

# Inclusion for Immigrant and Refugee Youth in 4-H for practitioners

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# Welcome!



Name	Pronouns	Location	Your Role	If you'd like to stay in touch with us, our emails
Ani Das	she / उसकी (her) / hers	Ames, Iowa	Co-Chair of the Immigrant and Refugee -Program Leaders Working Group-DEI Strategist (Iowa State University)	anidas@iastate.edu
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Marilu Andon	She, her, Ella	Kankakee, Illinois	County Director-Serving member of Program Leaders Working Group	andon@illinois.edu

# What is the 4-H Immigrant and Refugee Youth Champions Group?

- Ten Extension staff and former staff.
- Part of a larger collective enhancing inclusion and belonging.
- Represent nine institutions:
  - Iowa State University
  - Oregon State University
  - Prairie View A&M University (2)
  - Texas A&M University
  - Texas Tech University
  - University of California
  - University of Illinois
  - University of Maine
  - University of Minnesota



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# Agenda

1

Social cultural, and emotional Conditions that can affect participation in programs

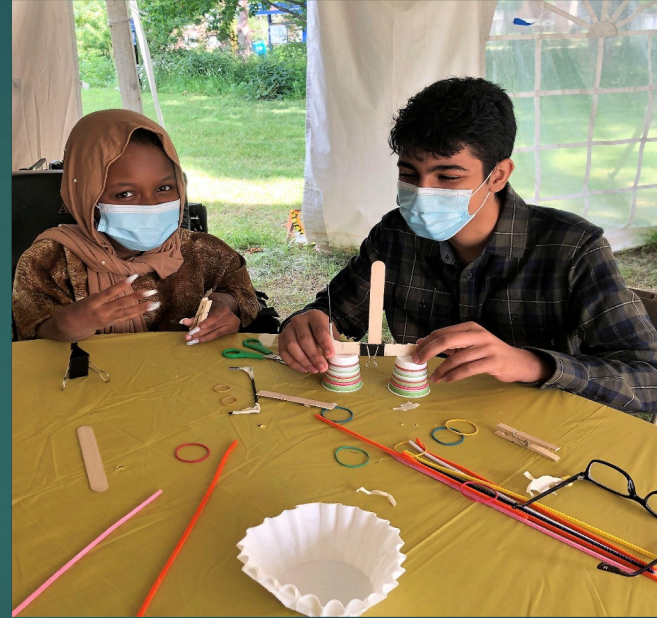
2

Social, cultural, and emotional conditions are nested and impacts on IRY

3

Promising practices

List ***three facts*** you know about immigrant and refugee youth?



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An Extension story of  
migration.

The United States was home to more than

45,200,000

immigrants in 2021—  
from almost every country in  
the world—each with a diverse  
set of needs and experiences.



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# 2,700,000

The number of school age children in the U.S. who are immigrants.

One in 4 U.S. children have at least one immigrant parent.

# 18,000,000

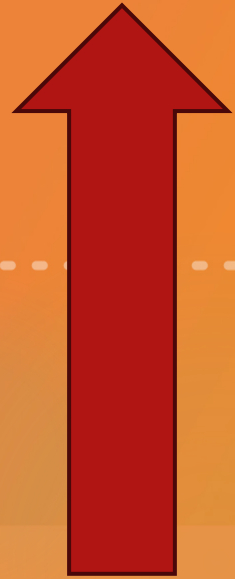
The number of children in the U.S. who are a child of an immigrant.



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# Immigration Trends 2010-2021



India  
+929,000



China + HK  
+572,000



Mexico  
-1,000,000



1

Social, cultural, and emotional  
Conditions that can affect  
participation in programs:  
What Extension staff experience  
on the ground?



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# Most Common Statuses

## ❖ Regularized Status

- Greater potential for inclusion in 4-H other programs
- Stabilization of migrant's status within country

## ❖ Liminal Status

- In limbo but still need PYD
- Includes "Undocumented" students
  - DACA recipients
  - Asylum seekers
  - Unaccompanied minors

## ❖ Second-generation Status

Source: Law and Policy, 2015, 37(4).

<https://immigrationinitiative.harvard.edu/topic/liminal-documentation/>



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# Refugees & Asylum Seekers

- ❖ Refugee and asylum-seeking students and their families share many of the features of other immigrants (ie, displacement, language acquisition, etc.).
- ❖ Youth who are refugees have a more secure legal status in the U.S. than youth who are asylum-seekers.
- ❖ Most have experienced some form of traumatic event at some point in their journey.
  - Post Traumatic disorders
  - Psychological traumas



# Students with Interrupted/Inconsistent Formal Education (SIFE)

- ❖ Not been exposed to consistent formal education.
- ❖ Have attended schools in the United States for less than twelve months.
- ❖ Two or more years below grade level in literacy in home language.
- ❖ Two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.



Please share in the chat ***three*** pieces of information you will take away with you about ***Immigrant and Refugee Statuses?***



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*What **resources and assets** do immigrant parents/youth bring that would benefit our community?*



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2

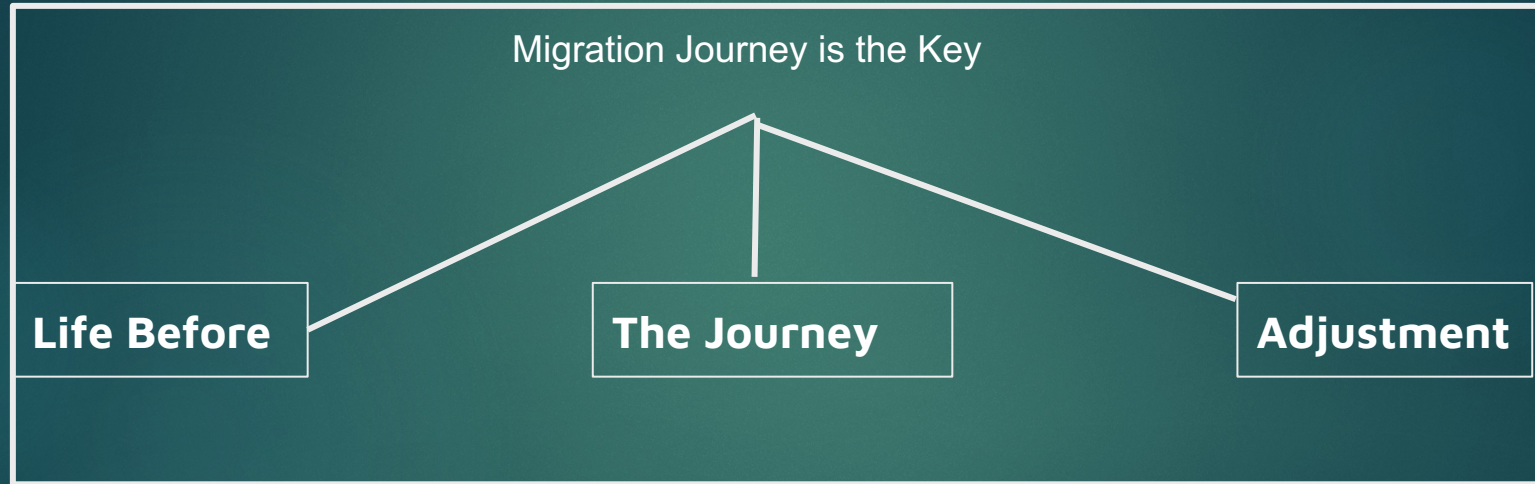
Social, cultural, and emotional conditions are nested and impacts on IRY



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# Understanding Immigrant and Refugee



Conceptualized from Reimagining Migration



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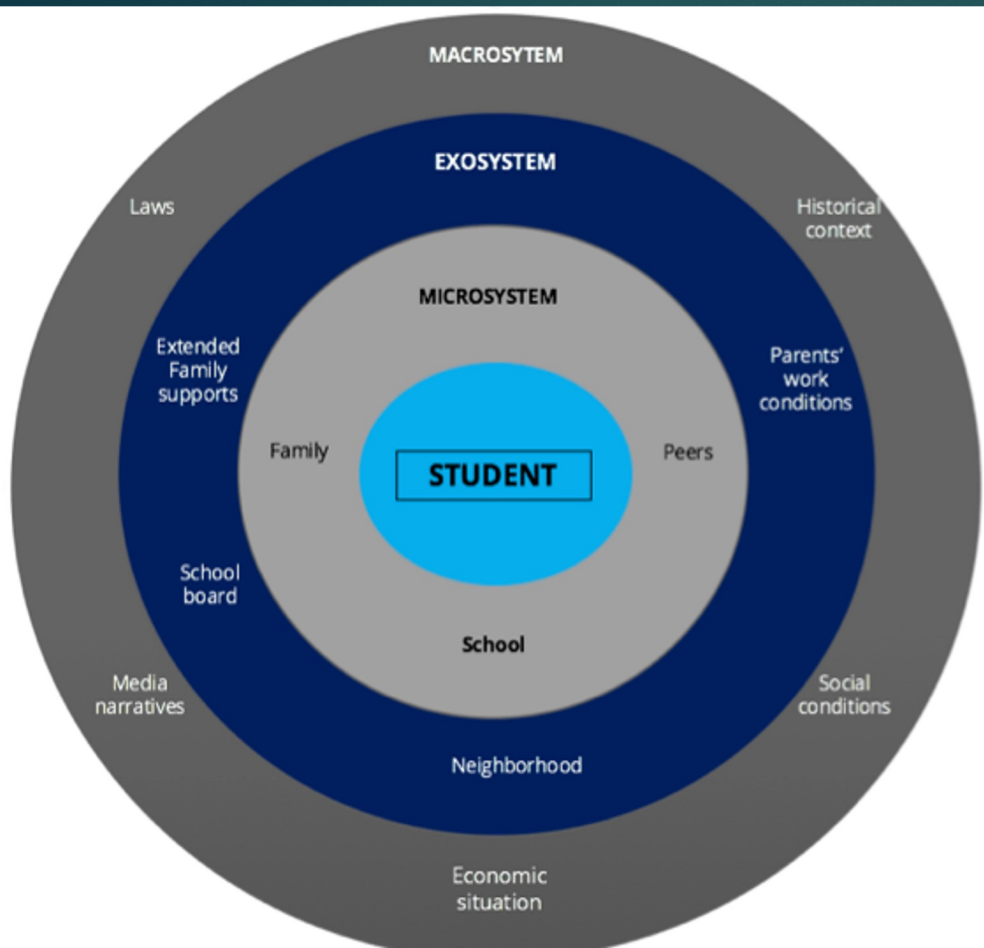
# Typical Social Emotional and Cultural Challenges Relevant to IRY and Families



- Cultural & Social Adaptation
  - English Language Learners (ELL)
  - Is it possible to adapt?
- Proper identification
  - Government ID
  - Social Security Requirement
  - Short term foster families
  - Legal status pending
- Poverty
  - Families live below poverty level
- Education
  - Age & grade level



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# Urie Bronfenbrenner's Bioecological Model



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# Trauma-informed care of practices

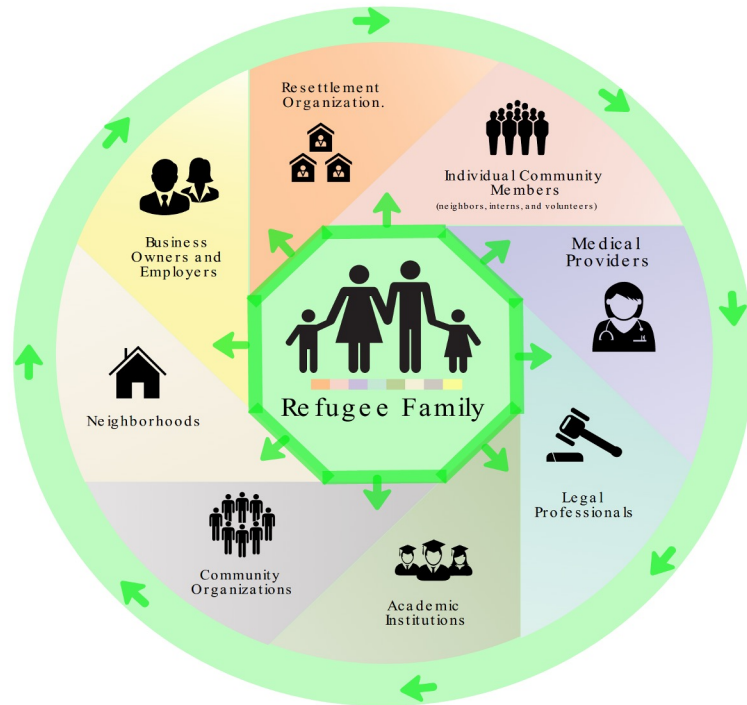


Consider the bioecological environment for a child who is an immigrant. How might the interactions in their ecological systems look different compared to other youth?

# Community Integration Model

## Community Integration Model of Refugee Resettlement

Engaging Refugees and Community Partners for Cumulative Social Impact



## FAMILY-YOUTH

- Individual Community Members
- Medical Provider
- Legal Professional
- Academic Institutions
- Community Organizations
- Neighborhoods
- Business Owners and Employers
- Resettlement Organization



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# Community Integration Model

What role should 4-H and/or Extension play in a community integration model for immigrant and refugee youth?

Share a ***framework*** you have been using?



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3

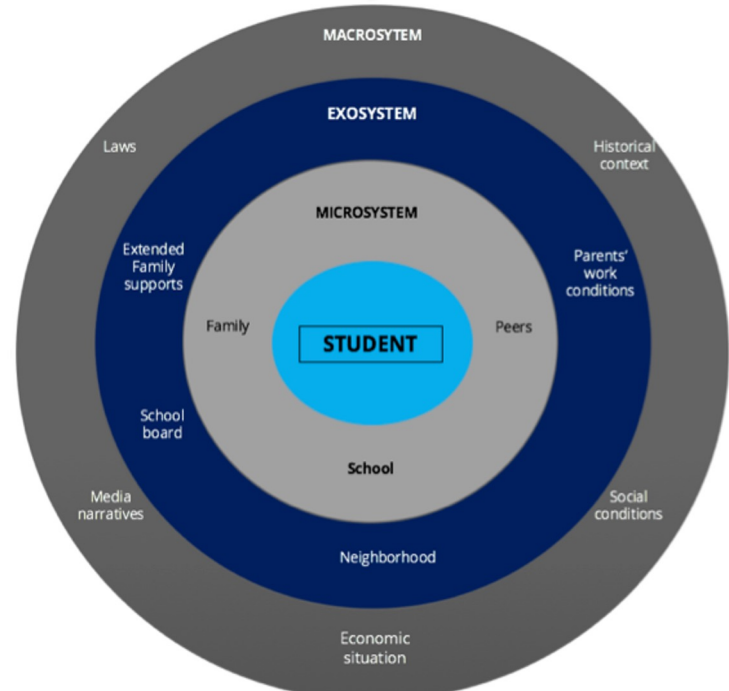
**Promising practices for  
engaging immigrant and  
refugee youth.**



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# Promising Practices

- Whole child approach
- Understand the effects of trauma in engagement
- Culturally Responsive and Intentional programming
- Engaging in Professional Developments and training to enhance understanding
- Extension as a resource
  - Create access for education and opportunities
  - Welcoming spaces



Urie Bronfenbrenner's  
Bioecological Model



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Continuously explore and learn about the community.

Figure out how Extension is necessary to the audience.



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# Fact Sheets

## Why an Equity Lens?

4-H has made a bold commitment to youth across the United States: to reflect the population demographics, vulnerable populations, diverse needs, and social conditions of the country (United States Department of Agriculture, 2017). 4-H has affirmed that we will help close the opportunity gap for marginalized youth and communities to fully thrive (Extension Committee on Organization and Policy, 4-H, 2019; National 4-H Council, 2020). Making good on these promises requires that all those working with youth in 4-H critically analyze current programs and deliver those programs through an equity lens. Administrators, professionals, volunteers, and stakeholders have a responsibility to be aware of and confront the disparities that exist within 4-H programs and in society. Doing so is critical because those who aim to develop youth without acknowledgment of and response to a young person's possible societal inequities is perpetuating injustice (Fields et al., 2018). The 4-H Thriving Model (Arnold, 2016) describes the process of positive youth development in 4-H. We should explore the 4-H Thriving Model, our national theoretical framework, with the same level of critical review to ensure it guides our work with equity and social justice at the fore.

The 4-H Program Leaders Working Group, Access, Equity, and Belonging Committee (AEBBC) has joined with the 4-H Thriving Model Taskforce to ensure this nationally adopted model is explored and utilized through an equity lens. The following fact sheet explores the Thriving Model in relation to immigrant and refugee youth.

The vast diversity of immigrant and refugee youth served by Extension professionals is robust with each sending country having distinct characteristics that can empower or hinder a program's success. The diversity of cultures within immigrant and refugee (IRY) communities requires an Extension professional first to familiarize themselves with the unique culture, social ecosystem, and history of the cultural group they plan to work with in order to ensure a level of success. An equity lens will allow an Extension practitioner to understand the specific conditions they must consider when planning to program with immigrant and refugee communities. Examples of a few such conditions are below.

## Social Conditions of Youth Population

The immigrant population includes all current U.S. residents born abroad: Naturalized citizens, green card holders, refugees, asylum-seekers, and unauthorized immigrants make up nearly 15% (15.9%) of the U.S. population (USA Facts, 2019). Twenty-three percent of the immigrant population are youth aged 5 to 17 years (10.3%). Those youth are as diverse and heterogeneous as the social communities from which they originate.

Immigrant and refugee youth exist within a unique set of social conditions different from most other vulnerable populations, resulting in exceptional challenges for Cooperative Extension (Extension) professionals. The unique social condition of these youth should be carefully considered when creating developmental settings and programs that help immigrant and refugee youth thrive. Extension staff must have the knowledge and skills to apply culturally relevant teaching strategies (Bacajinsky et al., 2014).

### Social conditions that immigrant or refugee youth may face:

- Legal status of youth and/or their family (Linton et al., 2019)
- Displacement from a country because youth have "been forced or obliged to flee or to leave their homes or places of habitual residence" due to an underlying cause(s) such as violence, lack of job security, politics, religion, climate change/environmental, adoption/foster families or economic status. (International Organization for Migration, 2022)
- Policies, programs, and institutions are oriented to serving dominant cultures
- Social isolation and social exclusion
- Poverty

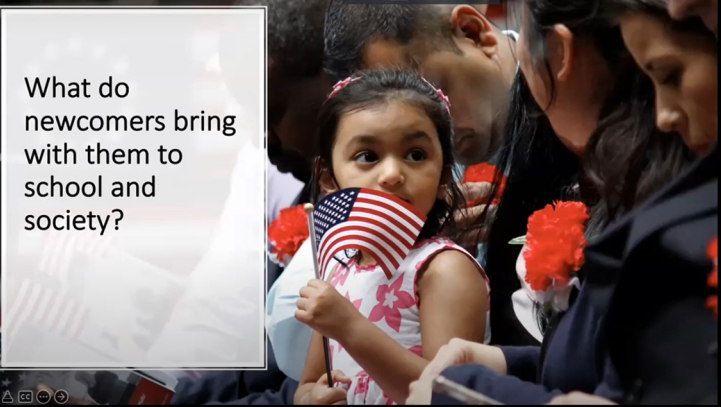
Immigrant and Refugee Youth | 2

# Webinars (7)

Working with Immigrant Youth in 4-H #1: Reimagining Approaches to Support

Press **Esc** to exit full screen

## What do newcomers bring with them to school and society?



18:01 / 1:24:32

Webinar interface showing a video player with a title slide and a grid of participants in the top right corner.

Working with Immigrant Youth in 4-H #1: Reimagining Approaches to Support New Americans

## Immigrant Youth and 4-H: Re-imagining Approaches to Support New Americans

0:00 / 1:24:32

Working with Immigrant Youth in 4-H #1: Reimagining Approaches to Support

### What are the assets/resiliencies immigrant-origin students bring to school?

- Optimism
- Models of Strong Work Ethic
- Value and Respectful about Benefits of Education
- Cohesive Extended Families
- Bilingual advantage
- Socio-emotional advantage
- Cognitive flexibility/perspective-taking
- Ability to create wealth and navigate between cultures
- Experience adapting to new conditions

Note: Immigrant-Origin Students and More than English Learners

Adapted from Corina Sudrute-Orosco

00:36 / 1:24:32

HELPING YOUTH THRIVE THROUGH AN EQUITY LENS



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FACT SHEET  
2/19



# Soccer for Success Indiana



Why and with who?



NATIONAL 4-H  
COUNCIL



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# Indiana Latino Expo

## Why and with who?



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# Imagine Science & Teen Teaching Indiana

## Why and with who?



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# Evaluation



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# Gallery walk of learnings

What is one new idea you (re)learned today that made a light bulb go off for you?

*Share examples of programs that have been successful in engaging immigrant community, parents and youth.*

*What can you do to leverage these resources?*

*Were there topics that you expecting to learn and you did not hear?*

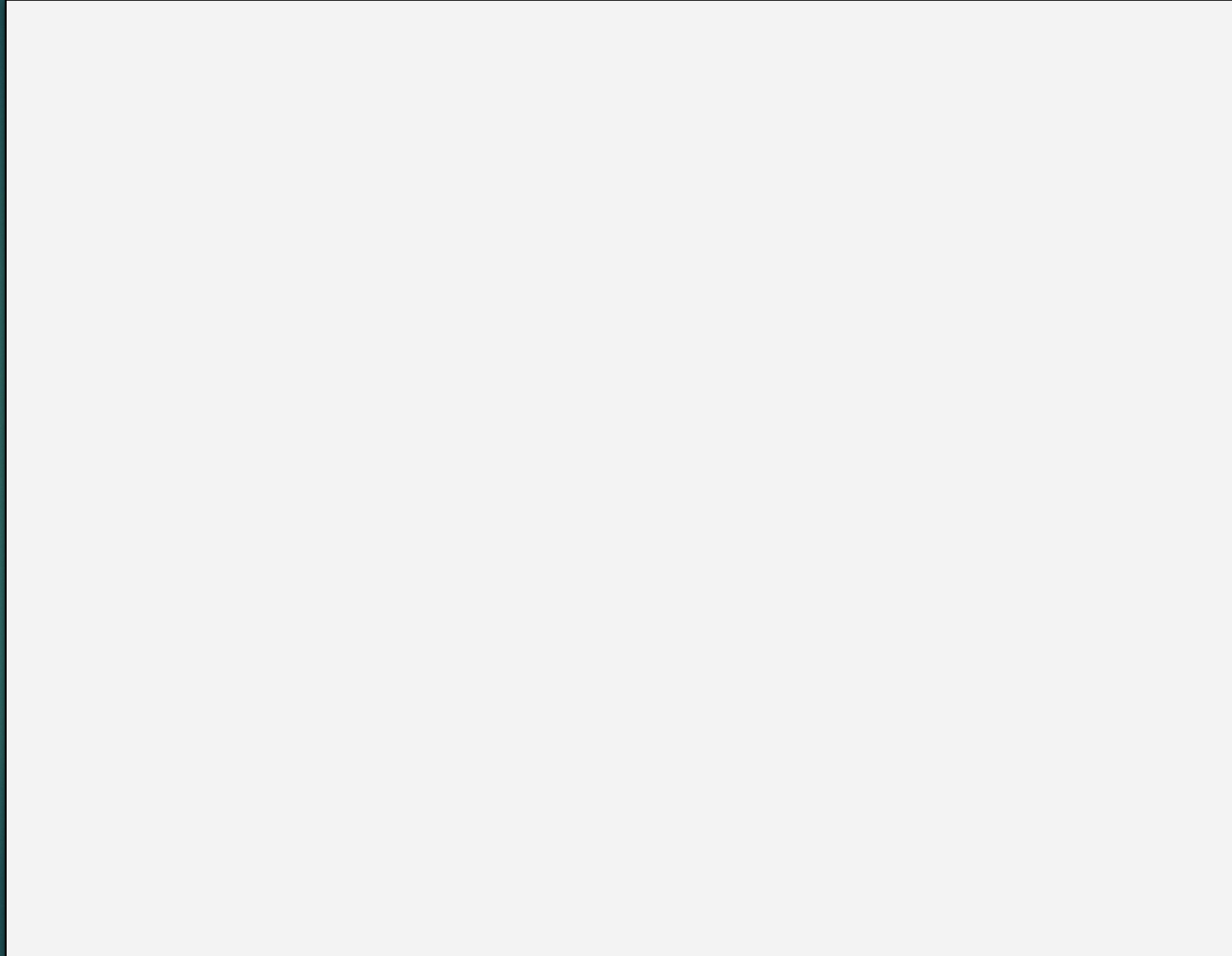


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# Poster 1



What is one **new idea** you (re)learned today that made a lightbulb go off for you?



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## Poster 2

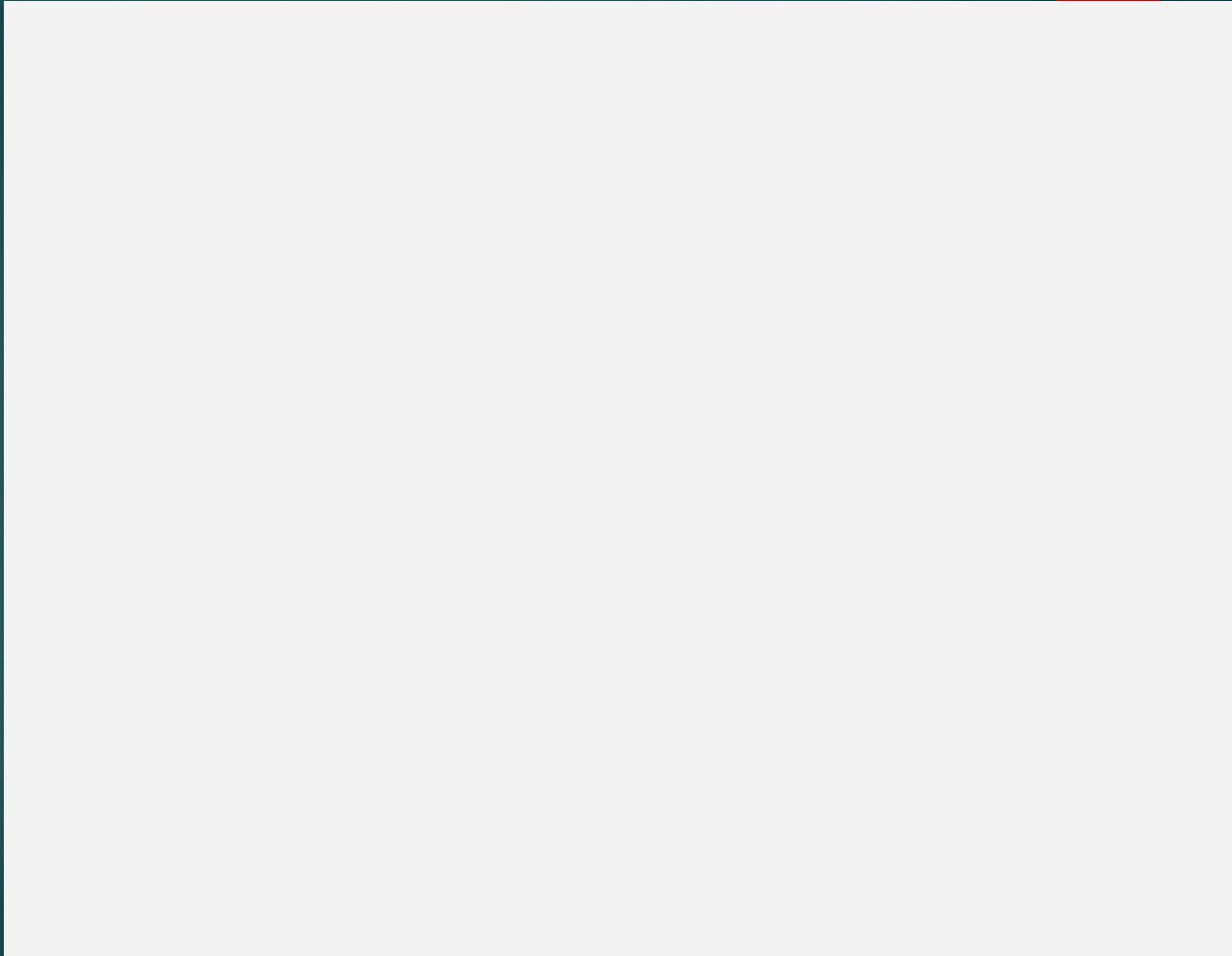
Share examples of **programs** that have been successful in engaging immigrant community, parents and youth.



# Poster 3



What can you do to  
**leverage** these  
resources?



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## Poster 4

Were there **topics**  
that you expecting  
to learn and you  
**did not hear?**



THANK YOU!



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