” or in-person introductions, to staff members at partner organizations. Take time to establish culturally responsive strategies for warm handoffs and communication about clients between partnerships. Establish clear roles and responsibilities for each organization.

“We work with refugee students who have special needs, and when we engage partners, we make sure that there is a warm introduction. For families, we host two events in the office for meet and greet. We ask partners to present on their services for the families. We arrange a first meeting so that we could be present and support that first initial meeting between the families and the organization. We are kind of transitioning them towards being more with the other organization, but we found that there needs to still be communication with us. Our partners send us summaries of what’s happening or what clients asked to assist with because we found that otherwise there ends up being duplication of services.”

– Representative of an immigrant-serving organization in Arizona



Sustain. Embed the program within the local immigrant community

Work to eliminate power imbalances between organizations. Partnerships between immigrant-serving organizations and larger institutions (e.g., school districts, faith-based networks) may be necessary to reach and connect with immigrant youth and immigrant communities more broadly. Teams should perform a power-and-privilege analysis and work toward equitable partnerships with local grassroots organizations (which often have an established history with and commitment to the immigrant population).

“Bringing together leaders is important to discuss the current needs and get the work done, but we also need to take a step back and see who is invited to network. Are all organizations the same size and budget? There needs to be an honest conversation about the [im]balance of power between organizations.”

– Representative of an immigrant-serving organization in Texas

Consider a collective impact structure or membership in immigrant networks and intermediaries.

Working collaboratively with community partners can improve outreach, impact, and the continued provision of services for young immigrants. Partners should develop a purposeful, equitable community engagement plan before engaging immigrant youth.

“We’re appreciative that the city has an immigration liaison to help develop the city resource page with different organizations that provide services. When we were trying to schedule a meeting of information to train us so that we can expand the work, that liaison was able to connect us to that nonprofit and build that relationship. And that was super helpful.”

– Representative of an opportunity youth-serving organization in Texas

Advocate for more resources to foster partnerships. Cities with an immigrant liaison role or strong intermediary organization have been able to establish site-specific immigrant networks to support their work. These roles can be funded through government or philanthropy. Having a person with dedicated time and energy to support partnerships can increase impact and sustainability for the collective community.

Conclusion

Young immigrants in the U.S. have diverse experiences and rich cultural, linguistic, and community assets. Research shows that young immigrants leverage their cultural wealth to develop and work toward their academic and career goals. Adults who provide education and career services can help young immigrants reach those goals by recognizing and responding to young immigrants' diversity while building on their unique assets and experiences.

Research and the lived experiences of practitioners and immigrant youth highlight many promising practices for organizations that support young immigrants in their education and career pathways. These include using trauma-informed approaches and culturally responsive practices to help young immigrants pursue their academic and career goals; embedding youth voice and leadership in programming; providing comprehensive services (academic, career, and postsecondary transition support; basic needs); and using partnerships to increase outreach and service provision.

As researchers and practitioners continue to work toward helping young immigrants achieve their goals, additional research and learning will strengthen our approaches and make our services more relevant and effective. Organizations that wish to learn more about topics discussed in this guidebook can find additional resources in appendix D. Future research can continue to investigate the best strategies to support young immigrants as they transition from adolescents to young adults.

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Appendix A. Contributors and Reviewers

In alphabetical order, the following individuals contributed to or reviewed the content in this guidebook:

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In addition, others not listed here contributed to and reviewed the guidebook. We thank each person for sharing their time and expertise.

Appendix B. Themes from the Literature Review that Support Promising Practices

Article number (see full article details below)	Organizational approaches and strategies		Comprehensive services			Organizational partnerships	
	Train staff in the use of culturally, trauma-informed, and asset-based practices	Engage young immigrants and staff members, including developing critical consciousness	Provide academic, career, and postsecondary support specific to immigrant student needs	Provide basic needs and socioemotional support specific to immigrant student needs	Center youth voice in leadership to align services with needs	Engage in needs sensing to inform where potential partnerships might provide additional support	Establish collaborative partnerships that are embedded within community and connect youth with partners
1	●	●	●	●			
2	●	●			●	●	●
3	●	●					
4	●	●	●				●
5	●			●		●	●
6	●	●	●				
7	●	●	●				●
8	●		●				
9	●	●	●	●			●
10		●			●		
11		●		●			
12	●	●	●				
13			●		●	●	●
14	●		●		●		●
15	●	●			●		●

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Appendix C. Summary of Guiding Research

During spring and summer of 2023, researchers at Education Northwest engaged in a landscape scan of education and community-based organizations that support young immigrants' academic and career pathways on behalf of the Annie E. Casey Foundation. Researchers employed a mix of methodological approaches (e.g., literature review, web scan, interviews with organizational leaders, focus groups with young immigrants) to learn about what resources are available to young immigrants and what promising practices service providers use when they engage this group of young people. Results and recommendations were summarized in an internal report. The current guide builds off the internal report to call attention to promising practices when engaging young immigrants, specifically for service providers in education and community-based organizations.

Guiding questions

The study supporting this guide was grounded in the following research questions:

1. What is the current landscape of organizations supporting immigrants in their education and career pathways?
2. What are some promising practices for supporting immigrant youth in achieving their educational and career goals, both within and across organizations?
3. What did young immigrants say about which supports were helpful and what supports were still needed?

Methodology

The landscape scan aimed to capture organizations working at the intersection of education and career services, young immigrants, and opportunity youth. To better understand which organizations currently serve immigrant communities in selected cities of the Southwest,²⁹ we conducted a **literature review, web scan, landscape scan using scoping interviews, and focus groups with young immigrants.**

²⁹ Key cities include Phoenix and Tucson in Arizona and Houston, Austin, Corpus Christi, El Paso, and San Antonio in Texas.

LITERATURE REVIEW

To support our analysis of these organizational interviews, we conducted **a scan of research literature** to synthesize existing information on effective practices for supporting immigrant students and young adults. (See appendix B for a list of literature reviewed.)

WEB SCAN

The research team employed a web scan methodology to **develop a list of organizations and alternative high schools that serve immigrant and/or opportunity young adults**. We searched webpages of identified organizations for programs and services that provide education and/or workforce training. Organizations were included if they provided education and/or workforce training to immigrant communities and/or opportunity youth and young adults.

We expanded the web scan to review immigrant-youth serving organizations that provide education and career services. National and state-level immigrant networks were reviewed for state-specific lists of immigrant-youth serving organizations and organizations serving immigrant communities more broadly. We reviewed webpages of immigrant-serving organizations for education and workforce training services and assistance for opportunity youth.

Lastly, the web scan included a search of education agencies providing adult education services (e.g., English as a second language courses, GED courses) in identified cities. Sites explored in this search were public school district family centers and local community colleges.

INTERVIEWS

The research team selected immigrant-serving organizations for **organizational interviews** if they had been identified in the web scan as providing education and career services to young immigrants. Program and organizational leads shared their insights on promising practices and support needed in the provision of services and existing partnerships with other organizations. We focused on organizations in key cities initially selected by the Foundation (Phoenix and Tucson in Arizona; Houston, Austin, Corpus Christi, El Paso, and San Antonio in Texas).

FOCUS GROUPS

Finally, we conducted **focus groups** with young immigrants who receive education and career services through immigrant-serving organizations. This enabled us to better understand their perspectives on the services they find most helpful as they identify and pursue their educational and career goals, as well as the additional supports they require.

General findings

CURRENT LANDSCAPE

- Education and career services are widely available to young immigrants, but accessibility varies by location and documentation status.
- A host of immigrant-serving organizations—school districts, community-based organizations, faith-based organizations, and community colleges—offer education and career services to young immigrants.
- Contextual factors such as federal and local immigration policies, the political landscape, and attitudes toward immigration shape how organizations approach the provision of culturally relevant services for young immigrants.

PROMISING PRACTICES

- Immigrant-serving organizations offer varied academic, career, and college and postsecondary transition supports for college and career pathways. Language support is incorporated across different types of programming.
- Many organizations also support students' basic needs by providing food and resources or offering mental health and socioemotional programming.
- Organizations have promising internal approaches and frameworks, such as culturally responsive practices, trauma-informed and asset-based approaches, holistic support, and youth voice and leadership.
- Organizations are developing and sustaining partnerships, including vetting potential partners, engaging in consistent communication when referring clients, and forming a collective impact structure.

YOUNG IMMIGRANTS' PERSPECTIVES

- Students emphasized the significance of basic needs such as housing, food, health care, financial stability, clothing, and supplies.
- Students need more guided support to achieve their educational and career goals that take into account opportunities for students regardless of citizenship status.
- Young immigrants want more financial literacy education and information about nontraditional career opportunities (e.g., independent contractor).
- Young immigrants return to spaces that make them feel empowered and recognized.

Appendix D. Additional Resources

Academic and career resources

- Casner-Lotto, J. (2011). Increasing opportunities for immigrant students: Community college strategies for success. Community College Consortium for Immigrant Education. <https://vtechworks.lib.vt.edu/bitstream/handle/10919/87023/IncreasingOpportunitiesImmigrant.pdf?sequence=1&isAllowed=y>
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- National Youth Employment Coalition. (2019). Improving education and income generation outcomes for undocumented youth: State and local solutions. <https://nyec.org/wp-content/uploads/2019/08/GCPI-NYEC-Education-and-Income-Undocumented-Youth-Report.pdf>

Building capacity for partnerships

- Corley, S., & Kallio, S. (2020). Bridging together evaluation. Three Hive Consulting. <https://irp-cdn.multiscreensite.com/653abd24/files/uploaded/Bridging%20Together%20Year%202%20Evaluation%20Report.pdf>
- Gambeta, R., & Gedrimaite, Z. (2010). Municipal innovations in immigrant integration: 20 cities, 20 good practices. National League of Cities. https://www.ca-ilg.org/sites/main/files/file-attachments/resources_RI_InnovationalmagrantIntergration_10.pdf?1436996530
- Vanek, J., Wrigley, H. S., Jacobson, E., & Isserlis, J. (2020). All together now: Supporting immigrants and refugees through collaboration. *Adult Literacy Education*, 2(1), 41–47. <https://files.eric.ed.gov/fulltext/EJ1249007.pdf>

Culturally and linguistically responsive practices

- Californians Together. (n.d.). Support for immigrant and refugee students: Fostering a safe and inclusive learning environment in California's preK-12 schools. <https://californiantogether.org/support-immigrant-refugee-students-2/sirs-lesson-plans/>
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National Research Center on Hispanic Children and Families. (2017, Oct. 18). Components for developing culturally responsive approaches to serving diverse populations. https://www.hispanicresearchcenter.org/wp-content/uploads/2019/09/Culturally-Responsiveness-Approaches-Infographic_FINAL1.pdf

Puget Sound Educational Service District. (2021). Labels or limitations? Recommendations for asset-based language for multilingual learners. ML Consortium at Puget Sound Educational Service District. <https://resources.fnalsite.net/images/v1631049397/psedorg/sa6sbwvd6ddw1mskedu1/RecommendationsforAsset-BasedLanguage082021FINAL.pdf>

Suárez-Orozco, C., Strom, A., & Larios, R. (2018). Culturally responsive guide to fostering the inclusion of immigrant-origin students. <https://reimaginingmigration.org/wp-content/uploads/2018/07/Inclusive-Curriculum-V9-24Sept2018.pdf>

Educator resources for newcomer students

Colorín Colorado. (2019). How to support immigrant students and families: Strategies for schools and early childhood programs. <https://www.colorincolorado.org/immigration/guide>

Education Northwest. (2021). Finding the right starting point: Obtaining, interpreting, and evaluating international transcripts. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Program, REL Northwest. https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_NW_Finding_the_Right_Starting_Point_Obtaining,_Interpreting_and_Evaluating_International_Transcripts.pdf

Education Northwest. (2021). Helping newcomer immigrant and refugee students register for secondary school. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Program, REL Northwest. <https://ies.ed.gov/ncee/rel/regions/northwest/pdf/y14-newcomer-support.pdf>

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National Clearinghouse for English Language Acquisition. (2023, June). Newcomer toolkit. United States Department of Education. https://ncela.ed.gov/sites/default/files/2023-06/NewcomerToolkit-06222023-508_OELA.pdf

Young immigrants' lived experiences

Portes, A., & Rumbaut, R. G. (2014). *Immigrant America: A portrait, updated, and expanded*. De Gruyter.

Suarez-Orozco, C. (2022, May 18). *Immigrant origin children with Carola Suarez-Orozco* [Video] Re-Imagining Migration. <https://youtu.be/-STeJM-c1Yk>

Supporting young immigrants' well-being

Dym Bartlett, J., & Ramos-Olazagasti, M. A. (2018, June 22). Supporting children and parents affected by the trauma of separation. National Research Center on Hispanic Children & Families. <https://www.hispanicresearchcenter.org/research-resources/supporting-children-and-parents-affected-by-the-trauma-of-separation/>

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