



# Providing Mental Health Access to Unauthorized Children and Citizen-Children of Unauthorized Parents in Durham Area Schools

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Master's Project

May 2021

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world relief   
DURHAM

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# EXECUTIVE SUMMARY

World Relief Durham (WRD) is in the process of creating an intervention program that would support the effort to provide mental health access to unauthorized Hispanic children/youth, and citizen-children of unauthorized parents in Durham area schools. This research project contains interviews with World Relief National Offices, local experts, and Durham area schools. Language, finances, needs assessments, and fear of deportation were all barriers to mental health access that interviewees identified for unauthorized students in Durham. WRD must take the following steps to improve mental health access for unauthorized children and citizen-children of unauthorized parents in Durham:

1. Close the access gaps to mental health services by becoming a mental health provider, funding mental health service sessions, and identifying mental health service needs.
2. Build community partnerships by providing trainings for Durham school social workers and getting licensed for anti-human trafficking support.
3. Assist unauthorized parents by interviewing them, providing language assistance, removing stigma surrounding mental health, and introducing community resources.
4. Gather resources for high schoolers that can be used during and after graduation.

These strategies will help build upon services that are already in place by community organizations and enhance the overall process for unauthorized children, and citizen-children of unauthorized parents to receive mental health services.

*“There is definitely limited [mental health] accessibility or help that does not come quick enough. It is complex because there are so many factors that play into these kinds of services. But one thing that World Relief could do is try to be a part of the network of care.”*

# NATIONAL CHALLENGES FOR UNAUTHORIZED IMMIGRANTS

Unauthorized populations in the United States are unaccounted for. Consequently, the deportation of unauthorized people has led to fear of any interaction with government officials and has limited their response to surveys. Unauthorized populations have limited access to public resources that makes them a vulnerable population. However, they do contribute in national and state taxes, and deserve access to social and welfare services. Until substantial policy changes are made, non-profit organizations can help fill the gap.

The Migration Policy Institute estimates 11.3 million unauthorized people living in the United States.<sup>i</sup> Of the 11.3 million people, 1.1 million people fall between the ages of 3 and 17.<sup>ii</sup> While 92% of these children and youth are enrolled in school, they are at risk of dropping out, and experiencing trauma that negatively impacts their mental and physical well-being.<sup>iii</sup> Social services are essential for migrant families that are in search of economic opportunities, family reunification, and refuge.<sup>iv</sup> In order to successfully integrate unauthorized children and citizen-children of unauthorized parents into American society, it is essential we provide social services to assist with the process.

## Political and Ethical Debate

Reducing the stressors that unauthorized children and citizen-children of unauthorized parents face in the United States is important to a healthy society. The political and ethical debate in the United States about unauthorized child immigrants has been ongoing for two decades. Earliest versions of the Development, Relief, and Education for Alien Minors (DREAM) Act, that would have made way for unauthorized children (who arrived before the age of 18) to gain legal status, were introduced to Congress in 2001.<sup>v</sup>

The failure of Congress to pass any proposed DREAM Act led to President Obama's executive order in 2012 known as the Deferred Action for Childhood Arrivals (DACA). DACA allows for a subset of unauthorized people, who now ranging in age from mid-20s to late 30s, to stay in the United States, get work permits, and obtain healthcare through employers if they meet several requirements.<sup>vi</sup> DACA and proposed DREAM Acts demonstrate the importance of assisting unauthorized children in the United States. They deserve rights, and this acknowledgement sets precedent to the policy work that needs to be done to help a vulnerable population.

## National Economic Debate

There are also economic reasons to provide social services to unauthorized children. Unauthorized immigrants contribute to payroll taxes and sales taxes in the U.S. economy <sup>vii</sup>, a reported \$20.1 billion in 2018.<sup>viii</sup> In a 2017 report released by the Institute of Taxation and Economic Policy unauthorized immigrants contributed \$277,402,000 in state and local taxes to the state of

North Carolina.<sup>ix</sup> Despite the large contribution that unauthorized immigrants provide, the resources they have access to are limited.<sup>x</sup> It is important to reciprocate the benefits that they provide to the economy and one way to do so is by providing social and welfare services to unauthorized children and youth.

## The Need for Mental Health Services

Immigrant children and citizen-children of unauthorized parents in the United States face many challenges. The American Psychological Association (APA) lists “the immigration process, acculturation, psychological acculturation, behavioral acculturation, intergenerational conflicts, employment problems, traumatic experiences, and discrimination and racism” as some of the major mental health challenges for immigrants regardless of their time in the United States.<sup>xi</sup> In addition to facing these challenges, unauthorized children and citizen-children of unauthorized parents face a greater number of distinctive traumatic experiences. The APA attributes the negative health of unauthorized children and citizen-children of unauthorized parents to also include “immigration raids in their communities, arbitrary stopping of family members to check their documentation status, being forcibly taken or separated from their families, returning home to find their families have been taken away, placement in detention camps or the child welfare system, and deportation.”<sup>xii</sup> These traumatic experiences caused by anti-unauthorized migrant policy negatively impact the mental health and well-being of children who have very little control of the situation they are placed in.

Unauthorized children are usually unaware of their status, and typically find out in their youth when they seek community integration through job applications, driver’s license application, or aspirations of higher education. Despite the acknowledgement by DACA, proposed DREAM Acts, and the APA reports on the hardships that unauthorized children and youth face in the United States, it is difficult to bridge the gap between the mental health services and social welfare services that these children desperately need. Unauthorized immigrants generally “mistrust government agencies, lack access to providers that speak other languages [or are from] a similar culture, and do not believe that they can be helped through mental health treatment [because of the stigma towards mental healthcare].”<sup>xiii</sup> Frequently more worried about food insecurity, housing instability, or debt, mental healthcare does not get the attention it deserves.<sup>xiv</sup>

*“Even though we try to get to every student, we don’t always get to each one because the demands are higher than the number of social workers, counselors, and graduation coaches that are assigned to them.”*

# WRD AND UNAUTHORIZED YOUTH IN DURHAM

WRD is a non-profit organization providing support to immigrant, refugee, asylee, and Special Immigrant Visa (SIV) populations resettled in the Durham, North Carolina area. Currently, the organization supports these immigrant populations in three main areas: Refugee Resettlement, Refugee and Immigrant Youth Services (RIYS), and Immigration Legal Services. Though WRD has been in operation since 2007, it began to offer youth services through RIYS in January of 2019. WRD would like to expand youth programs to meet the needs of both refugees and immigrants but has traditionally focused on refugee youth. Current programming is for non-Spanish speaking children and youth in the Durham area schools. However, in the next few years the WRD RIYS team is looking to expand programming to include Spanish-speaking children and youth immigrants.

WRD can contribute to the well-being of a portion of the 30,000 unauthorized children and youth that are enrolled in North Carolina schools.<sup>xv</sup> As an organization that is knowledgeable and experienced in assisting to remove the intergenerational barriers that resettlement families face, they can lead the way in improving conditions for unauthorized children and citizen-children of unauthorized parents in the local school district. In a May 2020 research study done by Maria Ramirez for WRD, interviews she conducted with student providers in the Durham Public School District showed that there is a need for mental health services amongst Spanish speaking immigrants. This research paper focuses on findings from interviews conducted with local school administrators and local mental health providers that work with unauthorized students. Recommendations are provided to WRD to narrow the knowledge gap on how unauthorized children and citizen-children of unauthorized parents can be supported.

## Barriers to Mental Health Access of Unauthorized Students in Durham

Durham school social workers and local mental health experts provided the following as barriers to mental health access and barriers to success for unauthorized students and unauthorized citizen-children in Durham:

- *Trust:* Due to fears of deportation, unauthorized families rarely ask Durham area schools for help and reject referrals for youth and family services by the school system.
- *Type of Therapy:* Therapy services in Durham area schools are geared towards student academic success. However, unauthorized students require therapy that pertains to additional areas of their lives.

- *Language Barriers:* Not having Spanish-speaking mental health specialists limits the opportunities for unauthorized students to feel comfortable with receiving mental health care. Additionally, parents that do not understand English are unable to process information that is provided about mental health services by Durham area schools.
- *Financial Barriers:* Unauthorized students may be uninsured or underinsured, preventing them from being able to afford mental health services.
- *Waitlist:* Unauthorized children must wait an average of four to six weeks to receive mental health services. Current providers in the Durham area do not have the capacity to provide bilingual mental health specialists.
- *Identification:* Durham area schools find it difficult to identify all unauthorized students that need mental health therapy sessions.
- *Stigma:* Stigma surrounding mental health makes it difficult for unauthorized parents or students to want or ask for therapy.
- *Newly Arrived:* Newly arrived unauthorized students must deal with a new culture, long work hours by family members they moved in with, separation from their family, fractioned families, pressure to succeed in the United States, desire to send money back home, and poverty. Mental health care is less of a priority in the face of multiple challenges.
- *Teenage Circumstances:* Unauthorized students that find out their status in high school have a difficult time finding support. They become aware of not being able to get a job, driver's license, medical services, and legal services. This may prevent them from seeking any medical services.
- *Discrimination:* Unauthorized students must deal with verbal misinformation about their status, human trafficking, and horrible media and community perceptions. Intergenerational trauma also exists because the fear of deportations can lead to feelings of alienation in many children.

*“Parents who are undocumented might have misconceptions of school or because they don’t speak the language, they do not come to us when children are struggling or when they are struggling. You just don’t see a lot of participation from undocumented families in the school.”*

# FINDINGS AND ANALYSIS

## Mental Health Programs of World Relief National Offices

### *Program Overviews*

The Aurora Dupage Office of World Relief has provided mental health services for 25+ years. While the program initially focused on refugee services, it has since expanded to include immigrants in the past two years. The office incorporated the immigrant population into their services because the needs are similar for clients that require help addressing issues such as trauma, finance, cultural adjustment, and foreign-born struggles. Mental health services are categorized into short-term, mid-term, and long-term interventions that depend on client needs. The Mental Health Department of Aurora Dupage World Relief employs three people. One manager who provides counseling, one full-time therapist, and one senior service specialist who works with clients that are 65+. Additionally, the office has three interns. One is a master's level intern who helps with administrative tasks, and two that are masters level therapists. Additionally, the office is in the process of adding a child and adolescent licensed family therapist to the team as a full-time hire. Currently, the Aurora-Dupage office does not provide mental health services to unauthorized clients because of funding limitations. Additionally, not many unauthorized families are comfortable sending their children to the youth and services program despite school referrals.

In contrast, the TRIAD Office opened a Health and Wellness Program in 2016 that serves unauthorized immigrants. They employ three staff members that include a therapist, a health and wellness manager, and a health and wellness case coordinator. The program incorporates therapy services and case resources. Direct therapy services are provided for individuals and families, using the RHS 15 health screener at 1-, 3-, and 6-month period for preventative therapy measures. Additional referrals are made by community organizations, especially those working with domestic violence clients. More than half of the clients that they work with are unauthorized immigrants.

### *Eligibility and Funds*

Funds are an important factor in whether it is feasible for unauthorized clients to receive mental health therapy sessions from World Relief Offices. Due to limitations of federal, state, and local government funding, immigration status can prohibit World Relief Offices from serving all immigrant populations. Private funding is an alternative that can help alleviate this barrier and provide access to mental health services for unauthorized clients.

At the Aurora-Dupage Office the client intake informs which funds will be used to serve the client. SIV Visa clients and Asylees fall into refugee funds, and mental health services provided to all other immigrants come from a separate grant. They can serve clients for free that have immigrated within five years, meet the grant eligibility requirements, and need mental health services. The department receives referrals from other client services departments in the Aurora Dupage World



Relief Office, family members, or the health department. Grants received by the department are federal and state grants, their largest grant is portioned to last three years, while the smaller ones come from the Illinois state government. Government grants limit them from serving unauthorized clients.

Funds at the TRIAD Office are more flexible for spending on unauthorized clients because their mental health services are publicly and privately funded. The public grant they use is called the Preferred Communities grant. This grant is limited and cannot be used to provide unauthorized clients mental health services. Due to these limitations, they receive additional grants from local private donors. These help to remove any limitations on immigrants the therapists can work with, making therapy services more accessible and affordable for unauthorized clients.

### **Children and Youth**

The youth services department in Aurora Dupage's World Relief Office is similar to WRD. They provide parent orientation for schools and city and state childcare practices. Their primary role is to introduce parents to the school system and local parenting laws. They then become a liaison with the school district and advocate on behalf of the children. Additionally, the youth services program hosts a social emotional and mental health (SEMH) program for students in elementary and middle school. The SEMH program focuses on reading, art projects, and games. The middle school program focuses on soccer. Although there is a demand for children and youth to receive mental health services, the mental health department exclusively works with family services at the Aurora Dupage World Relief Office. Children cannot be seen separately, and sessions are not fully confidential because a parent, legal guardian, or older sibling who knows the child best is present. Referrals for children are made by school social workers or teachers who notice behavioral issues and need an external organization to connect with the child due to barriers such as language and immigration-associated mental health trauma.

The mental health services staff at the TRIAD office works closely with their youth mentoring department. This World Relief office is unique because of its proximity to the Newcomer School in High Point and Greensboro that hosts students with low levels of English until they are prepared for local school integration. TRIAD's partnership with the Newcomer School allows them to provide mental health services directly to students above the age of 13. Children that are younger, and 13+ with severe trauma are referred out. More than half of the clients that they work with are unauthorized immigrants. They have built an affordable sliding scale fee using federal poverty guidelines. Sessions can cost between \$30 to \$0. Additionally, throughout the duration of the novel Coronavirus-19 disease, teletherapy has been provided at no cost to clients. The TRIAD office markets their health and wellness program to include unauthorized immigrants. Their previous community partnerships with local agencies like medical providers, and community clinics makes it easier for them to market to unauthorized community members.

## Mental Health Programs of Durham Area Schools

### *Mental Health Program and Staff*

Durham schools offer colocated mental health services. Partnering mental health agencies are assigned schools based on their proximity. Currently, six providers are a part of this program. Once a referral is made to a provider by a social worker, schoolteacher, or pediatrician the school will contact parents within 48 hours. Parents will be informed that a mental health assessment needs to be conducted with their child and coordinate with them to make an appointment.

Durham school staff that work closely with students and families to provide social services include a lead mental health specialist, social workers, and ESL graduation coaches. They play a large role in assisting unauthorized children and citizen-children of unauthorized parents receiving mental health therapy.

The primary goal of social workers in the Durham area schools is to eliminate barriers to education. They do so by working with students, parents, and community agencies to assess limiting factors that might get in the way of a child receiving education. They try to use evidence-based practices in a culturally sensitive way that will help students succeed. Additionally, they strive to develop trusting relationships between the schools and families to provide a space for help and guidance.

ESL graduation coaches support students on their path to high school graduation and immediate goals following their completion of high school. Coaches use their social work, psychology, and counseling skills to offer high-quality case management to students. They assist with newcomers, long-term ESL students, students that have never been English Language Learners (ELL) or who have exited the ELL program. Their primary goal is to connect with the students on an emotional level and get to know the priorities of each of their students. Additionally, coaches have a smaller case load that allows them to get to know their students better. The ESL coaches interviewed for this research project spoke Spanish and can relate to students because of their own personal immigrant backgrounds. These factors allow them to build a trusting relationship with students, understand what the families are going through, and advocate for student needs.

### *Eligibility and Funds*

Collocated mental health service partners are required to provide one pro-bono mental health therapy session for every ten students they see. Most providers will do additional sessions for uninsured students. Despite the high demand for services, this is becoming unsustainable because the partnering agencies are at capacity. However, they will rarely turn away any student who is in need. Children that are unauthorized may be referred out to the U.S. Committee for Immigrants and Refugees (USCRI). USCRI therapists are in Raleigh but come to Durham to see the children. El Futuro

also provides therapy sessions for unauthorized students. Due to waitlists students are not guaranteed timely therapy sessions at local agencies.

### **Referral Process**

Social workers and coaches will refer students to the collocated mental health services provided by Durham area schools. Social workers find collocated mental health services easier to facilitate because therapists come to the schools. Uninsured and unauthorized students can be referred by social workers, and there is no cap on the number of students they can ask to receive mental health therapy. Social workers and coaches will also provide additional service referrals to unauthorized families. For example, if an unauthorized parent is a victim of a crime, they will help them to apply for a U Non-immigrant Status Visa, other legal status options, parent mental health, and familiarity with school environments in North Carolina. However, it is difficult for social workers to build a comfort-level where unauthorized parents trust them.

## **Mental Health Programs of Local Experts**

### **Program Overviews**

U.S. Committee for Refugee Services (USCRI) Raleigh office provides refugee resettlement services that include housing, medical care, job training, ESL training, mentoring, food security, legal aid, and mental health. They are also a reference organization for the State of North Carolina for unaccompanied minors. USCRI Raleigh is part of a parent organization that has eleven offices across the United States and two in Central America. The USCRI Raleigh youth mental health program began four and a half years ago and serves all Counties that surround Wake. Mental health treatments include children with depression, anxiety, PTSD, family stress, self-esteem issues, and complex trauma. The organization has two licensed clinicians. The comfort level of their clinicians is high when working with unauthorized children. They have had plenty of years working with Latino students and have a biracial clinical supervisor that has lived overseas and is aware of the cultural context in which the children are coming from. USCRI serves as case managers for children to connect them with mental health services, clothing, and ESL support. Children are normally referred to USCRI through school systems and school social workers. Two slots are set aside for children with no insurance.

El Futuro started in Carrboro and has been operational for sixteen years. The organization provides direct practice therapy and psychiatry services to anyone that is above the age of six. These services include clinical therapy for individuals, family, and groups, psychiatry to provide medication and evaluations, and house case management programs to help clients connect to community programs. Their work is specifically targeted to communities that are underserved and they try to serve all patients that reach out to them. Their staff is bicultural, and 95% of their staff speak Spanish. El Futuro provides mental health services for unauthorized students, and for unaccompanied minors as long as they are with the guardian they are housed with. Prior to the novel Coronavirus-19 disease the organization had a formal relationship with Durham schools for referrals of students at

risk of suspension. However, no formal referral process is in place right now. Durham schools can give a notification to El Futuro about a student, but a parent or guardian needs to bring in their child to get an initial evaluation.

### *Eligibility and Funds*

USCRI is funded through their parent organization, State Department grants, and private donations. The private grants are through the Duke Foundation and Oak City Private Foundation. The organization recently received a private grant that allows them to work with unauthorized children, and unaccompanied youth. All mental health sessions are free unless Medicaid can cover the cost. Similar to the TRIAD World Relief office, USCRI is able to provide mental health services to unauthorized populations through private grants. Two-thirds of their clients are unauthorized and between the ages of 5-18. However, USCRI does not find out about the status of referrals until they ask for insurance information. USCRI therapists have also been trained by El Futuro to provide culturally sensitive therapy.

El Futuro is funded through statewide partnerships, Medicaid, and grants that focus on Durham schools. The organization does not ask for immigration status. Unauthorized clients can receive services because El Futuro partners with Alliance Care, a branch of the Managed Care Organization that receives funds from the federal and state government for uninsured individuals. Additionally, they make sure that clients can receive free services through their group-specific contracts. For example, they partner with the Juvenile Justice Crime Prevention to provide free mental health services for adolescents and youth that are considered at risk.

*"I haven't been provided with resources or specific training [for working with unauthorized students and parents]. It's sad to say. There are people willing to learn, it just hasn't happened...I'd personally be willing to participate, and I think social workers, and our core guiding principles should make us [social workers] willing to participate in such a training."*

# RECOMMENDATIONS

## Closing Access Gaps to Mental Health Services

### *Becoming a Mental Health Services Provider*

WRD should become a provider for mental health services for unauthorized students in Durham area schools. This would help shorten the four to six week waiting period that unauthorized students currently face when accessing mental health services. In order for this to be successful WRD must hire Spanish-speaking and culturally sensitive therapists. This will be most beneficial for unauthorized students that need therapy beyond factors that influence school success. Additionally, WRD should have these therapists attend La Mesita, trainings that are provided by El Futuro for mental health specialists to become culturally aware of the issues that their Spanish-speaking clients face in Durham.

### *Funding Mental Health Service Sessions*

WRD should help to alleviate the co-pay associated with mental health therapy sessions. To accomplish this WRD can seek out private grants that have no barriers on the immigration status of clients, build relationships with Managed Care Organization to provide services that are free for uninsured students, and work with Durham County to request funding through the Integrated Payment and Reporting System (IPRS). Alliance Care can also be contacted any time WRD is working with an uninsured child. Alliance Care provides a way for parents, and social workers who are working with an uninsured child to provide services that are local.

### *Identifying Mental Health Service Needs*

WRD must advocate for the mental health service needs of unauthorized students. Durham area schools are unable to identify all unauthorized children, and citizen-children of unauthorized parents that need mental health services. WRD must provide in-classroom assistance with Spanish-speaking translators to identify students that need mental health services. Translators can provide academic assistance and should be trained to identify students with mental health needs and be able to refer them to WRD's mental health services program. Joining the network of care that helps identify student needs will be of great value to social workers and coaches in Durham area schools.

## Community Partnerships

### *Trainings for Durham Schools Social Workers*

WRD must provide trainings for Durham school social workers. Trainings should cover best practices for supporting Spanish-speaking unauthorized families. WRD can collaborate with El Futuro and the Durham schools lead mental health specialist to provide these trainings. Additionally, this will help spread ideas and resources that are already in use by Durham area social workers to support unauthorized families.

## Getting Licensed for Anti-Human Trafficking Support

WRD must join the TRIAD World Relief Office in getting licensed for an anti-human trafficking curriculum for children. The anti-human trafficking department at the TRIAD office is also a referral source for their mental health services. They are in the process of getting licensed for “LOVE146 Not a Number” anti-human trafficking curriculum for children. Unauthorized children face vulnerabilities that may place them in a position to be trafficked or exploited.

## Assistance for Unauthorized Parents

### Interview Parents

A part of the methodology in this research project was to interview parents. Due to the novel Coronavirus-19 disease interviews were to be conducted remotely via Zoom. It is possible that some parents did not volunteer to participate due to their immigration status and general lack of comfort with social services in North Carolina. Interviews with parents are still necessary to add valuable recommendations to this project. WRD must reach out to parents and conduct either one-on-one interviews or focus group interviews with unauthorized parents to learn about their needs as they pertain to mental health services for their children. Reference [Appendix A](#) for outreach template and interview guide.

### Language Assistance and Removing Stigma

WRD must be able to communicate with parents in Spanish. This is important for Spanish-speaking unauthorized families to learn about mental health services and the options that are available to their children. WRD can co-host parent information sessions about mental health services that are provided by Durham schools and help to clarify questions that parents may have. This will help to build a trusting relationship with parents and help to reduce the stigma surrounding mental health. WRD can also facilitate face to face meetings with parents, social workers, and teachers to advocate for the needs of unauthorized students and citizen-children of unauthorized parents.

### Community Resources

WRD must provide case management services to unauthorized parents. This can include references to community resources like the literacy center, domestic violence shelter, financial assistance to pay for bills, and food pantries.

*“They’re [middle schoolers] cognizant of stigma against unauthorized individuals, and it’s at a weird age where they’re trying to process and make sense of it.”*

## Resources for High Schoolers

WRD must include unauthorized students and citizen-children of unauthorized parents in the WRD RIYS Mentorship Program. Sessions for unauthorized students should cover job opportunities for unauthorized students after high school, funding options for college, and ways to make future plans regardless of immigration status. WRD can provide the North Carolina Hispanic College Fund, the LatinxEd College y Consejos, and [somuchoptential.org](http://somuchoptential.org) as tools for students in the sessions.



# APPENDICES

## APPENDIX A: Interview Material for Parent Outreach, Consent, and Questions

### Phone Transcript for Recruitment of Parents

#### English

Hello, my name is Natasha Luther, and I am calling on behalf of World Relief Durham, a refugee and immigrant resettlement organization. Can I please speak with (WRD Client Name)?

Hi, my name is Natasha Luther. I am calling on behalf of World Relief Durham, a refugee and immigrant resettlement organization that works in the Durham area. I work as an intern in their youth services department. We are currently conducting a research project about the needs of Hispanic children in the Durham area. Our goal is to understand the barriers that immigrants face in accessing mental health services because of their status. I spoke with Kjerstin Lewis, from the legal services department of World Relief Durham and she gave me your number. She told me that you might be interested in speaking with me about your experience in Durham. Would you be interested in participating in an interview?

[If yes] Great, thank you. The interview will last 45 minutes to an hour, and you will receive a \$19 gift card from Target. We can do the interview via Zoom or by phone. Which would you prefer?

When is a good time for you?...Thank you! I will speak with you (Time/Date).

[If no] No worries, thank you for your time! Have a good day.

#### Spanish

Hola, soy Natasha Luther, y estoy llamando en nombre de World Relief Durham, una organización que apoya refugiados e inmigrantes. ¿Puedo hablar con (nombre del cliente WRD)?

Hola, soy Natasha Luther. Yo trabajo con World Relief Durham, una organización de reasentamiento de refugiados e inmigrantes que trabaja en el área de Durham. Específicamente, trabajo en el departamento de servicios jóvenes. Estamos haciendo un proyecto de investigación sobre las necesidades de los niños hispanos en el área de Durham. Nuestro objetivo es entender las barreras a las que se enfrentan los inmigrantes para utilizar los servicios de salud mental. Hablé con Kjerstin Lewis, del departamento de servicios legales de World Relief Durham y me dio su número. Me dijo que a Ud. interesaría hablar conmigo sobre su experiencia en Durham. ¿Le gustaría participar en una entrevista?

[En caso afirmativo] Excelente, muchas gracias. La entrevista durará 45 minutos a una hora, y ud. recibirá una tarjeta de regalo de \$10 de Target. Podemos hacer la entrevista a través de Zoom o por teléfono. ¿Cuál prefiere ud.?

¿Cuándo es un buen momento para ud.?... ¡Muchas Gracias! Hablaré con usted (Hora/Fecha).

[Si no] No problema, muchas gracias por su tiempo! Que tenga un buen día.



## Written Consent for Parent Interviews

**Key Information and Introduction:** This research study is conducted by Natasha Luther, Master of Public Policy student at Duke University Sanford School of Public Policy and Intern at World Relief Durham

World Relief Durham (WRD) is a non-profit organization providing support to immigrant, refugee, asylee, and Special Immigrant Visa (SIV) populations resettled in the Durham, North Carolina area. Currently, the organization supports these immigrant populations in three main areas: Refugee Resettlement, Refugee and Immigrant Youth Services (RIYS), and Immigration Legal Services. Though WRD has been in operation since 2007, it began to offer youth services through RIYS in January of 2019. WRD would like to expand youth programs to meet the needs of both refugees and immigrants but has traditionally focused on refugee youth. This study aims to answer the question “What would be the characteristics of an effective World Relief Durham intervention program focusing on the mental health of unauthorized Hispanic children/youth, and citizen-children of unauthorized parents in the Durham Public School District?”

### **What will I be asked to do?**

If you agree to take part in the study, you will be interviewed, via Zoom or over the phone, by one or two interviewers. We will ask you questions related to the study. The total amount of time you will spend being interviewed is about 45 minutes to one hour. Participation in the survey is completely voluntary. You may refuse to answer any of the questions, and you may stop your participation at any time for any reason. The session will be audio recorded. If you refuse to be recorded, please let me know so that we can discontinue consent at this time.

### **Confidentiality:**

All data and recordings will be stored in a secure, online cloud-based storage system. In the final report, you will be referred by your job role (i.e. counselor, social worker, outreach coordinator, parent) and organization (i.e. local schools, Durham resident, organization name). However, there is always the possibility that someone who knows you very well might be able to identify you and your statements through this research.

### **Public and future use:**

When I am done gathering information, I will write a report and I will give it to World Relief Durham. In addition to WRD, data from this study, without personal identifiers to you, may be made public or used for future research purposes. This is integral to the research process as it allows other researchers to verify results and avoid duplicating research.

### **Voluntariness:**

Any decision you make will have no effect on current or future services you/your family receive through World Relief Durham.

### **What should you do if you have questions about the study?**

Please contact Natasha Luther ([natasha.luther@duke.edu](mailto:natasha.luther@duke.edu)) or Rob Callus ([rcallus@wr.org](mailto:rcallus@wr.org)) with general questions. For questions about your rights as a research participant, please contact the Duke Human Subjects Protection Committee at [campusIRB@duke.edu](mailto:campusIRB@duke.edu).

### **Thank you for your willingness to participate in the study.**

To confirm your understanding of the information above, please sign below:

*Please keep a copy of this document in case you want to read it again.*

## Written Consent for Interviews - Spanish

**Información e Introducción Importante:** Este estudio de investigación es realizado por Natasha Luther, una estudiante de maestría en Política Pública con la Universidad de Duke y pasante en World Relief Durham

World Relief Durham (WRD) es una organización que apoya inmigrantes, refugiados, asilados y Visas especiales de inmigrante (SIV) reasentadas en el área de Durham, Carolina del Norte. Actualmente, la organización apoya a estas poblaciones inmigrantes en tres áreas principales: Reasentamiento de Refugiados, Servicios para Jóvenes Refugiados e Inmigrantes (RIYS) y Servicios Legales de Inmigración. WRD ha estado en funcionamiento desde 2007, y comenzó a ofrecer servicios juveniles a través de RIYS en enero de 2019. WRD desea ampliar los programas de juventud para satisfacer las necesidades de los refugiados como de los inmigrantes, pero tradicionalmente se ha centrado en los jóvenes refugiados. El objetivo de este estudio es responder a la pregunta "¿Cuáles serían las características de un programa efectivo de intervención de World Relief Durham que esta realizada en las escuelas y se centra en la salud mental de niños/jóvenes hispanos que no son autorizados y ciudadanos-hijos de padres que no son autorizados?"

### ¿Qué se me pedirá que haga?

Si acepta participar en el estudio, será entrevistado, a través de Zoom o por teléfono, por uno o dos entrevistadores. Le haremos preguntas relacionadas de el estudio. La entrevista va a durar aproximadamente 45 minutos a una hora. Su participación en la entrevista es totalmente voluntaria. Usted puede negarse a responder a cualquiera de las preguntas y puede detener su participación en cualquier momento y por cualquier motivo. El audio de la entrevista será grabada. Si usted quiera que no será grabada, por favor notificarme para que podamos suspender el consentimiento en este momento.

### Confidencialidad:

Todos los datos y grabaciones serán mantenida en un sistema seguro en almacenamiento en la nube. En el informe final, usted será referido como su puesto de trabajo (por ejemplo: consejero escolar, trabajador social, coordinador de alcance, o padre de un estudiante) y organización (por ejemplo: las escuelas, residente de Durham, nombre de la organización). Sin embargo, siempre existe la posibilidad de que alguien que se conozca muy bien pueda identificarle a usted y a sus declaraciones a través de esta investigación.

### Uso público y futuro:

Cuando termine de reunir información, escribiré un informe y se lo daré a World Relief Durham. Además de WRD, los datos de este estudio, sin identificadores personales de usted, pueden ser públicos o utilizado para investigaciones en el futuro. Esto es un parte integral del proceso de investigación, ya que permite a otros investigadores verificar los resultados y evitar la duplicación de la investigación.

### Voluntariedad:

Cualquier decisión que tome no tendrá ningún efecto en los servicios actuales o futuros que usted/su familia reciba a través de World Relief Durham.

### ¿Qué debe hacer si tiene preguntas sobre el estudio?

Póngase en contacto con Natasha Luther ([natasha.luther@duke.edu](mailto:natasha.luther@duke.edu)) o Rob Callus ([rcallus@wr.org](mailto:rcallus@wr.org)) con cualquier pregunta. Para preguntas sobre sus derechos como participante en la investigación, póngase en contacto con el Comité de Protección de Asuntos Humanos de la Universidad de Duke [campusIRB@duke.edu](mailto:campusIRB@duke.edu).

**Muchas gracias por su disposición a participar en el estudio.**

*Guarde una copia de este documento en caso de que desee leerlo de nuevo.*

## Oral Consent for Parent Interviews

My name is Natasha Luther, and I am a student at Duke University doing a research study for World Relief Durham. I am also an intern with the organization, and work with their Youth Services Department. The purpose of my research study is to see how World Relief Durham can provide mental health access and support to unauthorized children and citizen-children of unauthorized parents in Durham.

With your permission, I would like to interview you. It will take about 45-60 minutes. During the interview I will not ask for your name, or the name of any family members.

I would like to audio record the interview to make sure that I have all of your responses when I write my report. The audio recording will be saved on a private server that only I can access. It will not be shared with anyone else. If you do not want to be audio-recorded, please let me know and we can discontinue participation.

When I am done gathering information, I will write a report and I will give it to World Relief Durham. If this information be made public, your information will remain confidential because no names will be mentioned in the report.

Thank you for participating in this interview. It will help World Relied Durham learn about the mental health needs of unauthorized children, and citizen-children of unauthorized students. To thank you for your time, you will receive a \$10 Target gift card at the end of the interview. I will ask each of you to sign a receipt to confirm that you recieved the gift card. I will give the receipt to the accounting office for record keeping purposes only.

There are no known risks associated with this research. There are no known benefits. Participation is completely voluntary. Any question can be skipped and the interview can be stopped at any time for any reason. Any decision you make will have no effect on current or future services you or your family receive through World Relief Durham.

I will give you a card with my information so that you can reach me at any time with questions. You can email me or send a text or WhatsApp message.

Do you have any questions for me? You can also ask questions at any time during the interview.

## Interview Protocol with Parents

### **English** [Read "Oral Consent for Parent Interviews"]

1. How long have you lived in Durham?
2. What grade is your child/children in?
3. How well connected do you feel to the teachers and staff at in the school that your child(ren) attend?
4. Are you comfortable speaking with them about your child's grades?
5. Are you comfortable speaking with them about your child's behavior?
6. What are the successes that your child has had in school?
7. What are the challenges that your child is facing in school?
8. Has your child had behavioral challenges at home or school, if so, could you please describe the challenges?
9. Would you associate the behavioral challenges with any stressors that may affect their mental health?
10. Have you been able to address the [mental health] challenges that your child's been facing at home?
11. Has your child's teacher or other school staff offered guidance on how to help your child?
12. What support has been the most useful in supporting the education and health of your child(ren)?
13. What do you think the barriers are to accessing mental health services? Probe: How has language impacted your ability to access mental health services for your child?

### **Spanish** [Leer "Consentimiento oral para entrevistas a los padres"]

1. ¿Por cuánto tiempo ha vivido en Durham?
2. ¿En qué grado está su(s) hijo(s)?
3. ¿Qué tan bien conectados Ud. se siente con los maestros y el personal de las escuelas en la area de Durham, a las que asiste su(s) hijo(s)?
4. ¿Se siente cómodo hablando con ellos sobre las calificaciones de su(s) hijo(s)?
5. ¿Se siente cómodo hablando con ellos sobre el comportamiento de su(s) hijo(s)?
6. ¿Cuáles son los éxitos o triunfos que su hijo(s) ha tenido en la escuela?
7. ¿Cuáles son los que su(s) hijo(s) enfrenta en la escuela?
8. ¿Ha tenido su hijo dificultades para el comportamiento en el hogar o en la escuela, si es así, podría describir los desafíos?
9. ¿Asociarías los desafíos conductuales con algún factor de estrés que pueda afectar su salud mental?
10. ¿Ha podido reducir los desafíos, de salud mental, que su hijo ha estado enfrentando en casa?
11. ¿El maestro o el personal de las escuelas ha ofrecido orientación sobre cómo ayudar a su hijo?
12. ¿Qué apoyo ha sido el más útil para apoyar la educación y la salud de su(s) hijo(s)?
13. ¿Cuáles cree que son las barreras para acceder a los servicios de salud mental? Sonda: ¿Cómo ha afectado el idioma su capacidad para acceder a servicios de salud mental para su hijo?

## APPENDIX B: Interview Material for Outreach, Consent, and Questions

### E-mail Transcript for Recruitment of School Counselors and Social Workers

Dear [Name]

I hope this message finds you well. My name is Natasha Luther, and I am an intern for World Relief Durham's (WRD) Refugee and Immigrant Youth Services (RIYS). I am also a current graduate student at Duke University's Sanford School of Public Policy. As a part of my Master's Project, I am supporting RIYS in gathering information about the mental health needs and access of unauthorized children, and citizen-children of unauthorized parents in the Durham area. In order to complete my research, I will be interviewing up to four school counselors and social workers who work with immigrant youth and can offer a unique perspective on how RIYS can better shape its program to fit the needs of this group. Knowing that you work closely with WRD and this group of students, would you be available for a 45-60 minute interview? If so, please let me know the best time for you. Some suggested times are below for your reference.

[Insert availability]

Best wishes,

Natasha

*WRD Signature*

## Written Consent for School Counselor and Social Worker Interviews

**Key Information and Introduction:** This research study is conducted by Natasha Luther, Master of Public Policy student at Duke University Sanford School of Public Policy and Intern at World Relief Durham

World Relief Durham (WRD) is a non-profit organization providing support to immigrant, refugee, asylee, and Special Immigrant Visa (SIV) populations resettled in the Durham, North Carolina area. Currently, the organization supports these immigrant populations in three main areas: Refugee Resettlement, Refugee and Immigrant Youth Services (RIYS), and Immigration Legal Services. Though WRD has been in operation since 2007, it began to offer youth services through RIYS in January of 2019. WRD would like to expand youth programs to meet the needs of both refugees and immigrants but has traditionally focused on refugee youth. This study aims to answer the question “What would be the characteristics of an effective World Relief Durham intervention program focusing on the mental health of unauthorized Hispanic children/youth, and citizen-children of unauthorized parents in the Durham area?”

### **What will I be asked to do?**

If you agree to take part in the study, you will be interviewed, via Zoom or over the phone, by one or two interviewers. We will ask you questions related to the study. The total amount of time you will spend being interviewed is about 45 minutes to one hour. Participation in the survey is completely voluntary. You may refuse to answer any of the questions, and you may stop your participation at any time for any reason. The session will be audio recorded. If you refuse to be recorded, please let me know so that we can discontinue consent at this time.

### **Confidentiality:**

All data and recordings will be stored in a secure, online cloud-based storage system. In the final report, you will be referred by your job role (i.e. counselor, social worker, outreach coordinator, parent) and organization (i.e. school district employee, Durham resident, organization name). However, there is always the possibility that someone who knows you very well might be able to identify you and your statements through this research.

### **Public and future use:**

When I am done gathering information, I will write a report and I will give it to World Relief Durham. In addition to WRD, data from this study, without personal identifiers to you, may be made public or used for future research purposes. This is integral to the research process as it allows other researchers to verify results and avoid duplicating research.

### **Voluntariness:**

Any decision you make will have no effect on current or future services you/your family receive through World Relief Durham.

### **What should you do if you have questions about the study?**

Please contact Natasha Luther ([natasha.luther@duke.edu](mailto:natasha.luther@duke.edu)) or Rob Callus ([rcallus@wr.org](mailto:rcallus@wr.org)) with general questions. For questions about your rights as a research participant, please contact the Duke Human Subjects Protection Committee at [campusIRB@duke.edu](mailto:campusIRB@duke.edu).

### **Thank you for your willingness to participate in the study.**

To confirm your understanding of the information above, please sign below:

\_\_\_\_\_  
Printed Name and Signature

\_\_\_\_\_  
Date

*Please keep a copy of this document in case you want to read it again.*

## Interview Protocol of School Counselors and Social Workers

[Ensure that respondent has signed informed consent written waiver. Review elements of waiver with respondent before beginning.]

1. Which grade-level of students do you work with?
2. How would you describe your role/position in the school(s)?
3. How would you generally describe a student that is at risk? Probe: How would you describe a student that is at risk and unauthorized?
4. Could you please describe any formal or informal training you have had to support children with their mental health?
5. Could you please describe the support you have provided to any unauthorized students?
6. Could you please describe the support you have provided to any unauthorized parents?
7. Could you please describe any organizations you have referred unauthorized students to outside of the school?

*Probes:*

*What does the organization do?*

*What help do you believe the student was looking for?*

8. Could you please describe any organizations you have referred unauthorized parents to outside of the school?

*Probes:*

*What does the organization do?*

*What help do you believe the parent was looking for?*

9. Could you please describe your comfort level in working with unauthorized students with mental health challenges?
10. Could you please describe your comfort level in working with unauthorized parents that have children with mental health challenges?
11. Could you please describe the disadvantages that unauthorized children may have at school?
12. What do you think WRD can do to improve the mental health needs that unauthorized children, and citizen-children of unauthorized parents face?

## APPENDIX C: Interview Material for Durham and National Experts Outreach, Consent, and Questions

### E-mail Transcript for Recruitment

Dear [Name]

I hope this message finds you well. My name is Natasha Luther, and I am an intern for World Relief Durham's (WRD) Refugee and Immigrant Youth Services (RIYS) in North Carolina. I am also a current graduate student Duke University's Sanford School of Public Policy. As a part of my Master's Project, I am supporting RIYS in gathering information about the mental health needs and access of unauthorized children, and citizen-children of unauthorized parents in the Durham area. In order to complete my research, I will be interviewing Durham and national experts, who work with immigrants and can offer a unique perspective on how RIYS can better shape its program to fit the needs of this group. Knowing that you work closely with this population, would you be available for a 45-60 minute interview? If so, please let me know the best time for you. Some suggested times are below for your reference.

[Insert availability]

Best wishes,

Natasha

*WRD Signature*



## Written Consent for Expert Interviews

**Key Information and Introduction:** This research study is conducted by Natasha Luther, Master of Public Policy student at Duke University Sanford School of Public Policy and Intern at World Relief Durham

World Relief Durham (WRD) is a non-profit organization providing support to immigrant, refugee, asylee, and Special Immigrant Visa (SIV) populations resettled in the Durham, North Carolina area. Currently, the organization supports these immigrant populations in three main areas: Refugee Resettlement, Refugee and Immigrant Youth Services (RIYS), and Immigration Legal Services. Though WRD has been in operation since 2007, it began to offer youth services through RIYS in January of 2019. WRD would like to expand youth programs to meet the needs of both refugees and immigrants but has traditionally focused on refugee youth. This study aims to answer the question “What would be the characteristics of an effective World Relief Durham intervention program focusing on the mental health of unauthorized Hispanic children/youth, and citizen-children of unauthorized parents in the Durham area?”

### What will I be asked to do?

If you agree to take part in the study, you will be interviewed, via Zoom or over the phone, by one or two interviewers. We will ask you questions related to the study. The total amount of time you will spend being interviewed is about 45 minutes to one hour. Participation in the survey is completely voluntary. You may refuse to answer any of the questions, and you may stop your participation at any time for any reason. The session will be audio recorded. If you refuse to be recorded, please let me know so that we can discontinue consent at this time.

### Confidentiality:

All data and recordings will be stored in a secure, online cloud-based storage system. In the final report, you will be referred by your job role (i.e. counselor, social worker, outreach coordinator, parent) and organization (i.e. school employee, Durham resident, organization name). However, there is always the possibility that someone who knows you very well might be able to identify you and your statements through this research.

### Public and future use:

When I am done gathering information, I will write a report and I will give it to World Relief Durham. In addition to WRD, data from this study, without personal identifiers to you, may be made public or used for future research purposes. This is integral to the research process as it allows other researchers to verify results and avoid duplicating research.

### Voluntariness:

Any decision you make will have no effect on current or future services you/your family receive through World Relief Durham.

### What should you do if you have questions about the study?

Please contact Natasha Luther ([natasha.luther@duke.edu](mailto:natasha.luther@duke.edu)) or Rob Callus ([rcallus@wr.org](mailto:rcallus@wr.org)) with general questions. For questions about your rights as a research participant, please contact the Duke Human Subjects Protection Committee at [campusIRB@duke.edu](mailto:campusIRB@duke.edu).

### Thank you for your willingness to participate in the study.

To confirm your understanding of the information above, please sign below:

\_\_\_\_\_  
Printed Name and Signature

\_\_\_\_\_  
Date

*Please keep a copy of this document in case you want to read it again.*

## Interview Protocol of Experts

[Ensure that respondent has signed informed consent written waiver. Review elements of waiver with respondent before beginning.]

1. What is the name of your organization?
2. Could you please describe what the organization does?
3. What is your position at the organization?
4. Could you please describe any formal or informal training you have had to support unauthorized children or parents with their mental health?
5. Could you please describe the support you have provided to any unauthorized students?
6. Could you please describe the support you have provided to any unauthorized parents?
7. Could you please describe any organizations you have referred unauthorized students to in [Durham/your area]?

*Probes:*

*What does the organization do?*

*What help do you believe the student was looking for?*

8. Could you please describe any organizations you have referred unauthorized parents to in [Durham/your area]?

*Probes:*

*What does the organization do?*

*What help do you believe the parent was looking for?*

9. Could you please describe your comfort level in working with unauthorized students with mental health challenges?
10. Could you please describe your comfort level in working with unauthorized parents that have children with mental health challenges?
11. Could you please describe the disadvantages that unauthorized children may have in your community?
12. What do you think WRD/immigrant resettlement organizations can do to improve the mental health needs that unauthorized children, and citizen-children of unauthorized parents face?

## Appendix D: Survey Material for World Relief National Offices Outreach, and Questions

### E-mail for Survey

Dear [Name]

I hope this message finds you well. My name is Natasha Luther, and I am an intern for World Relief Durham's (WRD) Refugee and Immigrant Youth Services (RIYS) in North Carolina. I am also a current graduate student Duke University's Sanford School of Public Policy. As a part of my Master's Project, I am supporting RIYS in gathering information about the mental health needs and access of unauthorized children, and citizen-children of unauthorized parents in the Durham area. In order to complete my research, I will be gathering information from national World Relief offices, who work with unauthorized immigrants and can offer a unique perspective on how WRD RIYS can better shape its program to fit the needs of this group. Knowing that you work closely with this population, would you be able to fill out the following google survey? If so, please use the following link to access the survey: [insert link].

Thank you for your time. Please feel free to respond to this e-mail with any questions or reach out to WRD RIYS manager Rob Callus ([rcallus@wr.org](mailto:rcallus@wr.org)) with any questions.

Best wishes,

Natasha

*WRD Signature*

## Survey Questions

Google Docs Survey – Using World Relief Durham Gmail address.

1. What is the city and state of your World Relief office?
2. What is your position at the World Relief office?
3. Does your office have a youth services department?
  - (a) Yes
    - If yes, what services are provided under this department?
  - (b) No
4. Does your youth services department work with the local school district(s)?
  - (a) Yes
    - If yes, does the work include mental health services for children and youth?
      - (A) Yes
        - If yes, please describe the mental health services.
        - If yes, are unauthorized children, or citizen-children of unauthorized parents catered to as well? How so?
      - (B) No
  - (b) No and/or we do not have a youth services department.
5. Does your office provide mental health services?
  - (a) Yes
    - If yes, what are the type of mental health services that are provided by the office?
  - (b) No
6. Does your office provide mental health services to unauthorized clients?
  - (a) Yes
    - If yes, please describe the services.
  - (b) No
    - If no, does your office refer unauthorized clients to other organizations in the community for mental health services?
      - (A) Yes
        - If yes, what are the name of the organizations?
        - If yes, how did your office find out about the organization's mental health services for unauthorized clients?
      - (B) No
7. Is there anything else you would like to share, in regard to the information asked above?
8. Would it be okay to contact you for follow-up questions about the information you have provided in this survey?
  - (a) Yes
    - If yes, please provide your name and e-mail address.
  - (b) No

# WORKS CITED

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