METHODS (cont’d)

Table 1. Demographics

<table>
<thead>
<tr>
<th>Caregiver Age</th>
<th>Migrant Status</th>
<th>Ethnicity</th>
<th>Caregiver Education</th>
<th>Caregiver Work Status</th>
<th>Child Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant-6th</td>
<td>Unknown: 16.7%</td>
<td>Latinx/Hispanic: 35.6%</td>
<td>High School: 33.3%</td>
<td>Full-time: 46.2%</td>
<td>0-5 years</td>
</tr>
<tr>
<td>7th-12th</td>
<td>Arab: 16.4%</td>
<td>Asian: 15.5%</td>
<td>High School: 33.1%</td>
<td>Part-time: 33.2%</td>
<td>6-13 years</td>
</tr>
<tr>
<td>13th-18th</td>
<td>African: 15.6%</td>
<td>African: 15.6%</td>
<td>Associate’s degree: 17.7%</td>
<td>Not working: 23.3%</td>
<td>14-18 years</td>
</tr>
</tbody>
</table>

METHODS

- Six schools from a large urban district were identified and school clinicians were trained for Supporting Transition Resilience of Newcomer Groups (STRONG).
- Eligibility:
  - Ages of 8-18
  - Migrated to the U.S.
  - Displaced difficult
- Parent and students reported on coping and responses to stress before and after intervention.
- Parent self-reported demographic information.
- Individual phone/Zoom interviews with 14 parents and 13 students:
  - Focused on perceived community needs for newcomer families
  - Experience with the STRONG program
  - Coping with COVID-19

RESULTS

- Interviews were transcribed using GoTranscript and data was coded using Dedoose.
- All (14/14) parents cited benefits in having their child participate in STRONG.
- Children’s passions and drive for self-autonomy:
  - “She loves it... and she explained it to me. I said, ‘Do what makes you happy.’ I’m all for what she loves to do.”
  - Socialization
  - Adjustment
  - “To be honest, I feel that my son is a little isolated, I feel that he doesn’t socialize, so I felt that through this program, he can be in a group to maybe start to enjoy being with people and doesn’t stay by himself.”

CONCLUSION

- Newcomers see great value in education and see STRONG as a place to further children’s education and development (4/14).
- “I want him to learn, that is my most important desire, for him to learn and to know a little more about life.”
- Parents wanted that their children had connections to staff (3/14), connection to other STRONG participants (1/14), and community support (2/14) outside the family unit, which would grant them support and advice from outside the familial structure: “just to make sure [they’re] able to talk to somebody if [they’re] not able to talk to [parents].”
- Post-COVID-19, parents are willing to meet and collaborate with school staff, as well as other parents of STRONG participants (7/14).
- “It could have also been that they would have held a meeting with all the parents to see what the rest of us think because she only called me...”
- 11/14 parents voiced concerns about the intervention, including being anxious about the safety and wellbeing of their children, in terms of their whereabouts during the group sessions.
- “My daughter is going to be safe with you, right?”

SELECTED REFERENCES

- Structures and individual and cultural barriers make immigrants and refugees reluctant to service use (Dow, 2011, Ahmad et al., 2005).
- Schools can reach many children who otherwise may not receive care (Santiago et al., 2013).
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