

Seeking participants for a study:

A qualitative exploration of NIAs' barriers and motivations to research participation

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Abstract

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Over the past 60 years, the immigrant population in the United States (U.S.; i.e., those born outside of the U.S.) has grown significantly. Included in this group are newcomer immigrant adolescents (NIA), who immigrated to the U.S. within the past 5 years. Upon arrival in the U.S., NIA experience a multitude of unique systemic and psychosocial stressors and protective factors, placing them at risk for negative social emotional and academic outcomes. Despite this, culturally-informed, evidence-based interventions addressing the needs of NIA are limited due to the widespread underrepresentation of this marginalized group in research, underscoring a need to understand and conduct research with NIA. Despite multiple calls and efforts to improve representation of minoritized populations, including NIA, in research, researchers have noted challenges in recruiting NIA. Literature on barriers to participation, motivation to research participation, and strategies to navigate barriers to participation exist but have yet to be explored with NIA. This is despite research underscoring the need to consider research participants' culture and developmental level when developing informed strategies to improve recruitment efforts. Thus, the current study qualitatively explored the barriers to participation in research among NIA, examined their motivations to participate in research, and elicited recommendations from NIA and relevant stakeholders (i.e., community partners who work in NIA serving organizations) on how to increase their research participation. Twenty-six semi-structured interviews were conducted with NIA from Latin America ($n = 3$), South Asia (n

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= 1), Southeast Asia ($n = 7$), and West Africa ($n = 3$) and community partners who serve NIA ($n = 12$). Implications for stakeholders, researchers, and health equity are discussed.

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Dedication

This dissertation is dedicated to: my chosen family of Black, Indigenous, and People of Color (BIPOC) children of immigrants, who have provided community and engaged in culture sharing; my partner and his family, who have provided endless support and love; my family, for the sacrifices they made that led to me being able to obtain a Ph.D. at an Ivy League institution; my SMILE Lab team, who never cease to amaze me; my ancestors and the Filipino community, whose strength and resilience are why I am here; my therapist, for helping me grow as a student, therapist, and human being; and all the youth I have had the honor of working with, this one is for you.

Chapter 1: Introduction

Over the past 60 years, the immigrant population in the U.S. (i.e., those born outside of the U.S.) has grown significantly, primarily due to increased immigration from Latin American and Asian countries (Budiman et al., 2020). In the 1960s, the number of immigrants in the U.S. was slightly under 10 million, with 74.1% of these individuals immigrating from Europe. In 2018, the immigrant population grew to approximately 44.7 million people, of which 25% were from Mexico, 19.3% were from East and Southeast Asia (e.g., China, Philippines), and 10.8% were from Europe (e.g., Italy, United Kingdom) (Budiman et al., 2020). In March 2024, the U.S. foreign-born population hit a record high of 51.6 million people, with increased immigration from Latin America (e.g., Mexico, Venezuela) and India contributing to this growth (Camarota & Zeigler, 2024). With the immigrant population growing in the U.S., the number of children of immigrants is on the rise as well (Batalova et al., 2021), and they are the fastest growing group within the school-aged population (Sattin-Bajaj et al., 2020). Included in this group are newcomer immigrant adolescents (NIA), who are youth who immigrated to the U.S. within the past 5 years (Fry, 2015; Suárez-Orozco et al., 2009a).

Upon arrival in the U.S., NIA face a multitude of systemic and psychosocial stressors, such as financial hardships (Fortuny et al., 2010; Palacios et al., 2020), difficulties with English language acquisition (Palacios et al., 2020; Suárez-Orozco et al., 2010b), documentation status (Gonzales et al., 2013; Suárez-Orozco et al., 2010b), parental separation (Patel et al., 2016b), acculturative stress (Hurwich-Reiss & Gudiño, 2016), familial conflict (Patel et al., 2016a, 2016b), and discrimination (Choi & Lim, 2014; Maynard et al., 2013). Among NIA, these stressors have been associated with lower academic achievement (Palacios et al., 2020; Patel et al., 2016b; Suárez-Orozco et al., 2010b) and lower academic engagement (Kim & Suárez-

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Orozco, 2014; Suárez-Orozco et al., 2010b), which can lead to them dropping out of school (Suárez-Orozco et al., 2008; Suárez-Orozco et al., 2010b). These stressors are also associated with internalizing disorders, such as anxiety, depression (Gaytán et al., 2007; Suárez-Orozco et al., 2011), Post-Traumatic Stress Disorder (PTSD; Venta & Mercado, 2019), and suicidal ideation (Gomez et al., 2011). Both pre-migration and current stressors are associated with behavioral difficulties in school (Patel et al., 2016b; Patel et al., 2017). Additionally, a qualitative study of African, Arab, Asian, and Latinx NIA and their parents' experiences during the COVID-19 pandemic found that the negative mental health impacts of the pandemic have had a disproportionate impact on newcomer immigrant families (Santiago et al., 2021). Despite this, the literature has demonstrated the positive impact peers, adult mentors, and schools can have on NIAs' adjustment to the U.S., such as fostering a sense of belongingness and promoting academic engagement (Choi & Lim, 2014; Jaffe-Walter & Lee, 2018; Russell & Mantilla-Blanco, 2022; Suárez-Orozco et al., 2010b).

There is a critical need to conduct research with NIA. The federal government and national scientific associations (e.g., National Academies of Sciences, Engineering, and Medicine) have noted little progress in the representation of marginalized groups broadly in research, which negatively impacts the ability to provide care and services to these populations (Bibbins-Domingo & Helman, 2022; Tysinger & Hlávka, 2022). As such, research is needed to meet NIAs' academic and psychological needs and foster their strengths. Within the existing literature on NIA, qualitative (e.g., Jaffe-Walter & Lee, 2018), quantitative (e.g., Patel et al., 2016a), mixed-methods (e.g., Palacios et al., 2020), and longitudinal (e.g., Suárez-Orozco et al., 2008) studies have been undertaken. However, despite the use of these diverse approaches, researchers across studies have noted challenges in recruiting NIA due to the “realities of

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recruitment” (Suárez-Orozco et al., 2010b, p. 605), time needed to build relationships with community gatekeepers, difficulties finding bilingual researchers to translate study materials (Arora et al., 2023), and logistical barriers (Arora et al., 2023; Martinez et al., 2022).

The literature on youth (i.e., cancer patients, patients with airway diseases, healthy controls) barriers to research participation have highlighted barriers to participation in clinical trials. Systematic reviews on youth in clinical trials identified barriers related to the study design, such as fear of potential risks and disruption to daily lives. Additionally, studies highlighted participants’ personal barriers for not participating in a study, such as feeling like a “guinea pig” or experiencing decision-making related stress. Youth in these studies also noted that the physician (i.e., the researcher) struggled with rapport building with youth, which resulted in them choosing not to enroll in a study (Forcina et al., 2018; Tromp et al., 2016). However, these studies were focused on youth in cancer treatment or clinical drug trials and included both White and non-White youth (Forcina et al., 2018; Tromp et al., 2016), which limits generalizability to racially marginalized and immigrant populations (Tysinger & Hlávka, 2022).

Multiple barriers to participation in research with immigrant adults, including parents of immigrant youth, have been documented. Researchers have noted that the historic abuse of these communities in research, anti-immigrant rhetoric and policies, and increased media coverage of deportations have contributed to immigrant adults’ distrust of researchers (Doran et al., 2018; Huslage et al., 2021). Undocumented immigrants, in particular, have expressed hesitation to participate in research due to fears of deportation (Doran et al., 2018; Martinez et al., 2012). Language barriers and communication difficulties have also been noted as challenges to participation (Ojeda et al., 2011; van der Velde et al., 2009). Further, according to researchers, the current sociopolitical climate has exacerbated the aforementioned barriers (Doran et al.,

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2018; Martinez et al., 2012; Olukotun & Mkandawire-Vallmu, 2020). However, the preceding studies have relied on the perceptions and perspectives of the researchers conducting the research, as opposed to directly querying members of the community (e.g., NIA, community partners) themselves. Additionally, they have primarily documented such barriers among immigrant adults, as opposed to youths and adolescents. Baxley and Daniels (2014) underscore the importance of researchers considering the range of “cognitive, physical, psychological, and emotional maturity” among adolescents broadly and how their developmental level can impact their ability to provide consent/assent, understand the study procedures, recognize their rights as a research participant, and weigh the risks and benefits of participation (p. 35). The current study expands on the existing literature by exploring barriers to research participation among NIA, who experience barriers related to both their immigrant and adolescent identities.

Qualitative research examining non-immigrant adults’ motivations to participate in research points to a multitude of reasons for participation. According to researchers, participants have reported motivations at the “individual level,” such as curiosity or wanting to share their experiences, and “collective level,” such as wanting to engage in political action (Clark, 2010). When directly queried, adult research participants (i.e., non-U.S. samples, rape survivors, cancer patients) themselves have reported altruistic (e.g., wanting to help others, contributing to research) and personal (e.g., receive financial compensation) reasons for wanting to participate in research (Campbell & Adams, 2009; Sikweyiya & Jewkes, 2013).

Few studies have focused on youth’s reported motivations to participate in research. Existing research has focused on youth and young adults in clinical or drug trials (Crane & Broome, 2017; Forcina et al., 2018; Tromp et al., 2016) and Australian youth in the child protection or juvenile justice system (Lohmeyer, 2020). In these studies and systematic reviews,

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youth responses highlighted altruism, trust, incentives, learning, personal benefits, opportunities to discuss their experiences, empowerment, and enjoyment as motivators to research participation (Crane & Broome, 2017; Forcina et al., 2018; Lohmeyer, 2020; Tromp et al., 2016). However, the research participation literature broadly often relies on researchers' recall of participants' experiences (e.g., Clark, 2010; Wolgemuth et al., 2015) and lacks the perspectives of marginalized groups, such as NIA (e.g., Carter et al., 2008; Forcina et al., 2018; Wolgemuth et al., 2015). Clark (2010) cautions against generalizing results on research participation, as different groups of participants may want to participate in different research disciplines for different reasons (e.g., older people wanting to "give back," disabled people wanting to better their lives). The existing literature points to altruism and incentives as motivators to research participation among youth and adults but does not identify motivators specific to immigrants or newcomer youth. The current study will add to the existing literature by exploring motivators to research participation among NIA.

The civic engagement literature has explored immigrants' participation in civic activities (e.g., voting, protesting) and volunteer opportunities (e.g., in their religious community, for a non-profit). Civic engagement includes participation in activities at the local, state, or national level that strengthen the "social fabric of a nation" (Zaff et al., 2011, p. 274). Though research participation has not been explicitly stated in the literature as a form of civic engagement or volunteerism, they share some similarities (e.g., political participation). Immigrant adults and adolescents have been motivated to participate to gain experience for future employment (Handy & Greenspan, 2008; Paat, 2022; Scott et al., 2006), help others in their community (Ballard et al., 2015; Stepick et al., 2008), or to respond to social injustices that personally impact them (e.g., immigration reform; Ballard et al., 2015; Suárez-Orozco et al., 2015). Expectancy-value theory

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(EVT), which posits that choices are made based on one's expectation that they will do well and that they value the activity chosen (Eccles & Wigfield, 2002; Wigfield & Eccles, 2000), has been studied in relation to marginalized adolescents' civic engagement (Wegemer, 2021). When conducting research with youth and/or immigrants, it is recommended that compensation is provided (Afkinich & Blachman-Demner, 2020; Knight et al., 2009), which does not fit the definition of volunteering (Paat, 2022; Wilson, 2000). Despite this, the civic engagement and volunteerism research points to the importance of "person-centered" and "adolescent-specific" research (Ballard et al., 2015, p. 78). For instance, Handy and Greenspan (2008) found differences between the volunteerism motivations of recently immigrated adults (i.e., immigrated within the past 5 years) and "established" immigrants (i.e., immigrated more than 5 years ago). In addition, adolescents' civic engagement is primarily motivated by social justice and helping their community (Ballard et al., 2015). As such, the current study expands on the existing literature by applying the values of civic engagement literature (i.e., "person-centered" and "adolescent-specific") to the question of research participation among NIA.

Strategies to navigate challenges in recruiting immigrant populations have been reviewed (Baxley & Daniels, 2014; Knight et al., 2009). Researchers have found success partnering with community leaders who have access to the target population (Knight et al., 2009). Snowball sampling has demonstrated effectiveness in recruiting immigrant adults (Karwalajtys et al., 2010; Lu & Gatua, 2014). In a small rural town, Domenech-Rodríguez and colleagues (2006) found that word of mouth was highly effective in recruiting Spanish-speaking Latino immigrant families. According to researchers, personal referrals through personal networks and community partners have also been effective in recruiting undocumented African women (Olukotun & Mkandawire-Valhmu, 2020), immigrant adults (Lu & Gatua, 2014), and NIA (Arora et al.,

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2023). However, this literature primarily focuses on immigrant adults (e.g., Karwalajtys et al., 2010; Lu & Gatua, 2014). Regarding adolescents, Baxley and Daniels (2014) present the ethnic/minority adolescent recruitment and retention model (EMARR), which consists of five constructs: adolescent, researcher and institutional culture, building trust (access, protocol, ethical concerns, and environment), recruitment, and retention. Unlike the previous studies, EMARR considers adolescents' developmental level; however, it lacks specificity for NIA, as it does not consider potential barriers to their recruitment (e.g., language, documentation status, family separation). As such, increased attention to strategies that facilitate the participation of NIA in research is needed. Further, the literature on recruitment strategies is often presented from the researcher's perspective (e.g., Karwalajtys et al., 2010; Lu & Gatua, 2014; Olukotun & Mkandawire-Valhmu, 2020). According to empowerment theory, which suggests that opportunities to exert control in decision-making processes are needed to make improvements in the lives of marginalized communities (Zimmerman, 2000), community member involvement in studies about their participation in research may result in the changes they wish to see in the research process. Thus, NIA and NIA-serving community-based organizations (CBOs) may provide culturally-salient recommendations to change the research recruitment process. Increasing the recruitment of NIA in research may improve stakeholders' and researchers' understanding of how to meet NIAs' needs and promote their strengths, thus increasing NIAs' access to much-needed services and fostering their academic and psychological adjustment to the U.S.

This study draws on empowerment theory, situated EVT, and participatory action research (PAR) to address the lack of NIA-specific recruitment strategies in the literature and increase NIA recruitment in future research. The aim of the current study is to explore the

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barriers to participation in research among NIA, examine their motivations to participate in research, and elicit recommendations from NIA on how to increase their research participation.

The current study expands on existing research by 1) examining this area of study with NIA, and 2) using a participatory research approach in this area of study by directly querying NIA and community-based organizations (CBOs).

Chapter 2: Literature Review

Newcomer Immigrant Adolescents

Over the past 60 years, the overall immigrant population in the U.S. has grown significantly (Budiman, 2020). This growth has primarily been attributed to increased immigration from Latin American and Asian countries, such as Mexico, China, India, the Philippines, and El Salvador (Budiman, 2020). As such, Spanish is the most commonly spoken language in U.S. immigrant homes; English, Chinese, Hindi, Tagalog, and French are also commonly spoken (Budiman, 2020). Over 50 million immigrants live in the U.S., with 5.1 million of them having immigrated within the past two years (Camarota & Zeigler, 2024).

With the immigrant population growing in the U.S., the number of children of immigrants is on the rise as well (Batalova et al., 2021). There are over 17 million youth in the U.S. who have at least one immigrant parent. This number includes both first- and second-generation immigrant youth; that is, youth who were born outside of the U.S. and youth born in the U.S. to at least one foreign-born parent (Batalova et al., 2021). The majority of immigrant youth are Latin American; however, the number of Asian immigrant youth, primarily from China and India, is rapidly increasing (Sattin-Bajaj et al., 2020). Additionally, many of these youth are English language learners (Sattin-Bajaj et al., 2020). In comparison to their third generation (i.e., those with U.S.-born parents) counterparts, children of immigrants are 45% more likely to be in a low-income family (Batalova et al., 2021).

Currently, there are over two million first generation immigrant youth enrolled in U.S. schools (Brown & Stepler, 2016); they are the fastest growing group within the school-aged population (Sattin-Bajaj et al., 2020). Included in this group are newcomer immigrant adolescents (NIA), who are youth who immigrated to the U.S. within the past 5 years (Fry, 2015;

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Suárez-Orozco et al., 2009a). Over 600,000 immigrant students are undocumented, with the majority having immigrated from Latin American or Asian countries (Connor, 2021; Sattin-Bajaj et al., 2020). Approximately 321,000 U.S. students immigrate from Latin American countries unaccompanied or to seek asylum (Culbertson et al., 2022). Additionally, in comparison to their peers, NIA are more likely to be living in poverty and, as a result of their documentation status, may have limited access to needed social services (Bitler & Hoynes, 2011; Hernandez et al., 2009). In 2020, it was estimated that over 4,000 NIA in New York City were neither enrolled in school nor had a high school diploma (Touré, 2020). In the following review, literature on the pre- and post-migratory experiences of NIA will be presented.

Premigration Stressors

Prior to migration, immigrants may experience a multitude of stressors and traumas in their home countries that motivate them to move to the U.S. They may experience crime (Kennedy, 2014), familial/parental separation (Chen et al., 2009; Kennedy, 2014), poverty (Kennedy, 2014), political violence or persecution (Chen et al., 2009; Fortuna et al., 2008), violence (Kennedy, 2014; Palacios et al., 2020), or war (Patel et al., 2017). In a study of political violence and mental health need and use among a nonclinical community sample of Latinx immigrant adults from the National Latino and Asian American Study (NLAAS), the majority of survey respondents reported experiencing their first trauma before or during immigration (Fortuna et al., 2008).

In a qualitative study of pre-migration trauma exposure and post-migration acculturative stress among a nationally representative sample of Latinx and Asian adult immigrants, experiences of pre-migration trauma were associated with feelings of guilt for leaving friends and family, social isolation, difficulties with communication and employment, stressors due to

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documentation status, racial discrimination, and language-based discrimination once in the U.S. (Li, 2016). Further, in a national survey, a nonclinical community sample of Latinx immigrant adults who have experienced political violence in their home countries have reported a need for mental health services in the U.S. (Fortuna et al., 2008). However, a causal relationship between pre-migration trauma and mental health needs could not be determined as a result of the study's cross-sectional design (Fortuna et al., 2008). Despite this, youth may be influenced by their parents' or other adults' responses to these traumas (Pumariega et al., 2005), in addition to experiencing psychological distress from living through these traumatic events themselves. For instance, in a quantitative study of NIAs' pre-migration war exposure and post-migration stressors, Patel and colleagues (2017) found that exposure to war in their home countries was significantly associated with current experiences of acculturative stress, symptoms of anxiety, behavioral difficulties, and lower academic achievement.

Postmigration Stressors

Once in the U.S., NIA may face unique systemic and psychosocial stressors unrelated to premigration trauma. NIA may experience stressors related to financial hardships (Fortuny et al., 2010; Palacios et al., 2020), English language acquisition (Palacios et al., 2020; Suárez-Orozco et al., 2010a), documentation status (Suárez-Orozco et al., 2010b), familial separation or reunification (Muller et al., 2020; Patel et al., 2016b), acculturation (Sam & Berry, 2010), familial conflict (Patel et al., 2016a, 2016b), and discrimination (Choi & Lim, 2014; Suárez-Orozco et al., 2010b). Though these stressors can be experienced by other immigrants as well, NIA are simultaneously navigating a new country while processing what they left behind in their home country, making the period after migration a vulnerable and sensitive one (Patel & Kull, 2011).

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The immigrant population has a higher poverty rate than non-immigrants (Fortuny et al., 2010); thus, NIA may experience poverty as well. Though the model minority myth presents Asian Americans as highly financially successful in comparison to other racial groups (Fong, 2008; Yoo et al., 2010), when data on Asian Americans is disaggregated, Southeast Asian (e.g., Cambodian, Hmong) families are below average the national median household income. These families often immigrate to the U.S. as refugees and have lower levels of education in their home countries (Lopez et al., 2017; Shih et al., 2019). As a result of economic difficulties, NIA are likely to attend high-poverty schools (Orfield & Lee, 2006) and, in turn, have limited access to supports and resources (Suárez-Orozco et al., 2010b). Further, outside of school, low-income NIA may share apartments or homes with multiple families and have to work to support their families (Palacios et al., 2020). In a mixed-methods study of complex risk among Latina NIA, many participants shared during semi-structured interviews that financial hardship was a significant stressor (Palacios et al., 2020).

Mixed-methods and longitudinal studies have found that NIA experience difficulties with English language acquisition (Palacios et al., 2020; Suárez-Orozco et al., 2010b). In a longitudinal, mixed-methods study of Central American, Chinese, Dominican, Haitian, and Mexican NIA, learning English was frequently reported as their biggest obstacle to “getting ahead” in the U.S. (Gaytán et al., 2007). In Palacios and colleagues’ (2020) mixed-methods study of complex risk among Latina NIA, they found that English language acquisition is a source of significant stress. Even with the best English-language instruction, it takes approximately four to seven years for English language learners’ (ELL) proficiency to match that of their native-English speaking peers (Cummins, 1991), with some not attaining proficiency until the end of high school (Slama, 2012). Further still, a longitudinal, mixed-methods study of

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Central American, Chinese, Dominican, Haitian, and Mexican NIAs' academic trajectories found that those who attend low-resource schools may not have access to sufficient English language learning (Suárez-Orozco et al., 2010b). When their English language skills were not comparable to that of their native-speaking peers, NIA did not have equal access to academic material or assessments, which had negative impacts on their academic engagement and performance (Kim & Suárez-Orozco, 2014; Suárez-Orozco et al., 2010a), increasing the number of stressors that NIA are exposed to.

The distress immigrants experience due to documentation status is well-documented in qualitative studies with 1st-, 1.5-, and 2nd-generation Asian and Latinx immigrants (Gonzales et al., 2013), a survey with both immigrant and U.S.-born Latinx adults (Moslimani, 2022), and a longitudinal mixed-methods study with NIA from Asian, Latin American, and Caribbean countries (Suárez-Orozco et al., 2010b). The majority of the undocumented immigrant population in the U.S. are of Latin American origin (Yoshikawa & Kholoptseva, 2013). However, documentation status and deportation impact other non-Latinx immigrant groups, as indicated by the ongoing mass deportation of Haitian immigrants (Sullivan & Jordan, 2021) and the increase in undocumented immigrants from Asian countries in the past decade (Lopez et al., 2021). In an ethnographic study of 1.5 generation (i.e., immigrated to the U.S. as young children) undocumented Mexican and Central American young adults in California, Gonzales (2011) found that participants experienced a shock during adolescence as they grappled with the limitations of their undocumented status. As their peers transition to adulthood by getting driver's licenses, applying to college, and finding jobs, undocumented adolescents are legally barred from these activities and, as a result, experience frustration, uncertainty about the future, fear, social isolation, and grief (Gonzales, 2011; Gonzales et al., 2013). Similar to their 1.5

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generation peers, undocumented NIA in a longitudinal, mixed-methods study reported feeling distressed and hopeless about their legal limitations in their new country (Suárez-Orozco et al., 2010b). Specifically, in a quantitative study of Latin American, Asian, and Caribbean NIAs' life stressors and academic outcomes, Patel and colleagues (2016a) suggest that Latina NIA's lower academic engagement in comparison to other NIA groups could potentially be explained by documentation status, as attending college, which can act as an academic motivator, may not be an option for them.

Both quantitative and qualitative studies have highlighted that once in the U.S., NIA may be separated from their parents or other important extended family members (Muller et al., 2020; Patel et al., 2016b). In a mixed-methods study of family stressors, academic outcomes, and externalizing problems among NIA from Africa, the Caribbean, East Asia, Europe, Latin America, the Middle East, and South Asia, Patel and colleagues (2016b) found that parental separation is more stressful than other immigration-related stressors. Longitudinal and mixed-methods studies of NIA have found that those who are separated from parents or extended family members may experience sadness and isolation in the U.S. Other families may immigrate to the U.S. in "stages," such as parents immigrating first then slowly bringing over other family members (Patel et al., 2016b; Suárez-Orozco et al., 2010b). As a result, many NIA immigrate to the U.S. to reunite with family members (Gaytán et al., 2007). In longitudinal and mixed-methods studies of NIA from a variety of countries, some participants who immigrated to the U.S. to reunite with family experienced mixed emotions living with parents or family members they had never lived with before (Patel et al., 2016b; Suárez-Orozco et al., 2010b).

Acculturation, according to Sam and Berry (2010), is a psychological and cultural change that occurs when two cultures come into contact with each other. When moving to a new

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country, immigrants must navigate a new culture with its own set of values, and may adapt and change behaviorally, linguistically, and psychologically (Sam & Berry, 2010). The process of acculturation is different for every individual (Berry, 2006). When the changes associated with acculturation lead to negative consequences, immigrants experience acculturative stress (Sam & Berry, 2010). In a quantitative study of acculturative stress among 1st- and 2nd-generation Latinx middle school students, more recently immigrated youth reported experiencing greater immigration-related acculturative stress (Roche & Kuperminc, 2012).

Relatedly, familial conflict is another stressor experienced by many NIA (Patel et al., 2016a, 2016b). In a mixed-methods study of Latin American, Asian, and Caribbean NIAs' stressors and academic outcomes, Patel and colleagues (2016a) found that Latina NIA, in particular, reported greater levels of family-related stressors on the Multicultural Events Scale for Adolescents (MESA) than other NIA groups. NIA and their families may experience tension due to differences in their openness to different cultures, beliefs regarding gender normative behavior, educational and occupational goals, and attitudes towards friendships and romantic relationships. Further, NIA may experience familial pressures to do well academically, especially as educational success is often a reason for immigrating (Patel et al., 2016b). In a qualitative study of Chinese NIAs' learning and psychological adjustment in Canada, an analysis of participants' essays and interviews indicated that parents would uphold traditional Chinese values at home, such as high academic expectations, parental authority, and obedience (Li, 2009). Some participants felt conflicted, as they were grateful for the sacrifices their parents made to immigrate to Canada but also wanted more freedom and developmentally appropriate parenting, leading to tension within the family (Li, 2009).

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Upon arrival in the U.S., NIA may experience discrimination due to the stressors reviewed above, such as documentation status (Gonzales et al., 2013; Li, 2016; Suárez-Orozco et al., 2010b) and English language ability (Suárez-Orozco et al., 2010b). Additionally, immigrant youth are not only more likely to be victims of bullying in comparison to their U.S.-born peers but also experience bullying due to their racial or religious identity (Maynard et al., 2013). For instance, in a mixed-methods study of Korean NIAs' peer relationships and experiences of racism at school, the majority of participants reported experiencing anti-Asian racism and violence at school, primarily instigated by their English-speaking peers (Choi & Lim, 2014). Further, many NIA attend segregated schools (i.e., more than 90% of the student body are Black, Indigenous, and People of Color [BIPOC]; Orfield & Lee, 2006; Suárez-Orozco et al., 2008; Suárez-Orozco et al., 2010b), with Latinx NIA more likely to attend a segregated school than other NIA ethnic groups (Suárez-Orozco et al., 2008). Further, a mixed-methods study of NIAs' school belongingness found that Latinx NIAs' experiences of racial discrimination and awareness of racial inequality have been associated with a lower sense of school belonging (Russell & Mantilla-Blanco, 2022).

NIA Outcomes

Academic

Longitudinal studies have found that throughout middle and high school, over half of immigrant youth were either performing below grade level or experiencing a decline in their academic performance (Suárez-Orozco et al., 2008; Szalacha et al., 2005). NIA who face a variety of systemic inequities experience the most negative academic outcomes; alternatively, those who have the most supports, resources, and protective factors experience positive academic outcomes (Suárez-Orozco et al., 2009b; Suárez-Orozco et al., 2010b). A longitudinal, mixed-

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methods study on newcomers' academic trajectories found that NIA who experience a declining academic performance are more likely to be less academically engaged and drop out of school (Suárez-Orozco et al., 2008; Suárez-Orozco et al., 2010b).

Previous research has demonstrated a strong association between socioeconomic status and academic achievement (Sirin, 2005). Schools in high-income neighborhoods are able to provide more resources to their students, in comparison to schools in low-income neighborhoods (Kroneberg, 2008). Thus, a longitudinal study of newcomer youth has demonstrated that attending a low-resource school can ultimately have a negative impact on NIAs' academic trajectories (Suárez-Orozco et al., 2008; Suárez-Orozco et al., 2010a, 2010b). Many of these schools are highly segregated, have a large academic achievement gap between White and BIPOC students, higher dropout and suspension rates, and higher teacher-to-student ratios (Suárez-Orozco et al., 2008). A longitudinal mixed-methods study of NIAs' academic trajectories found that even highly academically engaged NIA have found difficulties maintaining their academic motivation in inadequate school environments, leading to declines in academic performance over time (Suárez-Orozco et al., 2010b). Additional life stressors (e.g., community violence, peer difficulties, family conflict) are also related low homework completion rates (Bang, 2011) and low GPA (Patel et al., 2016a, 2016b) among NIA.

A longitudinal, mixed-methods study of NIAs' academic trajectories found that among NIA, English language proficiency is positively associated with academic performance (Kim & Suárez-Orozco, 2014; Suárez-Orozco et al., 2009b; Suárez-Orozco et al., 2010b). It is also associated with higher academic engagement and relationships with peers and adults who can provide academic support (Kim & Suárez-Orozco, 2014). For NIA who are less proficient, their ability to engage in academic activities is, in turn, limited (Kim & Suárez-Orozco, 2014). "When

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English learners are not able to participate and compete in mainstream classrooms, they often read more slowly than native speakers, do not understand double entendre, and are not exposed to the same words and cultural information of their native-born middle-class peers. Their academic language skills may also prevent them from sustaining engagement or performing well on ‘objective’ assessments designed for native English speakers” (Suárez-Orozco et al., 2010a, p. 506).

Further, many parents of NIA may have limited English proficiency as well, which can impact their child’s academic outcomes. A longitudinal, mixed-methods study of NIA from Central America, China, Dominican Republic, Haiti, and Mexico found that some NIA may have to skip school to act as translators for their parents, which is associated with lower academic performance (Gaytán et al., 2007). Additionally, immigrant parents may be unable to help their children with homework if the work exceeds their own educational level or English proficiency (Gaytán et al., 2007). Specifically, Latinx immigrant parents, in comparison to other immigrant groups, typically have lower levels of English proficiency and education (Crosnoe & Fuligni, 2012; Pong & Landale, 2012), which may explain the poorer academic outcomes among Latinx immigrant youth broadly (Fernandez-Kelly & Portes, 2008; Pong & Landale, 2012).

Relatedly, research has indicated that the family context impacts NIAs’ academic trajectories. A mixed-methods study of NIAs’ family life events and academic outcomes found that increased family stressors, such as a family member contracting a major illness or sustaining a significant injury, have been associated with lower GPA (Patel et al., 2016b). Additionally, in a longitudinal, mixed-methods study of NIA, Hagelskamp and colleagues (2010) found that family immigration motivations are related to NIA academic performance in school. Immigrating for better educational opportunities was associated with higher GPAs, whereas employment-related

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motivations were related to declining grades over time, possibly due to NIA taking on part-time work to support their families financially (Hagelskamp et al., 2010).

Psychological

A longitudinal, mixed-methods study of NIA from Central America, China, Dominican Republic, Haiti, and Mexico found that NIA reported high levels of internalizing symptoms, especially female NIA (Suárez-Orozco et al., 2008). NIA may experience internalizing symptoms as a result of the unique psychosocial stressors they face. In a quantitative study of Latinx immigrant adolescents' and their caregivers' migration-related trauma and PTSD, experiences of pre-migration trauma was associated with symptoms of PTSD (Perreira & Ornelas, 2013). In a study evaluating the psychometric properties of a trauma screener with Spanish-speaking, Central American NIA and their caregivers, rates of PTSD symptoms were significantly high, even when compared to previous studies on PTSD among immigrant youth (Venta & Mercado, 2019). Acculturative stress is associated with internalizing symptoms (Sirin et al., 2013) and suicidal ideation (Gomez et al., 2011) among immigrant youth, especially among NIA exposed to war in their country of origin (Patel et al., 2017). Additionally, data from a longitudinal, mixed-methods study of NIA from Central America, China, Dominican Republic, Haiti, and Mexico has indicated that parental separation has been associated with anxiety and depression, with higher levels of symptomology found among NIA who had been separated from their mothers for over four years (Gaytán et al., 2007; Suárez-Orozco et al., 2011). More specifically, a mixed-methods study of complex risk among Latina NIA found that difficulties with English and finances have been associated with anxiety, withdrawal, and somatization (Palacios et al., 2020). Korean NIA in a mixed-methods study about their peer relationships and racial discrimination in schools reported experiencing anxiety and low self-esteem when their

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academic performance did not meet the high academic expectations of the model minority myth (e.g., Asians stereotypically being good at math; Choi & Lim, 2014). In a quantitative study of NIA and their teachers' reports of NIAs' psychological symptoms, Patel and Kull (2011) concluded that NIA's internalizing symptoms have gone unnoticed and underreported by teachers, which can have a negative impact on their overall adjustment to the U.S. (Pumariega et al., 2005).

Regarding externalizing symptoms among NIA, a mixed-methods study with African, Caribbean, East Asian, European, Middle Eastern, and South Asian NIA found that family conflict has negative impacts on NIAs' behavior in school (Patel et al., 2016b). This may be due to acculturative stress, as increased parent and child acculturation is associated with increased conduct problems (Gonzales et al., 2006). Additionally, in a quantitative study of pre-migratory war exposure, acculturative stress, psychological adjustment, and academic achievement among NIA, teacher reports of conduct problems were associated with NIA pre-migration war exposure (Patel et al., 2017).

NIA mental health may also be complicated as a result of the COVID-19 pandemic. A qualitative study with a nationally representative sample of adults about the psychological impact of the pandemic found that respondents with families reported elevated anxiety and depression symptoms among caregivers and increased internalizing and externalizing symptomology among children (Fitzpatrick et al., 2020). In their qualitative study of African, Arab, Asian, and Latinx NIA and their parents' experiences during the COVID-19 pandemic, Santiago and colleagues (2021) found similar results among newcomer immigrant families and noted that the unique stressors they face (e.g., barriers to healthcare due to documentation and socioeconomic status) may add to their anxiety.

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NIA Strengths and Protective Factors

Despite the stressors and negative academic and psychological outcomes reviewed above, NIA have also demonstrated unique strengths and the ability to thrive when they have access to adequate supports. For instance, in Suárez-Orozco and colleagues' (2010b) longitudinal, mixed-methods study of newcomer youths' academic trajectories, they found that "High Achievers" were not only incredibly hardworking students but also had privileges, such as documentation status, proficiency in English, well-resourced schools, and highly educated parents. Additionally, NIA have found ways to navigate language difficulties. A study that utilized focus groups about promotion and prevention programming for NIA highlighted that newcomers value opportunities to practice and improve their English language skills to improve their social networks and promote their wellbeing (Smith & Crooks, 2022). Further, a mixed-methods study of students' school belongingness found that NIA experienced greater school belonging than their peers who had been in the U.S. for a longer period of time (Russell & Mantilla-Blanco, 2022). An ethnographic study of schools who primarily serve NIA in New York City found that in schools where NIAs' linguistic differences are seen as a strength and transnational attachments are acknowledged, NIA experience a greater sense of school belonging and motivation (Jaffe-Walter & Lee, 2018).

Research has also underscored the importance of social supports, such as other NIA and adult mentors, to promote NIAs' transition to the U.S. (Choi & Lim, 2014; Gaytán et al., 2007; Suárez-Orozco et al., 2009). In Choi and Lim's (2014) mixed-methods study of Korean NIA, the majority of participants reported strong relationships with other Korean NIA, as they were able to relate to each other's experiences of discrimination; this facilitated their ability to cope and experience a sense of belongingness. Similarly, in the final year of a longitudinal, mixed-

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methods study, NIA underscored the importance of “conational” peers (i.e., students who also immigrated from the same country as them; Suárez-Orozco et al., 2009a). These participants noted that since their conational peers spoke their native language, they were able to help them with classes, school adjustment, and English language acquisition (Suárez-Orozco et al., 2009). A mixed-methods longitudinal study with NIA found that adults mentors were critical supports in promoting students’ academic engagement and performance, especially among NIA who experienced significant pre-migratory stressors (Kim & Suárez-Orozco, 2014; Suárez-Orozco et al., 2009b; Suárez-Orozco et al., 2010b). More specifically, participants from this sample who participated in structured, adult-supervised afterschool activities demonstrated high academic achievement (Gaytán et al., 2007). Analyzing this same dataset, Smith and colleagues (2020) also found that NIA who perceived their parents to highly value education were more behaviorally (e.g., completing homework on time) and emotionally (e.g., enjoying learning) engaged in school. In a qualitative study of African, Arab, Asian, and Latinx NIA and their parents’ experiences during the COVID-19 pandemic found, newcomer families have unscored the strength they were able to draw from their community to support them through the pandemic (Santiago et al., 2021).

The Need for Research with NIA

Many calls have been made to increase the representation of marginalized groups in research; for instance, Congress has made it a priority to increase the representation of marginalized groups in research to increase their access to and quality of medical care (Bibbins-Domingo & Helman, 2022). Limited representation of marginalized groups in research results in health disparities, as there are limited evidence-based treatments for these groups (Tysinger & Hlávka, 2022). NIA are an understudied group, as little attention has been paid to differences

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between immigrant generations (Suárez-Orozco & Carhill, 2008; Suárez-Orozco et al., 2008). That is, NIAs' needs are uniquely their own, given their position as newcomers and adolescents; however, little research has been done to distinguish their needs and strengths from their more acculturated same-age peers. Further, there have been calls for future researchers to expand on the existing research to capture the heterogeneity of NIA groups (Kim & Suárez-Orozco, 2014; Patel & Kull, 2011). For instance, Palacios and colleagues (2020) studied the risk factors for psychological outcomes among Latina NIA; however, such a study has yet to be conducted with other NIA groups.

Specifically for NIA, there is limited research exploring the effectiveness, implementation, and dissemination of interventions for this population (Patel et al., 2022). As such, NIA are experiencing a variety of unique needs, and the field at large lacks understanding of how to meet these needs or capitalize on NIA strengths as protective factors. Within the existing literature on NIA, qualitative (e.g., Jaffe-Walter & Lee, 2018), quantitative (e.g., Patel et al., 2016a), mixed-methods (e.g., Palacios et al., 2020), and longitudinal (e.g., Suárez-Orozco et al., 2008) studies have been undertaken and reviewed above. However, despite the use of these diverse approaches, researchers have noted challenges in recruiting NIA due to the “realities of recruitment” (Suárez-Orozco et al., 2010b, p. 605), time needed to build relationships with community gatekeepers, difficulties finding bilingual researchers to translate study materials, and logistical barriers, such as accessible research compensation (Arora et al., 2023) and scheduling (Martinez et al., 2022). As such, research is needed to identify effective recruitment strategies to increase NIA representation in research and provide evidence-based interventions to improve their access to medical and psychological care.

Participation in Research

Barriers to Participation in Research

Barriers to Research Among Youth. Barriers to participation in clinical trials has been studied among youth and young adults. Forcina and colleagues (2018) categorize barriers in clinical trials as (a) protocol-related; (b) patient-related; and (c) physician-related barriers. As such, youth and young adults with cancer identified concerns related to the complexity of the research design, potential side-effects, and time spent on study-related activities (Forcina et al., 2018). Similarly, Tromp and colleagues (2016) found that children (sick and healthy controls) in drug trials and their parents reported a fear of potential risks, disruption to their typical routine, and lack of benefit to the participant as barriers to participating in clinical drug research. Regarding patient-related barriers, systematic reviews highlighted feeling like a “guinea pig,” receiving too little or too much information about the study, and feeling stressed about making decisions when participating in clinical or drug trials (Forcina et al., 2018; Tromp et al., 2016). Feeling forced to participate and having physicians (i.e., researchers) who struggled to build rapport with youth were noted as physician-related barriers to clinical research among youth and young adults (Forcina et al., 2018; Tromp et al., 2016).

Barriers for Immigrant Adults. Multiple barriers exist that limit immigrant adults’ participation in research. These barriers include (a) distrust of researchers (Huslage et al., 2022; Kaiksow & Carter, 2022); (b) documentation status (Doran et al., 2018; Martinez et al., 2012; Olukotun & Mkandawire-Valhmu, 2020); (c) logistical barriers (Kaiksow & Carter, 2022; Ojeda et al., 2011; van der Velde et al., 2009); and (d) sociopolitical context (Doran et al., 2018; Martinez et al., 2012; Olukotun & Mkandawire-Valhmu, 2020). However, the literature on barriers to research participation primarily focuses on adults (e.g., Olukotun & Mkandawire-

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Valhmu, 2020) or parents of immigrant youth (e.g., Domenech-Rodríguez et al., 2006), possibly due to adults being the first point of contact with researchers as youth cannot consent for themselves. Though NIA may share similar experiences (e.g., undocumented status, language barriers), the literature lacks developmentally-specific barriers that may be experienced by younger immigrants, such as NIA. The research on barriers to research participation among immigrant adults will be reviewed below.

Among immigrant and BIPOC communities, distrust of researchers has been noted as a barrier to research participation (Doran et al., 2018; Huslage et al., 2022; Kaiksow & Carter, 2022; Martinez et al., 2012; Sheridan et al., 2020). In a commentary on their own experiences recruiting Latinx immigrants through a hospital setting, Doran and colleagues (2018) state, “research in a context of heightened distrust of authorities, structural racism, and increasing injustice can cause fear and anxiety in study participants” (p. 646). In a qualitative study of African Americans’ barriers to research participation, the Tuskegee syphilis study is often referenced as a source of mistrust of the government and researchers (Scharff et al., 2010). Similarly, Olukotun and Mkandawire-Valhmu (2020) discussed the challenges they faced recruiting undocumented African immigrant women in their qualitative study. In their methodological article, they noted that their participants reported a distrust of systems; thus, the researchers conclude that their initial difficulties with recruiting participants for the study were due to a lack of trust within the community (Olukotun & Mkandawire-Valhmu, 2020). As such, in an overview of systematic reviews of health research, Sheridan and colleagues (2020) found that ethnically minoritized groups were distrustful of researchers’ intentions. In Domenech-Rodríguez and colleagues’ (2006) study examining the utility of behavioral observations to

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gather data among Spanish-speaking Latinx families in a rural community, they changed their research lab's name so as to not be associated with the police and, in turn, to foster trust:

“Our informant called the lab and told us that the lab name, Centro de Investigaciones de la Familia Latina (Center for Research on the Latino Family), was being misperceived by potential participants. She related to us that the word investigaciones was being understood in the context of police investigations rather than research, and families were afraid to participate in the research. Our informant's feedback led to the changing of the lab name to Centro de Estudio de la Familia Latina (Center for the Study of the Latino Family)” (p. 96).

Additionally, historically, research on immigrants was influenced by anti-immigrant sentiments and was conducted by cultural “outsiders” who did not speak the language (Jacobson, 1999; Mahalingam & Rabelo, 2013). Thus, “insiders” to the immigrant community, such as bilingual and bicultural researchers, are well-equipped to build trust with immigrant communities and provide cultural context when representing the community in the literature (Suárez-Orozco & Carhill, 2008; Haarlammert et al., 2017).

Relatedly, anxieties around documentation status pose a barrier to the recruitment of immigrant participants in research (Doran et al., 2018; Kaiksow & Carter, 2022; Katigbak et al., 2016; Martinez et al., 2012; Olukotun & Mkandawire-Valhmu, 2020). Olukotun and Mkandawire-Valhmu (2020) reported difficulties recruiting undocumented African women in their qualitative study of health care seeking experiences, as one of their inclusion criteria (i.e., documentation status) was sensitive information; in the early stages of recruitment, those who did reach out expressing interest in the study were turned away since they did not identify as undocumented. Similarly, potential Latinx immigrant participants and families have expressed

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hesitation to participate in behavioral observation and longitudinal studies due to fears of deportation (Doran et al., 2018; Martinez et al., 2012). Doran and colleagues (2018) reported high rates of refusal in their study of Latinx immigrants, with one potential participant stating, “I’m afraid they will find me” (p. 646). Reviewing their experiences recruiting Filipino immigrants in their qualitative, community-based participatory research (CBPR) project, Katigbak and colleagues (2016) reported that one undocumented Filipino immigrant woman expressed anxiety trusting others due to her immigration status.

In addition to trust building, logistical barriers may also impact immigrants’ ability to participate in research. Language is commonly identified as a logistical barrier to research participation (Ojeda et al., 2011; van der Velde et al., 2009). In a qualitative participatory action research (PAR) project about mental health with Chinese, Somali, South Asian, Spanish-speaking, and Vietnamese adult immigrants and refugees, participants noted communication as a barrier to their participation in the study (van der Velde et al., 2009). Specifically, language barriers may pose a challenge to the recruitment of Latinx immigrant families in research, as Domenech-Rodríguez and colleagues (2006) found in their behavioral observation study with Latinx immigrant families in a rural community. Additionally, participants’ reading proficiency, even in their first language, should also be considered, especially regarding filling out consent forms (Ojeda et al., 2011). In addition to language, time constraints and conflicting priorities (e.g., childcare) have been noted as barriers to clinical research participation among immigrants (Kaiksow & Carter, 2022).

Researchers have also highlighted sociopolitical context as a challenge when recruiting Latinx and undocumented African female immigrants in longitudinal and qualitative research projects (Doran et al., 2018; Martinez et al., 2012; Olukotun & Mkandawire-Valhmu, 2020).

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Research conducted during former president Trump's administration noted that his anti-immigrant rhetoric (Doran et al., 2018; Olukotun & Mkandawire-Valhmu, 2020) led to heightened fear among immigrants, especially undocumented immigrants (Callaghan et al., 2019; Wray-Lake et al., 2018). Additionally, researchers have pointed to increased media coverage of deportations and anti-immigrant discrimination as reasons for increased fear in immigrant, specifically Latinx immigrant, communities and wariness to participate in research (Doran et al., 2018; Martinez et al., 2012). Even under the current administration, mass deportations of immigrants are still occurring (U.S. Department of Homeland Security, 2021) and being covered in the media (e.g., Sullivan & Jordan, 2021).

The studies reviewed have relied on the perceptions and perspectives of the researchers conducting the research, as opposed to directly querying individuals themselves. Additionally, they have primarily documented such barriers among immigrant adults, as opposed to immigrant youths and adolescents. Studies conducted with youth have been focused on clinical and drug trials and do not identify specific barriers for immigrant or marginalized youth. Baxley and Daniels (2014) underscore the importance of researchers considering the range of "cognitive, physical, psychological, and emotional maturity" among adolescents broadly and how their developmental level can impact their ability to provide consent/assent, understand the study procedures, recognize their rights as a research participant, and weigh the risks and benefits of participation (p. 35). Thus, it is critical to understand NIA-specific barriers to research given the intersection of their immigrant and adolescent identities.

Motivations to Participate

Little research has been done regarding participants' motivations to engage in research (Clark, 2010). In the current literature, researchers have asked other researchers why participants

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participate in studies. In a multiple case study of qualitative research in the education and sociology fields, Wolgemuth and colleagues (2015) found that participants noted the following benefits of participating in qualitative studies: “1) talk to someone; 2) self-reflect; 3) emotionally cleanse; 4) become knowledgeable about a topic of personal/professional interest; 5) connect with a broader community based on shared experience; 6) advocate for a community/cause; and 7) help someone else down the road” (p. 358). In a qualitative study exploring research relationships, researchers engaging in qualitative research with youth and families reported “individual” and “collective” motivations for participation in research (Clark, 2010). At the “individual level,” participants are motivated by an interest in the study, curiosity, enjoyment in engaging in the study, feelings of empowerment, desire to talk about their experiences, opportunity to compare their situations to other participants, therapeutic nature of qualitative research, material benefits (e.g., knowledge, advice), and/or financial incentives. At the “collective level,” participants are motivated by representation of their group/interests in the research, political action, and inform future policy changes (Clark, 2010).

Other studies have also directly asked adult participants why they wanted to be involved in research. Adults who have participated in randomized control trials (RCTs), are survivors of rape, or received a stem cell transplant to treat cancer have noted personal benefits for participating in research, such as receiving financial compensation, meeting others in their same situation, talking about their experiences in a safe space, or maintaining a positive relationship with the interviewer (Campbell & Adams, 2009; Carter et al., 2008; Rodríguez-Torres et al., 2021; Sheridan et al., 2020; Sikweyiya & Jewkes, 2013). More altruistically, these adults have noted wanting to help others in their situation and contributing to the literature as reasons for participation (Campbell & Adams, 2009; Carter et al., 2008; Rodríguez-Torres et al., 2021;

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Sheridan et al., 2020; Sikweyiya & Jewkes, 2013). In a qualitative meta-study asking why adult female survivors of rape would participate in community-based, in-person individual interviews, Campbell and Adams (2009) found that their participants were particularly interested in expanding the literature of an understudied topic.

Regarding youth responses, previous literature has indicated that motivators include altruism, trusting the researchers and the research process, incentives, learning, personal benefits, discussing their experiences, empowerment, and enjoyment (Crane & Broome, 2017; Forcina et al., 2018; Lohmeyer, 2020; Tromp et al., 2016). Altruism has been noted as a motivator for youth participation in clinical trials and non-clinical trials (Crane & Broome, 2017; Forcina et al., 2018; Lohmeyer, 2020; Tromp et al., 2016). Australian youth in the child protection or juvenile justice system (described by the author as “hyper-governed”) not only wanted to help others in a similar situation but also “understood the research encounter as a means to give back and improve the lives of everyone” (Lohmeyer, 2020, p. 48). Youth and young adults (e.g., diagnosed with cancer, in the Pediatric Intensive Care Unit [PICU], healthy controls) have also been motivated to participate in clinical research due to financial incentives or developmentally appropriate incentives, such as movie gift certificates or toys (Crane & Broome, 2017; Forcina et al., 2018; Tromp et al., 2016). Personal benefits in previous research have included getting out of class early for “hyper-governed” Australian youth (Lohmeyer, 2020) and improvements in health for children in clinical drug research (Tromp et al., 2016).

However, this literature presents researchers’ recall of participants’ experiences (e.g., Clark, 2010; Wolgemuth et al., 2015) or does not present data from NIA or the community partners who work closely with them (e.g., Carter et al., 2008; Forina et al., 2018; Lohmeyer, 2020). Data has been collected from primarily adults (Carter et al., 2008; Lohmeyer, 2020;

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Sikweyiya & Jewkes, 2013; Wolgemuth et al., 2015), many of whom are outside of the U.S. (Carter et al., 2008; Lohmeyer, 2020; Sikweyiya & Jewkes, 2013) and thus have differing sociopolitical climates and governing bodies for research that may impact participants' perceptions of researchers. Further, Clark (2010) cautions against generalizing results on research participation, as different groups of participants may want to participate in different research disciplines for different reasons (e.g., older people wanting to “give back,” disabled people wanting to better their lives). This underscores the need to specifically explore NIAs' motivation to participate in research.

Civic Engagement. Civic engagement is participating in activities at the local, state, or national level that strengthen the “social fabric of a nation” (Zaff et al., 2011, p. 274). These activities can support the norms (e.g., political, economic, etc.) of the country or challenge them. According to Zaff and colleagues (2011), “[t]he breadth of civic activity types, which have been delineated in national surveys (e.g., Center for Information and Research on Civic Learning and Engagement, 2006), brings together distinct types of actions, such as direct service (e.g., volunteering), advocacy (e.g., protesting or boycotting for a cause), and political participation (voting, working on a campaign)” (p. 275). Civic engagement is critical in adolescence (Havighurst, 1972) to support their own development (Lerner et al., 2003) and democracy in the U.S. (Damon, 2011; Gould, 2011). Civic engagement and volunteerism research has extensively studied the reasons adult and adolescent immigrants participate in such activities. Though research participation has not been explicitly stated in the literature as a form of civic engagement or volunteerism, they share some similarities (e.g., political participation). Thus, the reasons for engaging in civic activities and volunteer opportunities will be presented below, as research can be considered a political act (e.g., Clark, 2010).

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Quantitative, qualitative, and mixed-methods studies of immigrant adults' civic engagement have found that they participate in civic activities and volunteer experiences for the following reasons: (a) to advance their careers (Handy & Greenspan, 2008; Paat, 2022; Scott et al., 2006); (b) to gain skills (Scott et al., 2006); (c) to grow personally and intellectually (Paat, 2022; Scott et al., 2006); (d) to experience emotional benefits (Paat, 2022); and (e) to satisfy their religious beliefs (Handy & Greenspan, 2008). Mixed-methods civic engagement studies with first- and second-generation Asian and Latinx immigrant young adults and adolescents have found that they are civically engaged for altruistic reasons, such as helping their community (Ballard et al., 2015; Stepick et al., 2008; Suárez-Orozco et al., 2015) and responding to social injustices that personally impact them (e.g., immigration reform; Ballard et al., 2015; Suárez-Orozco et al., 2015).

However, civic engagement research does not explicitly include research participation in its conceptualization. Further, volunteer work is often conceptualized as an activity to benefit others without personal compensation (Paat, 2022; Wilson, 2000), whereas it is often recommended that researchers provide compensation or incentives to research participants, especially youth (Afkinich & Blachman-Demner, 2020) and immigrant populations (Knight et al., 2009). Despite this, the civic engagement and volunteerism research points to the importance of “person-centered” and “adolescent-specific” research (Ballard et al., 2015, p. 78). For instance, Handy and Greenspan (2008) found that in comparison to “established” immigrants (i.e., immigrated more than 5 years ago), recently immigrated adults (i.e., immigrated within the past 5 years) were more likely to volunteer to gain skills for a job. Adolescent immigrants are primarily motivated to be civically engaged by social justice and helping their community

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(Ballard et al., 2015). This suggests that gathering data directly from NIA could reveal motivations that are unique to their status as recent arrivals and their developmental level.

Increasing Recruitment of Immigrant Participants in Research

Theoretical work has been undertaken to present strategies to navigate challenges in recruiting immigrant populations (Baxley & Daniels, 2014; Knight et al., 2009). Literature reviews and case examples from CBPR and qualitative focus group research with immigrant adults have found success collaborating with community leaders/gatekeepers (Karwalajtys et al., 2010; Katigbak et al., 2016; Knight et al., 2009). Community partners can promote trust between researchers and potential participants (Karwalajtys et al., 2010; Katigbak et al., 2016; Knight et al., 2009). Further, as demonstrated in a CBPR study with Filipino immigrants, community partners can also support efforts in developing culturally salient recruitment strategies (Katigbak et al., 2016). Additionally, Lu and Gatua (2014) noted that attending community events and recruiting participants face-to-face was effective in recruiting Chinese and Kenyan immigrant adults into qualitative studies. Researchers have also found that personal referrals from community partners (Arora et al., 2024; Oluktun & Mkandawire-Valhmu, 2020) or the researcher's own personal network (Lu & Gatua, 2014) can also be effective recruitment strategies for qualitative studies with NIA, undocumented immigrants, and immigrant adults. Relatedly, snowball sampling (i.e., asking recruited participants to share the study with friends and family; Karwalajtys et al., 2010; Lu & Gatua, 2014) and word of mouth (Domenech-Rodríguez et al., 2006) have also demonstrated effectiveness with recruiting immigrant adults, including parents of immigrant youth, into CBPR, qualitative, and behavioral observation studies.

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Little research has been done on strategies for recruiting NIA, with studies primarily focused on recruiting immigrant adults (e.g., Karwalajtys et al., 2010; Lu and Gatua, 2014). Baxley and Daniels (2014) present the ethnic/minority adolescent recruitment and retention model (EMARR). The EMARR consists of five constructs: “adolescent, researcher and institutional culture, building trust (access, protocol, ethical concerns, and environment), recruitment, and retention” (Baxley & Daniels, 2014, p. 35). The model takes into consideration the developmental level of the adolescent, such as their ability to make decisions due to an underdeveloped frontal lobe and differences in maturity across the adolescent age span. Further, the EMARR underscores the importance of having a culturally responsive research team. Similar to the literature reviewed above, Baxley and Daniels (2014) provide strategies on how to build trust with ethnic/minority adolescents, such as working with community gatekeepers, providing research materials that has developmentally and culturally appropriate language, and ensuring that the benefits do not outweigh the risks. Regarding recruitment and retention, the EMARR recommends making sure the measures and the recruitment site are appropriate for the population under study and that communication about the study is developmentally appropriate as well (e.g., texting, social media). See Figure 1 for a visual representation of the model. While there are some useful aspects to the model, such as the focus on adolescent development, it lacks specificity for the recruitment of NIA as it does not provide guidance on navigating potential barriers to their recruitment (e.g., language, documentation status, family separation) nor does it consider their vulnerability due to the recency of their arrival. Further, the model is based on previous studies with minority adults and adolescents (Baxley & Daniels, 2014), not NIA specifically. Alternatively, the literature on recruitment strategies for immigrant populations lack the focus on adolescence, which is critical in EMARR. Knight and colleagues (2009) review the

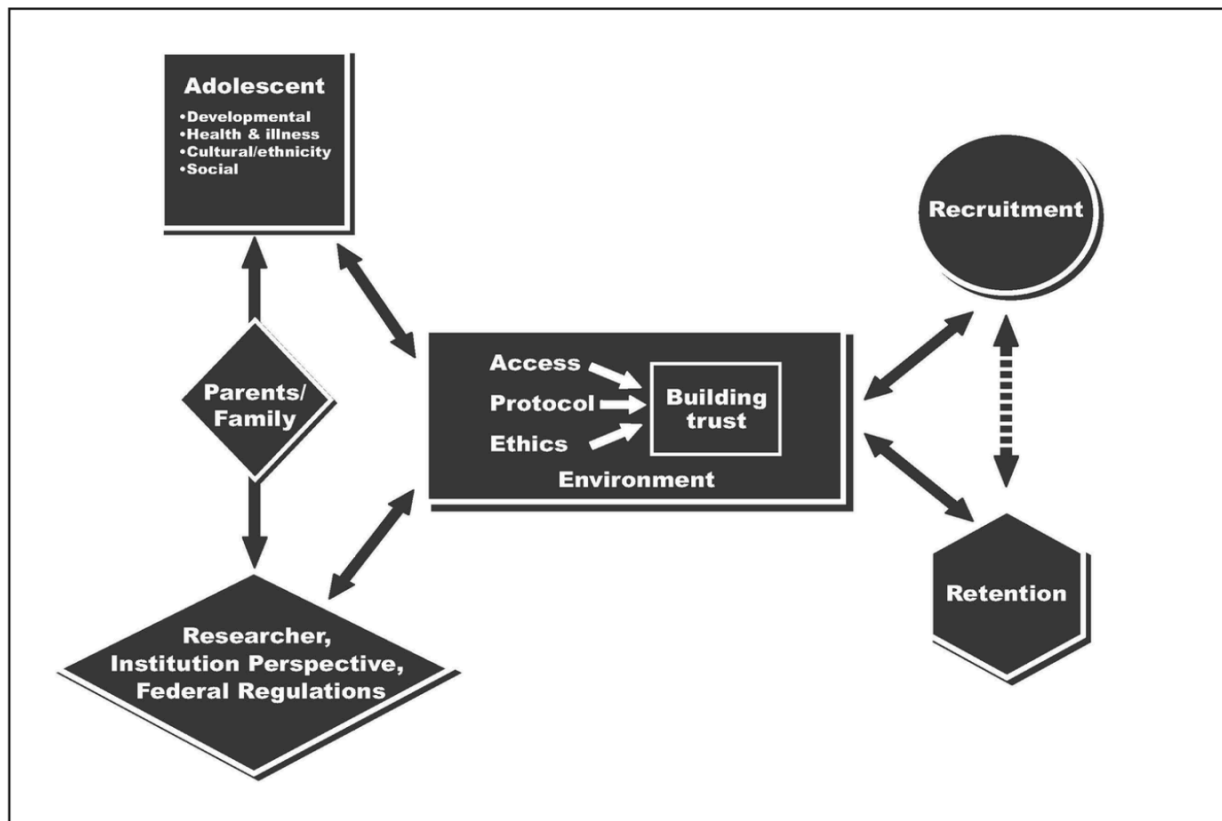
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literature on recruitment strategies for ethnically minoritized and immigrant populations broadly but do not provide explicit guidance on which strategies are most effective for NIA or youth.

Further, many researchers who have conducted studies with immigrant populations and presented their recruitment strategies have worked with immigrant adults.

Figure 1.

Adolescent participation in research: A model of ethnic/minority recruitment and retention



Note. This figure was developed by Baxley and Daniels (2014).

Additionally, the literature on effective recruitment strategies is often presented from the researcher's perspective (e.g., Karwalajtys et al., 2010; Lu & Gatua, 2014; Olukotun & Mkandawire-Valhmu, 2020). Thus, increased attention to strategies that facilitate the participation of NIA in research is needed, especially given that researchers have underscored the importance of capturing heterogeneity of NIA (Mahalingam & Rabelo 2013) and considering the

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developmental level of adolescents (Baxley & Daniels, 2014). Empowerment theory suggests that opportunities to exert control in decision-making processes are needed to make improvements in the lives of marginalized communities (Zimmerman, 2000). Thus, in line with this theory, NIA and the community partners who work closely with them should be queried directly on recommendations to improve NIA recruitment in research.

Conceptual Framework

NIA's participation in research will be conceptualized from an empowerment theory, situated expectancy-value theory (SEVT), and participatory action research (PAR) lens, which are reviewed below.

Empowerment theory underscores understanding one's sociopolitical environment, considering "those with power, their resources, their connection to the issue of concern, and the factors that influence their decision-making" (Zimmerman, 2000, p. 47). Using empowerment theory as a lens, NIA research participation will be understood from the current sociopolitical environment in the U.S. The barriers to research participation reviewed above point to systemic barriers, such as documentation status (Doran et al., 2018; Martinez et al., 2012; Olukotun & Mkandawire-Valhmu, 2020) and language barriers (Ojeda et al., 2011; van der Velde et al., 2009), which influence immigrants' decision to participate in research. Thus, NIA barriers to research participation will focus on how the current systems and sociopolitical climate may impact their decision making.

EVT (Eccles & Wigfield, 2002; Wigfield & Eccles, 2000) posits that choices are made based on one's expectation that they will do well and that they value the activity chosen. A quantitative study with marginalized adolescents (i.e., predominantly Latinx and low-income) examined the utility of expectancy-value theory (EVT) in civic engagement research (Wegemer,

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2021). Wegemer (2021) found evidence that among marginalized adolescents, high expectancies and values (i.e., valuing civic engagement and expecting that it can result in social change) were associated with civic engagement, specifically social justice activism. More recently, Eccles and Wigfield (2020) their model underscored the impact of one's "situation," such as their cultural background, gender identity, and age, on youths' perceived expectancies and values. They renamed the theory Situated Expectancy-Value Theory (SEVT) (Eccles & Wigfield, 2020). Thus, NIAs' participation in research will be conceptualized from an SEVT lens, considering their expectations of research, personal values, developmental stage, and cultural context. Further, given research participation's association with political activism (Clark, 2010; Wolgemuth et al., 2015) and immigrant youths' social justice-oriented civic engagement motivations (Ballard et al., 2015; Suárez-Orozco et al., 2015; Wegemer, 2021), NIAs' research participation will also be conceptualized as political activism.

Participatory action research (PAR) is a research approach where researchers and participants collaborate on solving an identified problem (Baum et al., 2006). PAR challenges traditional power dynamics by treating participants as capable of authentic participation in all aspects of the research process and integrating the community's values and knowledge in action steps (Kindon et al., 2007). As such, collaboration and critical self-reflection are key to creating social change in PAR (Baum et al., 2006). PAR with immigrant communities has been undertaken through research partnerships with community-based organizations (CBOs), with the goal of addressing community-identified needs (e.g., Betancourt et al., 2015; Rodriguez et al., 2018; van der Velde et al., 2009). Specifically, CBOs have engaged in PAR with immigrant communities by recruiting youth (Betancourt et al., 2015; Gonzalez Benson et al., 2022) and engaging in the research process as members of the research team (Gonzalez Benson et al., 2022;

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Rodriguez et al., 2018; van der Velde et al., 2009). Thus, to better understand NIA participation in research, researchers should not only engage NIA but also CBOs who work with NIA in this research. Thus, PAR guided this research in multiple ways: (a) by challenging traditional power dynamics in research by centering the voices of NIA and CBOs; (b) by drawing on NIA and CBOs' expertise to identify NIA-specific recruitment strategies in order to create change in the field of research; and (c) by developing mutually beneficial partnerships with CBOs (i.e., the researcher shared resources to further the CBO's work and CBOs assisted with recruitment). Further, NIA research participation will not be understood as the choice of a singular individual but as a collaboration between researchers and the community.

Purpose of the Study

The purpose of the current study is to explore the barriers to participation in research among NIA, examine their motivations to participate in research, and elicit recommendations from NIA on how to increase their research participation. To date, this study is the first of its kind to: 1) examine this area of study with NIA, and 2) use a participatory research approach in this area of study by directly querying NIA and CBOs.

Research Questions

The current study will examine the following research questions:

1. What are the barriers to research participation for NIA?
2. What motivates NIA to participate in research?
3. What would help increase NIAs' motivation to participate in research?

Chapter 3: Methods

The following chapter will present a detailed description of the study design, the participant population studied, procedures for qualitative data collection, and the plan for data analysis.

Positionality Statements

Karissa Lim

The PI is a second-generation Filipino immigrant. Her parents also immigrated to the U.S. as medical doctors. Thus, she is not only socioeconomically and educationally privileged, especially as a doctoral student at an Ivy League institution, but she and her family also experience privileges as a result of their documentation status and American citizenship. She has spent much of her life grappling with colonial mentality, a form of intergenerational internalized oppression that resulted from the colonization of the Philippines by the U.S. and Spain (David & Okazaki, 2006). Due to colonial mentality, the PI has spent much of her life feeling ashamed of her cultural identity and prioritized assimilating into American culture. Thus, she is a monolingual English speaker. As a result of her struggles with colonial mentality and her journey to authentically embrace her identity as a second-generation Filipino immigrant, the PI is drawn to working with immigrant youth and presenting their stories and voices through research. This dissertation was inspired by another related project that she is working on that studies school climate among NIA. She worked closely with CBOs to recruit NIA for the project and experienced first-hand the flexibility and collaboration needed to recruit NIA in research.

Research Assistants

The following positionality statements are for the research assistants who participated in data collection or data analysis. At the time of the study, the RAs were current graduate students

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or applying to graduate school. Srimayee was a volunteer research assistant for the PI's research lab, who had worked with the PI on another qualitative study focused on NIA. Srimayee expressed interest in continuing work with NIA, so the PI personally recruited her into the study. Lola, Yubrainy, Radhika, Sofia, and Yeena were current students in the school psychology program at Teachers College, Columbia University at the time of the study. The PI sent a research assistant recruitment email to the school psychology program, and these students participated as part of their research requirements for graduation.

Srimayee Dam. Srimayee immigrated to the U.S. from India. Since childhood, she not only spoke Bengali, her native language, but Hindi and English as well. Being multilingual, she kept seeking for opportunities where she could utilize her language skills, share her unique experiences, and contribute effectively towards research to uplift the lives of immigrants. This project offered her the chance to strengthen her cultural sensitivities, knowledge, and perspective when dealing with newcomer immigrant adolescents and families, as her way to give back and support her community.

Lola Gueguen. Lola is a second-generation European immigrant. Her parents immigrated to the U.S. from France due to the relocation of her father's job abroad. While her parents have only recently obtained their green card and faced significant obstacles in doing so, Lola has consistently experienced privileges due to her dual citizenship and access to a higher education. She was raised by her two French parents in a household that prioritized their French language and culture. Therefore, despite socializing and attending school in a predominantly White, affluent, and suburban neighborhood with her American peers, Lola was raised by her parents, who value very Eurocentric views, customs, and parenting styles. This duality has made understanding her cultural background and identifying with her heritage particularly challenging.

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Additionally, she felt challenged academically, as the differences between languages presented her with difficulties in writing, such that her teachers never fully understood or appreciated her struggles as a product of her bilingualism. Given her background and desire to work with students from diverse backgrounds, she wanted to participate in research that furthered her awareness and understanding of the experiences of immigrants in the U.S.

Yubrainy Pascual. Yubrainy immigrated from the Dominican Republic to the U.S. with her single mother and sisters as legal permanent U.S. residents. She began to learn English as a second language in middle school; at this time, her mother worked a minimum-wage job, and her father rejoined the family after obtaining his U.S. legal permanent residency travel documents. As such, she has multiple identities that categorize her as someone who comes from a marginalized and disadvantaged background. As a result of her personal experiences and family values, she is motivated to elevate her status in society; she received her bachelor's degree from Hunter College, she underwent the process becoming a naturalized U.S. citizen, and she completed a Master of Education in School Psychology from an Ivy League institution. She became interested in this project during her graduate studies as a result of her personal experience as an NIA. As she adjusted to the U.S., her interpersonal interactions and unique social identities played a role in her development and mental health. Through this project, Yubrainy became interested in connecting with other NIA, learning from their perspectives, and supporting and encouraging them during this critical time. While working on this project, she was completing her studies to become a certified school psychologist, a role in which she can support NIA and develop healthy school environments where children can thrive.

Radhika Srivastava. Radhika is the daughter of Indian immigrants, who all benefit from the privilege of American citizenship. She is fluent in Hindi, her first language. Radhika belongs

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to a socioeconomically- and educationally-privileged family, in which the majority of members have been fortunate enough to pursue higher education. She is the first person in her family to attain postsecondary degrees in the U.S. Due to traumatic events during her childhood, Radhika grew up spending significant time with her maternal grandmother, to whom she remained close until her passing. As such, her Indian culture and Hindu faith are integral to her identity. Radhika found tremendous meaning in supporting this project and appreciates its implications for person-centered and culturally-responsive research with immigrant youth. She hopes to similarly amplify minoritized voices through her own future research efforts. A lifelong dream of hers has been to one day partner with local professionals in communities in India to contribute meaningfully to the expansion of pediatric mental health care.

Sofia Suarez. Sofia is a Filipino-Canadian immigrant. She was born and raised in an affluent neighborhood in Metro Manila, Philippines, where English was commonly spoken. While she was exposed to the socioeconomic inequity and turbulent political climate in her home country, her family's position in society granted her protection against issues that affected majority of Filipino youth such as poverty, interrupted education, and lack of protection against environmental hazards. Her comfortable upbringing also allowed her to have the logistical, physical, mental, and emotional capacity to access extracurricular activities and educational resources that supported her learning in school. She moved to Canada to pursue her undergraduate education at the University of Toronto. There, she had not only the privileges of being a Canadian citizen and having English proficiency but also of immigrating by her own choice. She then moved to NYC, where she lives as an international graduate student. Her interaction with North American society is influenced by internalized colonial mentality that is characteristic of Philippine society, and she continually grapples with integrating her identity as a

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Filipino woman into the various spaces she occupies in the U.S. She approached this research with an awareness of her socioeconomic and educational privilege, as well as her personal passion for supporting immigrant youth.

Yeena Yoon. Yeena is a bilingual Korean American immigrant. Her parents immigrated temporarily to the U.S. as graduate students, and she has experienced privileges due to her dual citizenship. She and her family moved to South Korea when she was five, and she completed her K-12 education at an international school in Seoul. She is socioeconomically and educationally privileged, having attended private school, four-year college, and now attending graduate school. She has struggled with her cultural identity, often feeling like an outsider in strictly American and solely Korean contexts. Thus, she is motivated to understand how to cultivate spaces of belonging with and for immigrant youth, particularly in the school setting where youth spend a significant part of their lives. She was previously a kindergarten teacher at a Title I school with a significant newcomer youth population, where she worked closely with cultural liaisons to better understand and help address her students' and their families' diverse needs.

Study Design

This study utilized a qualitative research design using a semi-structured interview protocol and field notes. To answer the research questions, qualitative data was collected via individual semi-structured interviews with NIA and community partners via Zoom and Zoom phone call. The semi-structured interview protocols were pilot tested with graduate students, who previously identified as NIA, and community partners before use. The PI's recruitment process was documented through field notes in a HIPAA-compliant Google Drive file. Demographics information was collected via Qualtrics or verbally during the interview. Previous studies exploring participants' motivations for engagement in research have utilized qualitative methods

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(e.g., Clark, 2010; Lohmeyer, 2020; Wolgemuth et al., 2015). Qualitative interview methods are well-suited to explore participants' experiences and feelings (Rice & Ezzy, 1999). Additionally, field notes are well-suited for documenting observations and process and reflecting on positionality (Case et al., 2014; Griffin & Bengry-Howell, 2017).

Participants

NIA who immigrated within the past five years and community partners (i.e., staff members from community-based organizations [CBOs]) participated in semi-structured interviews. Inclusion criteria for NIA included: 1) immigrated to the U.S. within the past 5 years (Fry, 2015; Suárez-Orozco et al., 2009a), 2) immigrated from West Africa, Asia, or Latin America, 3) aged 13-19, and 4) fluent in Bengali, French, Hindi, English, or Spanish. Inclusion criteria for community partners included: 1) working for a CBO that serves immigrant youth communities and 2) currently working with NIA.

According to Guest and colleagues (2006), seven to 12 interviews is sufficient for data saturation, which is considered to be the “the key to excellent qualitative work” (Morse, 1995, p. 147). In a follow up study, Guest and colleagues (2020) maintained that approximately 12 interviews are needed for greater saturation. In addition to sample size, Mwita (2022) posits that other factors should be considered when determining saturation, such as pre-determined codes, relevant participants, triangulation of data, and duration of interviews. As such, data was collected from 14 NIA, 12 community partners, and 20 fieldnotes over 11 months. Approximately 1,164 minutes of interview data ($M = 44.8$ minutes) was collected across both participant groups.

According to Budiman (2020), the majority of the U.S. immigrant population migrated from countries in Asia and Latin America. However, in addition to these regions, the Migration

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Policy Institute (n.d.) indicated recent growths in the West African newcomer immigrant population. Thus, in the current study, NIA from Asia (i.e., South Asia, Southeast Asia), Latin America, and West Africa and NIA-serving community partners were recruited via CBOs, personal networks, and snowball sampling.

According to the American Psychological Association (APA; 2020), adolescence is defined as ages 13-17. However, studies of NIA typically recruit participants ages 13-19 (e.g., Palacios et al., 2020; Patel et al., 2016a) as they often recruit through partnerships with schools, and NIA who immigrate during high school end up staying in school for longer. Thus, NIA ages 13-19 were included in this study.

Data Collection

Demographics Questionnaire

NIA and community partners were asked to report their background information before participating in the interview. NIA self-reported their age, gender (e.g., girl, transgender boy, non-binary, agender), country/region of origin, year of immigration to the U.S., languages spoken (i.e., English, Bengali, French, Hindi, Spanish, other), preferred language (i.e., English, Bengali, French, Hindi, Spanish, other), and previous research participation. See Appendices A-E for the NIA demographics questionnaire. Community partners self-reported their age, gender (e.g., female, transgender male, non-binary, agender), race/ethnicity (e.g., African American/Black, Asian American/Native Hawaiian/Pacific Islander, Latine/Hispanic), organization they work for, current role, populations served at the organization (e.g., South American immigrants), previous assistance with research recruitment, and languages spoken (i.e., English, Bengali, French, Hindi, Spanish, other). See Appendix F for the community partner demographics questionnaire.

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Qualitative Semi-structured Interview

NIA and community partners completed a semi-structured interview developed for this study that explored their perceived barriers to research participation, motivations to participate in research, and recommendations to increase NIA participation in research. Questions were informed by the conceptual frameworks. Protocols were pilot tested with graduate students who previously identified as NIA prior to use. Informed by empowerment theory's focus on understanding one's sociopolitical environment, questions regarding barriers to participation were systems-centered and considered "those with power, their resources, their connection to the issue of concern, and the factors that influence their decision-making" (Zimmerman, 2000, p. 47). In line with EVT, questions regarding participants' motivations to engage in research attempted to capture their expectations of research and their beliefs regarding the value of participating in research. Further, empowerment theory and participatory action research (PAR) underscore the importance of recognizing community strengths and voices in creating change (Kindon et al., 2007; Smith & Crooks, 2022; Zimmerman, 2000), so questions sought NIAs' recommendations on how to improve their recruitment in research. See Appendices G-K for the NIA semi-structured interviews and Appendix L for the community partner semi-structured interview.

Field Notes

Throughout the study, the PI took systematic, detailed field notes of her observations of the recruitment process. Notes on observations, process, and reflections were completed *in vivo* on an electronic device (e.g., phone or laptop).

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Procedures

Ethical Considerations

Study procedures were approved by the Teachers College Institutional Review Board (IRB). All participants were assigned a deidentified code. Audio files and transcripts do not include any identifying information. As such, any identifying information obtained during the study remains confidential. All participants willingly volunteered to participate in the study and received a one-time \$25 Amazon or Visa gift card. The Teachers College Dean's Grant for Student Research provided funding for this study.

Recruitment

Recruitment was conducted May 2023 to April 2024 (i.e., 11 months). During this time, the number of immigrants being apprehended or expelled at the U.S.-Mexico border reached record highs (Gramlich, 2024). Further, the presidential primaries began in early 2024, and the Republican frontrunners called for mass deportations and cutting aid to immigrant communities (Garsd, 2023).

Participants were recruited via CBOs that primarily serve immigrant/NIA communities, snowball sampling, social media (e.g., Facebook, Instagram), and the research team's personal and professional networks. Recruitment flyers in Bengali, English, French, Hindi, and Spanish were disseminated via email, social media, and print. See Appendix M and N for NIA and community partner recruitment flyers, respectively. To schedule interviews, potential participants contacted the research team via email or Google Voice. For NIA, all study information was provided in the youth and their guardian's preferred language. For NIA under the age of 18, consent from a legal guardian and assent from the participant was gathered via Qualtrics or verbally at the start of the interview. NIA age 18 or older provided consent for

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themselves via Qualtrics or verbally. Community partners also provided consent for themselves via Qualtrics or verbally. Participants were provided the option to complete the interview via Zoom, Zoom phone call, or in person at a time and/or location that is mutually convenient to the participant and interviewer. Interviews were audio recorded. The PI conducted observations and wrote field notes throughout the recruitment process.

Demographics Surveys

After obtaining consent, demographics surveys were completed via Qualtrics prior to the interview, or verbally or via Qualtrics at the beginning of the interview. Demographics surveys were completed in the participant's preferred language.

Interviews

The PI or a trained RA facilitated the consent process and conducted interviews with the participants. Interviews in French and Spanish were completed by bilingual RAs with native fluency in the language. Bilingual RAs conducted interviews solely in French or Spanish using translated interview scripts (see Appendices I and K). Interviews were conducted via video or phone call on Zoom and audio recorded. NIA interviews were 24 to 56 minutes in length ($M = 37.7$ minutes); community partner interviews ranged from 37 to 89 minutes ($M = 54.0$ minutes). For NIA under the age of 18, consent and assent were obtained from guardians and NIA, respectively, via the IRB-approved forms. NIA over the age of 17 and community partners provided consent for themselves using the IRB-approved consent forms. Consent forms included consent to be audio recorded. Consent and assent were obtained via Qualtrics or verbally prior to the interview. Upon completion of the interview, participants received a \$25 electronic Amazon or Visa gift card.

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Translations

All study materials (e.g., recruitment flyers, semi-structured interview script) and IRB-approved consent forms were translated from English to Bengali, French, Hindi, and Spanish by trained bilingual RAs. A blind back translation procedure was used (Knight et al., 2009). The PI translated the English materials to the target language (i.e., Bengali, French, Hindi, and Spanish) via Google Translate. The translated materials were then back translated to English by a bilingual RA. The bilingual RA then checked the back translation against the original English documents and edited the translations to ensure conceptual and semantic equivalence.

Interviews conducted in French and Spanish were transcribed in the original language via Zoom. Zoom transcriptions were checked by the interviewer for accuracy then translated to English by a bilingual RA. The English transcript was then checked by the interviewer for accuracy.

Data Analysis

Demographics

Demographics surveys were summarized via descriptive statistics.

Semi-Structured Interview

After completion of the interview, the audio recording was transcribed by the interviewer. If the interview was completed in French or Spanish, the recording was transcribed in the original language by the interviewer, a bilingual RA, and translated to English by a second bilingual RA. The English translation was checked by the interviewer for accuracy.

Transcriptions and field notes were analyzed using thematic analysis (TA; Braun & Clarke, 2006; Braun & Clarke, 2012). In TA, the researcher is focused on finding shared meanings across a data set (Braun & Clarke, 2012; Kiger & Varipo, 2020). Braun and Clarke

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(2022) describe TA as a spectrum, in which they identified three primary “schools” of TA: (a) coding reliability; (b) codebook; and (c) reflexive. They describe coding reliability TA as involving quantitative values and practices (i.e., “small q” qualitative research); in contrast, reflexive TA highlights the subjectivity of qualitative research and is informed by a qualitative paradigm (i.e., “Big Q” qualitative research). Thus, codebook TA is situated in the middle of the spectrum and, as such, does not necessitate a calculation of interrater reliability. Codebook TA was chosen for the present study to allow for a structured coding process informed by “Big Q” values (Braun & Clarke, 2022). This allowed for etic coding informed by previous literature and emic coding that emerged from the data.

Braun and Clarke’s (2006) six step method of analysis was utilized, as it is the most widely used method of TA (Clarke & Braun, 2017). Additionally, this method was chosen as it is a “straightforward” guide that still provides flexibility for the researcher to return to previous steps if new themes emerge (Braun & Clarke, 2006; Kiger & Varipo, 2020). The steps are as follows: 1) familiarizing oneself with the data, 2) creating initial codes, 3) reviewing codes to identify themes, 4) reviewing themes, 5) defining themes, and 6) writing the manuscript (Braun & Clarke, 2006; 2012). Data was coded and analyzed by the PI and RAs (Srimayee, Sofia, and Yeena).

In accordance with Clarke and Braun’s six step method of analysis, the PI began the data analysis process by familiarizing herself with the data. This meant reviewing all 26 transcripts and 20 fieldnotes. The PI then created initial codes informed by a review of the previous literature (i.e., etic codes). The PI and coding team then practiced coding via Nvivo14 with 6 transcripts and created additional initial codes informed by the data (i.e., emic codes). Once coders felt comfortable with the coding software and procedures, each RA was randomly

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assigned 5-6 transcripts and 6-7 fieldnotes; the PI randomly assigned herself to 13 transcripts and abstained from coding her own fieldnotes to control for bias. Once all the data was coded, the PI and coding team met to review the codes, update the codebook as needed, and identify themes. The final codebook included 71 codes. The PI and the coding team then reviewed and defined the themes.

Chapter 4: Results

Participant Demographics

A total of 26 participants were recruited for the current study. Fourteen newcomer immigrant adolescents (NIA) and 12 community partners completed individual interviews.

NIA

NIA reported on their age, gender, country/region of origin, year of immigration to the U.S., languages spoken, preferred language, and previous research participation. Participants ranged in age from 13 to 19 ($M = 16.1$, $SD = 1.56$). The majority of NIA were male (64.3%), completed interviews in English (71.4%), and had not participated in research prior to the current study (64.3%). NIA reported immigrating from Latin America (21.4%; i.e., Ecuador), Southeast Asia (50%; i.e., Indonesia, Philippines, Thailand), South Asia (7.1%; i.e., Nepal), and West Africa (21.4%; i.e., Guinea, Senegal). See Table 1 for more detailed information about NIA demographics.

Table 1

NIA Demographics

Participant	Interview Language	Age	Gender	Country of Origin	Years in the U.S.	State	Languages Spoken	Previous Research Participation
NIA 1	Spanish	14	Female	Ecuador	<1	NY	Spanish	No
NIA 2	Spanish	16	Male	Ecuador	<1	NY	Spanish	No
NIA 3	Spanish	19	Male	Ecuador	<1	NY	Spanish	Yes
NIA 4	English	17	Male	Indonesia	3	PA	English, Indonesian	Yes
NIA 5	English	16	Female	Philippines	<1	CA	English, Tagalog ^a	Yes
NIA 6	English	15	Female	Philippines	<1	CA	English, Tagalog	Yes
NIA 7	English	13	Male	Philippines	<1	CA	English, Tagalog	No
NIA 8	English	17	Male	Indonesia	2	PA	English, Indonesian	Yes

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Participant	Interview Language	Age	Gender	Country of Origin	Years in the U.S.	State	Languages Spoken	Previous Research Participation
NIA 9	English	18	Female	Senegal	5	OH	English, Wolof	No
NIA 10	English	16	Male	Senegal	2	OH	English, French	No
NIA 11	English	16	Female	Nepal	5	NY	English, Hindi, Nepali	No
NIA 12	French	17	Male	Guinea	<1	NY	English, French	No
NIA 13	English	17	Male	Philippines	5	FL	English, Filipino	No
NIA 14	English	15	Male	Thailand	5	CA	English, Thai	No

^a Tagalog is a dialect of Filipino and is the national language of the Philippines (Schachter,

2018). Participants self-reported languages spoken, with the option to respond via text entry box on Qualtrics. As such, Filipino NIA used both “Tagalog” and “Filipino” to describe their native language, which is represented in the table.

Community Partners

Community partners reported on their age, gender, race/ethnicity, languages spoken, organization they work for, current role, populations served at the organization, and previous experience assisting with research. Participants ranged in age from 27 to 52 ($M = 37.1$, $SD = 8.76$). The majority of community partners were female (83.3%). Community partners worked for CBOs that served Central American (83.3%), South American (58.3%), Caribbean (50%), West African (25%), South Central Asian (16.7%), and “Other” (25%) immigrant communities. Other communities served included “AAPI” (8.3%), “South Asian and East Asian Immigrants” (8.3%), and “Afghan, Syrian, and Ukrainian” (8.3%). More than half of the community partners (66.7%) had assisted with research prior to participating in the current study. Notably, of the four community partners who reported that they did not have previous experience assisting with research, most ($n = 3$; 75%) had been referred to the current study as they had been recently recruited by the PI’s research advisor to support recruitment efforts for a different study. As such, most of the community partners had some experience recruiting NIA for research. All

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participants completed their interviews in English. See Table 2 for more detailed information about community partners' demographics.

Table 2

CBO Demographics

Participant	Age	Gender	Race/Ethnicity	Languages Spoken	State	Immigrant Populations Served	Previous Experience Assisting with Research
CBO 1	36	Female	Latine/Hispanic	Spanish, English	NY	South American, Central American, Caribbean	No
CBO 2	44	Male	Asian American/Native Hawaiian/Pacific Islander	English, French, Tagalog	NY	Central American, Caribbean	Yes
CBO 3	42	Female	White	English	CA	South American, Central American	No
CBO 4	47	Female	White	English, French, Spanish, Wolof	NY	South American, South Central Asian, Central American, West African, Caribbean	Yes
CBO 5	30	Female	Latine/Hispanic	English, Spanish, Arabic	NJ	South American, Central American, Caribbean	Yes
CBO 6	34	Female	Latine/Hispanic	English, Spanish	TX	Central American	Yes
CBO 7	27	Female, Agender	Asian American/Native Hawaiian/Pacific Islander	English	NY	AAPI	Yes
CBO 8	32	Female	Latine/Hispanic	English, Spanish	TX	Central American	Yes
CBO 9	28	Female	Latine/Hispanic	English, Spanish	NY	South American, South Central Asian, Central American, West African, Caribbean	No

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Participant	Age	Gender	Race/Ethnicity	Languages Spoken	State	Immigrant Populations Served	Previous Experience Assisting with Research
CBO 10	52	Female	Latine/Hispanic	English, Spanish	NJ	South American, Central American	No
CBO 11	27	Female	Asian American/Native Hawaiian/Pacific Islander	English, Chinese	NY	South Asian and East Asian	Yes
CBO 12	46	Female	White	English	CT	South American, Central American, West African, Caribbean, Afghan, Syrian, Ukrainian	Yes

Themes

Participant interviews and the PI's fieldnotes highlighted multiple themes relating to barriers to research among NIA, motivators to participate in research, and recommended recruitment strategies. Data triangulation was utilized not only to reach saturation (Mwita, 2022) but also increase study credibility, which is the confidence in the thoroughness of the interpretations below (Lincoln & Guba, 1985; Nowell et al., 2017). As such, the themes reflect the combination of NIA interviews, community partner interviews, and PI fieldnotes, and any differences are addressed in subthemes. To ensure credibility was established, in addition to data triangulation, peer debriefing was used (Lincoln & Guba, 1985; Nowell et al., 2017). Peer debriefing is the process of discussing the data and bring new insights to light. This ensures that the data is thoroughly analyzed, which further strengthens study credibility (Nowell et al., 2017). During peer debriefing sessions, coders observed consistency between participant groups across themes. Further, they found that community partners' responses provided additional details to supplement newcomers' responses, as they spoke about feedback they received from other NIA.

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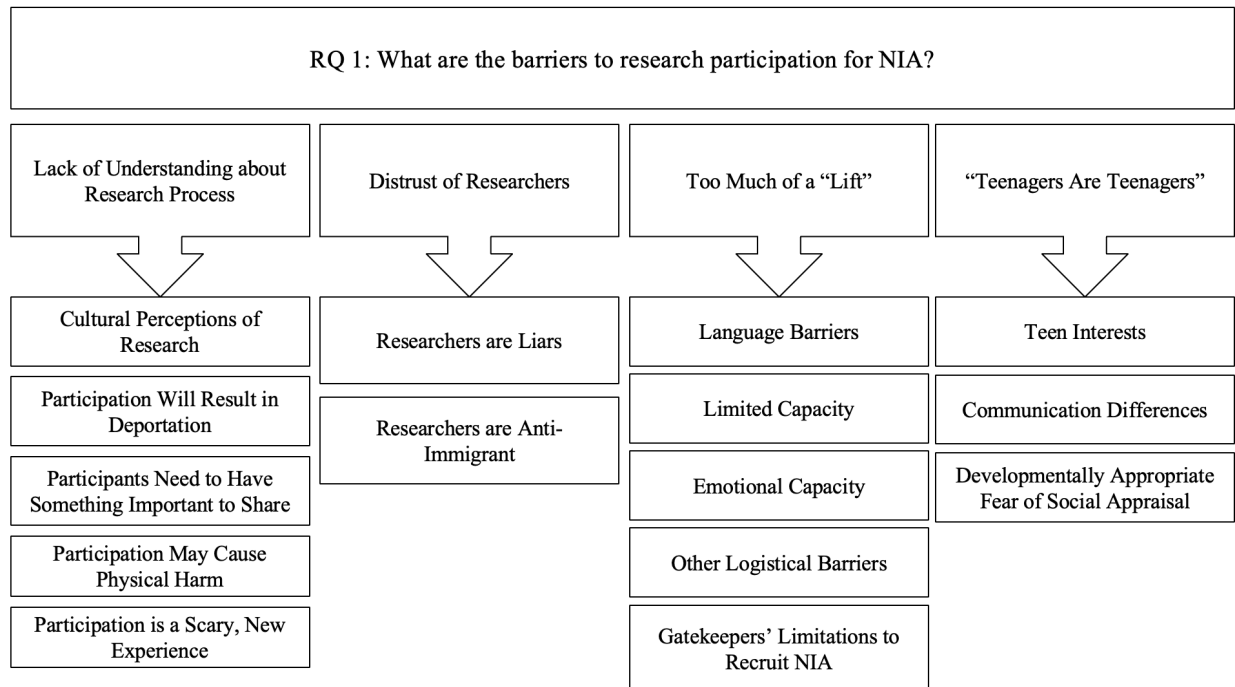
However, subthemes emerged from community partners’ responses, which added to the depth of the analysis. Relevant quotes have been provided in text and edited for clarity.

Barriers to Research Participation

Participants identified barriers to research participation among NIA. Four themes arose: (a) lack of understanding about research process; (b) distrust of researchers; (c) research is too much of a “lift”; and (d) “teenagers are teenagers.” See Figure 2 for an illustration of the themes.

Figure 2.

Research question 1: What are the barriers to research participation for NIA?



Lack of Understanding About the Research Process

Most participants indicated that NIA may have a limited understanding of the research process, despite having exposure to research experiences at school (e.g., research papers, science experiments). Their lack of understanding may give way to different understandings of research participation, such as (a) cultural perceptions of research; (b) participation will lead to

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deportation; (c) participants need to have something important to share; (d) participation may cause physical harm; and (e) participation is a scary, new experience.

Cultural Perceptions of Research. Most participants ($n = 18$; 69.2%) endorsed that NIA have limited knowledge of academic research, especially in the U.S. Relatedly, most of the NIA participants ($n = 9$; 64.3%) reported that this was their first time participating in research. Of these, five participants stated that they had limited exposure to research opportunities in the past, especially in their home countries. When asked about his experience with research participation, NIA 2 stated, “In Ecuador, you didn’t hear about it, I didn’t know about research and all that, I didn’t know it existed.” Relatedly, CBO 11, who primarily serves South and East Asian immigrant youth, noted that research may be perceived differently in NIAs’ home countries:

And what I learned from [NIA], or like, even based on my own experience, is that back at home, research are really like something that...it is something like college student do, or like...when you are working for a research job.

CBO 1 also noted that the term “research” may have different meanings in different languages. For instance, in Spanish, the word for “research” is *investigación*, or “investigation”.

CBO 1: And we know that when we're being investigated, it's oftentimes by authority. So maybe they don't make the connection of somebody who's pursuing, you know, higher education, connecting that with research like academic investigation. So...I think it's exposure, maybe like lack of exposure [to research]...

Participation Will Result in Deportation. Multiple community partners ($n = 7$; 26.9%) also noted that immigrant youth are taught to be wary of others, including researchers, due to fear of deportation. As such, NIA may be unwilling to share information with researchers for

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fear that theirs or their family's documentation status will be revealed, and mistakenly believe their participation will result in deportation:

CBO 12: Yeah, I think, you know, especially our teens, who are more aware of citizenship status, if they happen not be documented, they are on a little on high alert...they're not going to share very much information about themselves for fear that...there'll be repercussions on, you know, their ability to stay in this country.

Participants Need to Have Something Important to Share. NIA may also wrongfully believe that they do not have anything valuable to share with the researcher. For instance, despite the interviewer emphasizing that she was interested in hearing his thoughts, NIA 3 shared, "I feel a little anxious to see if the information I give is of any use..." CBO 11 stated this as a reason NIA chose not to participate in other studies:

CBO 11: So like [a study about] teaching AAPI history, reading AAPI author book. I think that newcomers from our programs, and at least for me, for my students, they were like, they don't know if they have anything to say. I mean, they're still learning English and to them, they were like...every history is new to me right now.

Participation May Cause Physical Harm. Participants ($n = 7$; 26.9%) indicated that they would not want to participate in medical studies due to perceived risks to their personal safety. When asked what type of research they would not want to participate in, NIA 13 shared, "I'm pretty much down to do whatever research, except anything including like tests that's in my body." Similarly, NIA 7 stated, "But [I would not participate if the research] is for bad...like they can use for killing or like causing death." Even NIA who were interested in careers in science and the medical field appeared hesitant to participate in studies with perceived risks to

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physical safety. For instance, NIA 8, though he had attempted to participate in a medical study before, shared:

As much as I trust the scientific community, you know, if you done some testing, only on some animals, you know...it's not 100% safe. And I'd rather just stick to less invasive stuff, you know.

Alternatively, NIA 5 shared that they would recommend research interviews to their peers since there were limited risks to their physical safety: "...like it's not harmless and has a lot of...confidentiality."

Participation is a Scary, New Experience. NIA may be hesitant to participate in research due to the novelty of the experience and the uncertainty of what exactly will happen during the data collection process. Some NIA participants ($n = 7$; 50%) expressed nervousness participating in the current study. Specifically, NIA 7 reported feeling nervous, as it was his first time participating in research. Similarly, an NIA who recently immigrated from Ecuador shared, "Nothing stopped me [from participating], but I did feel a little nervous because I thought maybe the questions were going to be a little difficult and this is the first time that they've asked me that." An NIA from the Philippines reported feeling nervous because it was the first time she was meeting the interviewer.

Distrust of Researchers

Most community partners and NIA indicated that NIA and their guardians may be distrustful of researchers, thus negatively impacting their desire to participate in research. Within this theme, two subthemes were identified: (a) researchers are liars and (b) researchers are anti-immigrant.

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Researchers Are Liars. NIA and community partners ($n = 17$; 65.4%) indicated that NIA may not believe that researchers are who they claim to be. NIA 12, who had immigrated from West Africa within the past year, admitted to his interviewer that he initially thought she was a “con artist,” despite already being told she was a researcher. Similarly, NIA 9 and NIA 10, who were also from West Africa, both shared that they were initially worried about joining the study, as they believed that researchers were working with the government; this was even after they received the recruitment flyer, which did not mention the government. Additionally, NIA 12 shared concerns that not all researchers may be well-intentioned: “Some researchers...will try to see what interests them. That's not good. ...[Research] data will only take effect through the researcher himself, since other researchers do it for personal interest, while others do it for the collective interest.”

When recruiting participants for the current study, the PI also had NIA who expressed disinterest in the study, due to believing she was a liar. In her fieldnotes, she wrote, “[The gatekeeper’s] students seem hesitant to participate, though, and she said that one of her students thinks it’s ‘pure lies’ that I’m [the PI] going to give them money.”

Researchers Are Anti-Immigrant. Many community partners ($n = 7$; 26.9%) endorsed that the current sociopolitical climate could contribute to NIAs’ distrust of researchers. CBO 2 shared, “I think there is a huge anti-immigrant rhetoric going around for quite some time now in this country, since who knows when, but more so, in the current political landscape.” Relatedly, CBO 10 said, “It would be hard to really believe, like you [the researcher] wanna hear from me when, you know, we've got lots of folks telling us not to even come into the country like, ‘Really, you wanna hear from me?’”

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Too Much of a “Lift”

Participants also highlighted a variety of logistical challenges that bar NIA from participating in research. These logistical challenges are an additional burden that make it difficult for NIA to participate in research. Five subthemes were identified: (a) language; (b) limited capacity; (c) limited emotional capacity; (d) other logistical barriers; and (e) gatekeepers' limitations to recruit NIA.

Language Barriers. Many participants ($n = 14$; 53.8%) indicated that language posed a barrier to participating in research. Even for NIA who are proficient in English, language may still pose a barrier to participation as they may have preferences outside of the languages offered by a research study. For instance, NIA 14 completed his interview in English but shared that he would have preferred to participate in his native language, but “no one can speak Thai here [in the U.S.].” He also expressed worry about the quality of his responses: “But nervous, yeah, like the way I'm talking like my accent may like...like you cannot understand my accent sometimes... So some people don't understand me because of that.” Similarly, when queried about any worries entering the study, NIA 6, who had immigrated from the Philippines the month prior, shared, “How I can like answer the questions... like, how I build up my answer. Cause, I'm not, like, very fluent in English.”

Limited Capacity. Limited time was also endorsed ($n = 11$; 42.3%) as a logistical barrier to research participation. For instance, the PI experienced difficulty scheduling NIA 11 for an interview, despite her strong interest in the study: “I'm sorry it has been delayed so much. I think every night there's like so much homework, so I haven't been able to allocate time. But I'm glad it's happening today.” Similarly, CBO 7 shared:

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I think the bigger thing that I see is capacity, like sometimes like, for example, sitting in an interview or providing more in-depth feedback is just too much of a lift, and then people are like, “Well, someone else will do it and I have other things to do, so I'm not gonna do that thing.”

Emotional Capacity. Participants' responses also highlighted limited “emotional energy” (CBO 10) as part of the heavy “lift” to research participation. When introducing himself, an NIA who had immigrated from Ecuador the previous month, shared, “I miss my country as well,” suggesting that he was carrying some immigration-related distress into the interview. CBO 10 also reported similar experiences in her work with newcomer youth, stating:

[My student is] in a little bit of a tough spot right now, just emotionally, so she just might be like, ‘I don't have much to give right now, like, you know, like I'm spent.’ [...] they have so much pain that they are trying to process, and trauma that continues to happen to them in school and, you know, in families and in this society, in their communities, like they are dealing with all sorts of stuff.

Other Logistical Barriers. Participants also indicated logistical barriers to participating in other studies due to difficulties obtaining parental consent (e.g., unaccompanied minors). In the PI's fieldnotes, she noted that during recruitment, a few youth expressed interest in participating in the study to the research team, but parental consent was needed to enroll in the study. Once this information was shared with the NIA, they typically stopped responding to outreach. Additionally, study participants noted difficulties accessing study incentives (e.g., unhoused NIA cannot utilize gift cards for delivery services) as a barrier to research participation. Of note, all participants in the current study were able to utilize the electronic Visa and Amazon gift cards offered. Participants also indicated logistical barriers related to

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technology and study design (e.g., inability to attend follow up sessions). In her fieldnotes, the PI noted that a CBO in another state offered to let her conduct in person interviews at their summer camp, as it would be easiest for NIA to participate in person; however, due to funding constraints, the PI was unable to conduct out-of-state in person interviews. Even though she offered Zoom interviews to the CBO, she did not end up recruiting any NIA from the site.

Gatekeepers' Limitations to Recruit NIA. Additionally, community partners ($n = 7$; 58.3%) discussed challenges regarding their own ability to support research recruitment efforts, in addition to their typical work responsibilities, thus further limiting NIA's access to research opportunities. Speaking on her experience helping the PI recruit participants for this study, CBO 3 shared, "No, I think that one of the challenges around recruitment was particularly just that [employees] were trying to recruit for their own after school program and their own things. And so, I would imagine that this wasn't like high on their priority list." CBO 1 shared an experience where she had to decline a research opportunity due to her own limited capacity:

CBO 1: This organization assumed that we had a set group of students...even though we have a WhatsApp student chat, we don't necessarily work with them directly, like, I just share, you know, scholarships with them, or I'll share resources with them, but I don't have a close communication with them. But they assumed that we had a group of students, and they wanted us to do some type of a pen pal opportunity with us... But that's that was out of our capacity... 'cause the I mean the partnerships with the DOE, that's already a lot.

Similarly, the PI wrote in her fieldnotes, "...One of the schools I connected with said that they're currently 'slammed.' It seems that the people with the most direct contact with my target population are also the busiest, which makes sense."

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CBOs may not even have capacity to respond to or follow up with researchers. In her fieldnotes, the PI noted that recruitment was “slow going” due to difficulties connecting with CBOs. She wrote, “I feel like I connect with a few organizations and then never hear from them again... I’m not sure what the barrier is to recruitment right now because I’m not hearing from folks.”

“Teenagers Are Teenagers”

Participants also highlighted that NIAs’ developmentally appropriate behaviors may not be aligned with research participation. Specifically, as adolescents, NIA may demonstrate differing interests, communication differences, and fears of social appraisal, which present as barriers to research participation.

Teen Interests. When asked why her students had not participated in previous studies, CBO 4 shared, “I think that the students, like, they're just teenagers so they're more interested in...let's go walk around with my friends instead of doing this...” Thus, NIA may have developmentally appropriate interests and may not want to prioritize research participation.

Specifically, many participants ($n = 11$; 42.3%) highlighted that some NIA may be disinterested in research participation because of the method of data collection, the topic of study, or other personal reasons. When queried on what sort of studies he would not feel comfortable participating in, NIA 13 asked in response, “Why would I go to a study without having any interest on it?” Further, CBO 9 said, “If they do qualify, sometimes they'll be eager to complete the study. Sometimes they'll be like, ‘Yeah, it's not for me or I'm not interested.’ So we get a mix of responses.”

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Communication Differences. Some participants ($n = 5$; 19.2%) also indicated that adolescent communication preferences may be a barrier to participating in research, especially for NIA with limited prior experience with email and cellphones.

CBO 4: Also students don't check their email, you know, like high school students, I think some do check their email, but like immigrant students, that's a challenge. You know, if you're coming from the bush in Senegal, you're probably not used to checking your email.

Similarly, some newcomers themselves also indicated a stronger preference for texting, which may pose a barrier for researchers as email is commonly used in academic settings (Truța et al., 2023).

NIA 4: Sometimes [NIA] don't open email. Sometimes they just use their text, so like they don't look at email that much. I know because like a lot of my friends, they never open their email. They just, you know, look at their phones.

Developmentally Appropriate Fear of Social Appraisal. A few participants highlighted that NIA may not participate in research due to fears they may be judged by peers or feel embarrassed.

CBO 8: ...I would say, 14-year-olds to like 17 or so...this is that age range in which you wanna be cool, right? You don't wanna be the odd one out, and knowing that again showing up to [our workshop] discloses your status, and now [the students] that were in your seventh period class are gonna know that you were undocumented or possibly could be undocumented because you showed up [to our workshop]. It's going to make me not want to participate, even if I want the information, even if I know the information is going to be useful, I'm just not gonna show up because that's embarrassing.

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Similarly, CBO 11 shared an experience where two NIA, who were friends, requested to participate in a focus group together; however, when CBO 11 told them that she would prefer that they participated in separate focus groups, they decided to drop out of the study.

CBO 11: And I was like, “Well, I also want you in different space, so like I can capture that [data] twice in two different time, and other people can also hear what you said.” I explain to them, and they just did not feel good about being in it separately. So then they didn't end up doing the focus group. So I think that's also something that could prevent them if they're like...pretty nervous. You know [they] just don't want to be in a new setting. That's also understandable.

CBO 11 also discussed another NIA who decided to drop out of a study because it was a family interview, and the student did not want to talk about her immigration experience in front of her mother:

And it was like done in [their] language, too, so they didn't have to speak English. But then my student was saying, “It just doesn't matter.” Like I don't wanna be in it with my mom or my parents.

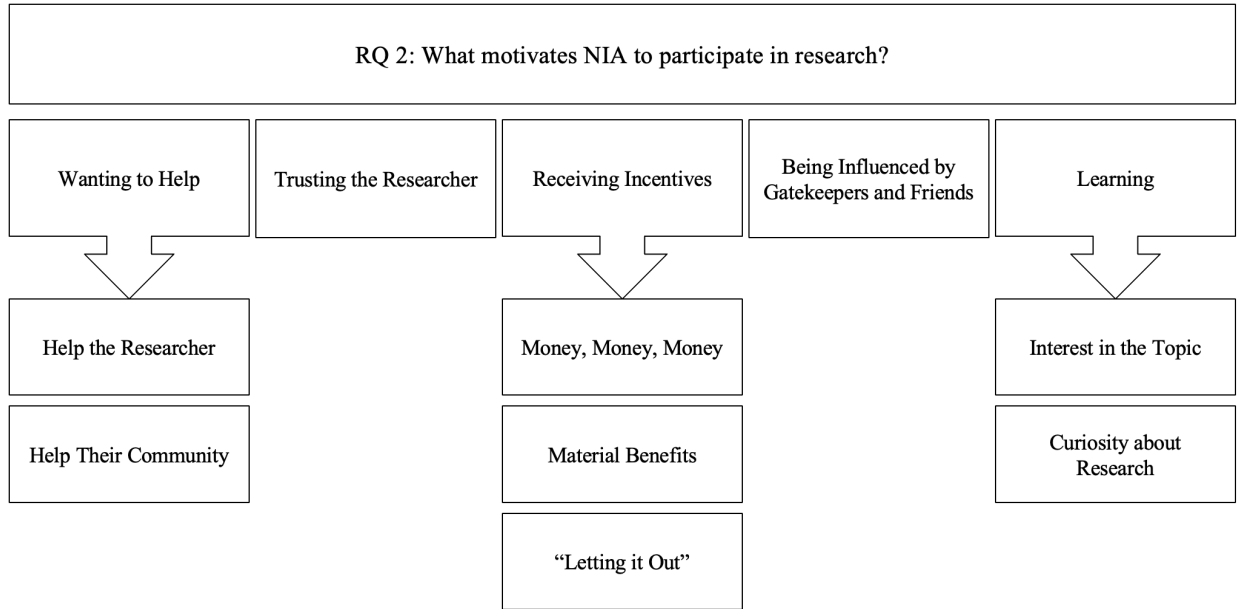
Motivators

Participants were asked about motivation for research participation among NIA. From their responses, the following themes emerged: (a) wanting to be helpful; (b) trusting the researcher; (c) receiving incentives; (d) being influenced by gatekeepers and friends; and (e) learning from the research. See Figure 3 for a visual of the themes and subthemes.

Figure 3.

Research question 2: What motivates NIA to participate in research?

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Wanting to Help

NIA and community partners expressed a desire to help as a motivator for participating in research. Notably, when asked about their perception of research and research participation, all NIA participants demonstrated an adequate understanding of research and its purpose:

NIA 6: I think research is the information you get from a person or a website that they compiled up to explain and widen up the knowledge about the topic.

NIA 9: I do it a lot in my college English class that I'm taking right now. It takes a lot of time. It was a research about [an issue that's happening in the U.S.]

Within this theme, two subthemes emerged related to (a) NIA wanting to help the researcher and (b) NIA wanting to help their community.

Help the Researcher. Most NIA ($n = 12$; 85.7%) reported that they decided to participate in the current study because they wanted to be helpful. When asked why he came to the interview, an NIA from Thailand shared, “I hope that I help a lot with the research.” A

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newcomer from Senegal responded to the same question similarly: “I just wanna help and answer some of your questions.”

Specifically, NIA shared that they wanted to be helpful to the researcher and assist them in addressing the goals of the study. NIA 9 elaborated that she felt capable that she could be of help to the PI: “[In school] yesterday, you have to choose any issues that you wanna research and talk about. Mine was about immigration bullying. [...] I say I can do this [interview] because I know a lot about immigration.” In the current study, NIA participants also understood that being helpful to the PI would also be helpful in increasing their representation in the literature. NIA 14 said, “And I heard like you said, it’s not a lot of research about immigration, and I want to like do it because you say it’s not a lot happening.”

Help Their Community. Additionally, participant responses (n = 13; 50%) indicated that NIA are motivated to participate in research because they understood the role of research and, in turn, believed that participation would be helpful to their community.

NIA 12: For me, participation in research boils down to three things. One, trying to understand what the research is about. Two, making a contribution to the research. Three, trying to solve the problems that are found in research. [...] In my opinion, these people who are there to do interviews with people they don’t know try to take the information from this person and then send them to places where they know that the information from these people will be useful.

Similarly, many community partners shared that they presented research as a way NIA could advocate for change within their community, which resulted in NIA feeling motivated to participate.

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CBO 7: So I think that that's kind of where that comes from, right, is that the whole program is framed as giving or finding opportunities for youth to step into platforms where they have a voice, or they can be heard in their voice. So the surveys are linked to that greater purpose. So many of the opportunities, whether it is participating in a survey or research project, or it is testifying, or it is going to some event and speaking with [elected officials], right, are framed within that mindset. So I think that that's how they end up viewing those tasks.

Trusting the Researcher

Many participants highlighted that trusting that the researcher is genuinely and ethically engaging the research process can motivate NIA to participate in research. CBO 11 emphasized how a researcher's university affiliation signals trustworthiness, which can motivate NIA to participate in research:

Sometimes we have research studies from like professors, right? It might be like a college that a student has never heard of, but I would just be like, "Well, there's a college professor who teach on these courses or who's trying to do [research]." So like that's how I explain to them. [...] But like a college that's like well known, so like Columbia, I never have to explain.

CBO 4, who had partnered with the PI on a previous study, also reported that she used the PI's university affiliation to indicate trust and encourage NIA participation:

You could also say something like, you know, these people are from Columbia. It's Columbia University, it's a very famous university. So you're helping out with important, you know, university research. I mean like when they get here I don't think many

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immigrants have heard of Columbia, but you know, sometimes...I've said in the past, like Columbia is like Harvard but in New York City.

NIA also indicated trust towards researchers through previous experience participating in research or an understanding of the importance of research.

Receiving Incentives

Participants emphasized the importance of incentivizing NIA to participate in research. Incentives included (a) money; (b) material benefits; and (c) therapeutic benefits.

Money, Money, Money. About half of the youth participants reported participating in the current study for the \$25 gift card. NIA 8 stated that the current study would help him “buy a week's worth McDonald's.” He also shared that financial incentives also motivated him to participate in other studies: “It's all about that money money money money.” Community partners agreed that financial incentives can be especially enticing for NIA, who may come from low-income families or may be struggling to find work.

CBO 9: Obviously, a lot of the immigrant families we work with are low income and money or finances is a big deal in the family. Like we hear stories of students who are expected to contribute to the household one way or another. So that's basically where we start with the conversation because they [NIA] do bring up the question of “Okay, what's in it for me?”

Similarly, CBO 4 shared, “I mean, ‘cause a lot of our students, like I said, they don't have jobs... Look, money is a concern for most people so \$25 is \$25.”

Material Benefits. Participants ($n = 17$; 65.4%) also reported on other study incentives, such as material benefits (e.g., food, extra credit, iPad) and college preparation.

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CBO 9: There's a study about peer mentorship, and how that can help them kind of succeed or...help students set up for success in college because they have a mentor, an adult to look up to. So stuff like that is of broader interest because they want to succeed. They want to make it past high school.

“Letting it Out.” Participant responses ($n = 15$; 57.7%) also indicated the inherent therapeutic benefits of participating in research, such as opportunities to discuss their experiences and healing from immigration-related distress. Regarding the latter, NIA 9, who had immigrated from Senegal three years prior, felt motivated to participate in the current study in order to share her immigration story and grow from her experiences:

So this lady she always talks to me. She's my teacher. Sometimes I tell people [my story] just so I can overcome it, and the more I talk about the more I feel like 'cause I used to, I the first time that I used to tell my [story]...I just I just cry. But now I don't 'cause yeah...I overcome it. That's why I say it.

Similarly, NIA 11, who had immigrated from Nepal five years prior, shared:

Yeah, I think it's good to like kind of let this out once in a while, and I think it's so joyful to see that, like, there are other newcomers that you are like researching, other people with the same experiences, and like other areas that are living here. So I think it's good to feel that you're not the only one.

Being Influenced by Gatekeepers and Friends

Participants ($n = 11$; 42.3%) also endorsed that community gatekeepers (e.g., teachers) and friends may influence and motivate NIA to participate in research. For instance, an NIA from Guinea shared that the design of the current study was not his preferred method for participation; however, “I already say yes to [my teacher], so I can't back out, so I gotta do one

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hour.” Speaking from their experience conducting research with their students, CBO 7 and 11 noted that when their youth, who were the researchers, shared their study with their friends, they were more likely to participate because they knew the researcher.

Learning

Participants highlighted that research participation can be a learning experience, which motivates NIA to participate. Specifically, NIA may learn more about a topic of interest or address their curiosities about the research process.

Interest in the Topic. Participants ($n = 11$; 42.3%) indicated that NIA are motivated to participate in studies where they can learn about their interests. An NIA from Ecuador shared that he participated in a previous study because it related to his interests. He said, “It was a study about chemical elements and their reactions to make people aware that sometimes some reactions are bad and others good. [...] It caught my attention, and I wanted to be part of that study.” Alternatively, a newcomer from Senegal appeared to suggest that the current study was a “waste of time” because it was not related to his interests (i.e., business). CBO 2 also noticed NIA participated in research studies to learn about their interests. Speaking from the perspective of his students, he said, “I’ve heard they’re doing this because I’m interested in it, because the topic is interesting to me, or something that I’m interested in.”

Curiosity About Research. Participants’ responses ($n = 7$; 26.7%) also indicated that NIA are motivated to participate because they were curious about the research process and wanted to learn more about it. When asked why she decided to participate in the current study, NIA 1 reported, “Curiosity about the topic and to be able to learn a bit more about what you are teaching me.” Similarly, NIA 2 shared, “I also feel curious to know what the questions are and

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all that.” CBO 9 also shared that curiosity is a highly motivating factor for the NIA she works with:

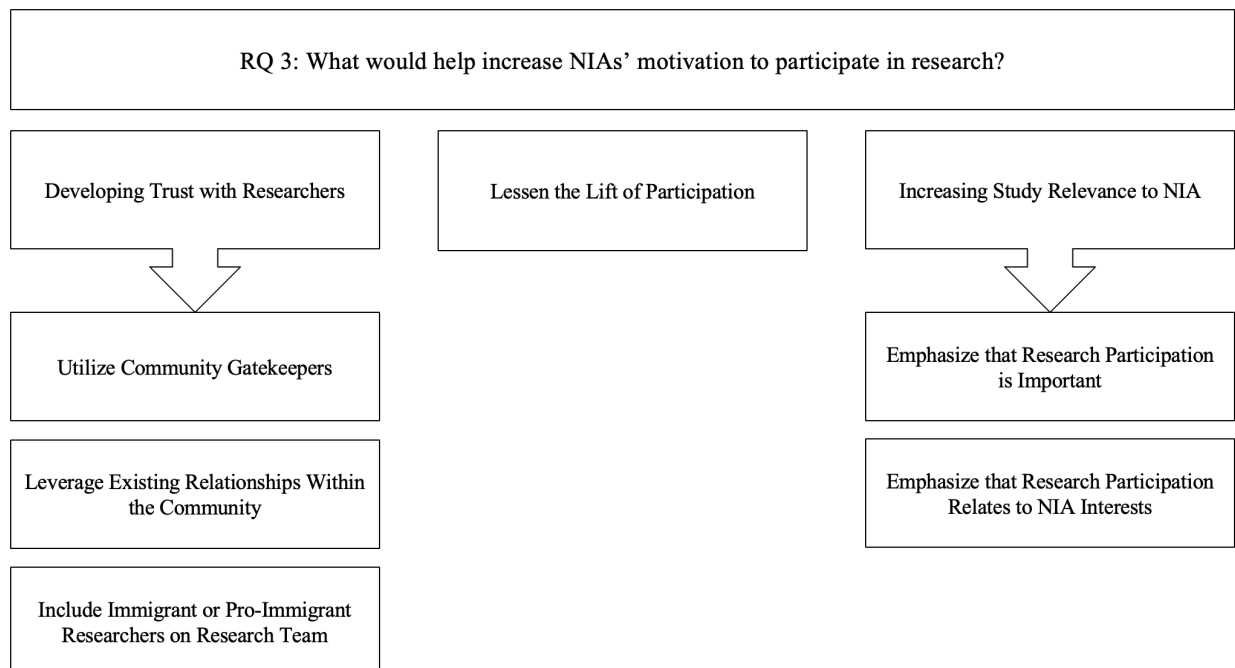
I think some of it has to do with curiosity, they just want to know what it's about. So they'll kind of like to take the survey, for example, just to see what kind of questions they want to ask them. So I would say, that's the number one factor why some of them are eager to do it, or want, or are open to doing it, because they just want to know more about the subject, maybe.

Strategies for Recruitment

When queried on recommended recruitment strategies to increase NIA participation in research, participant responses indicated the following three themes: (a) developing trust with researchers; (b) increasing access to research studies; (c) emphasizing the relevance of the study to NIA. See Figure 4 for a visual of the themes and subthemes.

Figure 4.

Research question 3: What would help increase NIAs' motivation to participate in research?



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Developing Trust with Researchers

Participants underscored the importance of building trust with NIA during recruitment. Trust could be developed by collaborating with community gatekeepers, leveraging existing relationships within the community, and having immigrant or explicitly pro-immigrant researchers working on the study.

Community Gatekeepers. Most participants ($n = 21$; 80.8%) underscored utilizing community gatekeepers, such as schools and immigrant-serving CBOs, to facilitate trust between NIA and researchers. CBO 8 shared, “You trust more the neighbor, the friend that you have that you know has used this organization...and that's the thing with communities, with our immigrant community. We trust our people.” Working with community gatekeepers, who already built trusting relationships with NIA, could mitigate the barrier of distrust towards researchers.

NIA 4: I think trust is like very important, especially like to Asian community in my opinion. It's like who do you know it from, and I'm like, “Oh, I know it from [CBO]. Okay, so like, I trust you.” And I trust you. So I think trust is like the most important thing...for us to join the research...

Similarly, during his interview, NIA 12, who had immigrated from Guinea, shared that he asked the CBO who referred him to confirm that she could be trusted.

Existing Relationships Within the Community. Additionally, participants ($n = 21$; 80.8%) emphasized the importance of NIA receiving research opportunities from trusted sources within their community via word of mouth, personal referrals, and snowball sampling. NIA 4, who had immigrated from Indonesia two years prior, shared how he learned about a previous study via word of mouth:

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I know [the study] from my friend. So he's in media club. And the media club, they got like a lot of invitation from like outside group, outside people. They invite him. And then he just spread the flyer to all of us.

When asked what brought him to the present study, a newcomer from Thailand shared that he was personally referred by his coach, who was a former coworker of the PI. An NIA from Nepal also shared her experience being referred to the study:

I was pretty glad to receive [this opportunity] from [CBO] because she didn't send it to like the whole Youth Group. [...] I think she just send it to me because I think the other kids are mostly born here, or came here at a very early age. So I'm really appreciative that [CBO] sent me the opportunity like directly.

During his interview, NIA 4 recommended snowball sampling to the researcher, which resulted in NIA 8, who is also a newcomer from Indonesia, being recruited into the study. The PI also found this strategy to be effective and wrote in a fieldnote, “Snowball sampling and personal referrals have been incredibly helpful in increasing my recruitment numbers. I went from three to 10 [participants] in three weeks!”

Immigrant or Pro-Immigrant Researchers. Participants ($n = 8$; 30.8%) also emphasized the importance of having immigrant or explicitly pro-immigrant researchers conducting studies with NIA. CBO 5 shared that when she conducts research with NIA, she shares her identity to increase participation:

CBO 5: I feel like how we build trust... We do share who we are and how we support students and families with partnering with schools. [...] What's very important for us is to share our personal background and making those connections... we always share me being undocumented or my parents being undocumented, we had to go through X, Y, and

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Z as it pertains to the topic that we're talking about. And you could see and you could feel students being like, "Oh, wow, they went through it as well." And that's how they feel more comfortable in engaging further.

Lessen the "Lift" of Participants

Many participants ($n = 14$; 53.8%) provided a variety of ways researchers could increase NIA's ability to access research studies. Recommendations included providing translated materials, having bilingual research staff, providing technological support for online surveys, and offering flexibility in scheduling the time and location of interviews. One community partner shared some considerations for increasing linguistic accessibility:

Interviewer: When it comes to language load, I'm wondering if you've heard anything from newcomers about writing versus speaking versus reading, anything like that?

CBO 7: I've heard conflicting answers. With some of them, they prefer writing, because it gives them more time to think about what they want to say and speaking can be really hard because it's on the spot, and they'll get really in their head around what they're saying that can cause them to shut down. That's kind of what I've heard from some of them, but I also think that speaking and reading, because it takes more time can sometimes be more of a lift. But yeah, that's something that they expressed to me is that like sometimes the challenge with speaking is feeling really put on the spot to respond. And you're not just trying to figure out like, what am I...trying to say about this question? But it's like, what are the words that I'm going to use to explain that thing, and so that can sometimes provoke an anxiety response.

Participants also indicated that researchers should meet with NIA at schools or events organized by community gatekeepers. Since NIA are already present, this would increase their

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participation in the research. A few participants also recommended advertising research opportunities via social media for similar reasons. Additionally, some participants shared that shortening the duration of the research would also help increase accessibility to the research, as it would be less burdensome for NIA with limited capacity to participate. For instance, NIA 10 appeared frustrated with the length of the current study, stating, “It would be cool, though, like if it was 30 minutes or 15 minutes.” Additionally, he stated that he would have preferred to participate in a two- or three-minute survey because it would have been easier.

Increasing Study Relevance to NIA

Participants noted that researchers and gatekeepers should emphasize the relevance of research participation to NIA. Specifically, NIA may be more motivated to participate in research if they know why their participation is important or how the research topic is of interest to them.

Emphasize that Research Participation is Important. Participants ($n = 12$; 46.2%) indicated that highlighting the impact of research could reduce barriers and increase NIA participation in research. When asked what they would do if their students were not interested in participating in the current study, many community partners discussed ways they would explain the research process and its importance:

CBO 6: I would honestly...reference back to the to the workshops that we've done, especially the one that has like a lot of data. So which is like college access presentation that we do. I would, you know, go back to I remember this map where it [shows] the support that undocumented youth have throughout the States, like the Dream Acts across the States, and which ones are more. you know, restricted than others. I will lean on, you know, these are numbers that are coming from researchers. And these researchers work in

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institutions such as the university, which are institutions that we're talking about in regards to like college, right? And so all of this is done because of students like you with lived experiences similar to yours, that helps. And then also I would...say, like data really truly helps you, you know, advocate for policies or legislation. And so then I would bring it back to like the Dream Act, and just DACA was based on, you know, data and research that was done. So it's useful.

CBO 6 also shared a Spanish phrase she would use to explain this concept: “in Spanish, *un granito de arena*, so putting your little part in it, can truly cause like a huge impact. So it's just something like super small that they can do to help.”

Relatedly, participants underscored telling NIA that their experiences were worthy of being shared with researchers:

CBO 11: For us, we always encourage our students to share their stories. It doesn't matter if you feel like it's 90% the same, as long as there's like one person difference. And it's not for you, like I tell my students, not for you to find what's the difference. It's for the researcher, like they gonna document, they gonna find a difference. [...] It's not for you to analyze your own story like that. And then also telling them like, “Okay, look, if you don't say this, how will other people know, right?” And like you can assume other people will know but like that is just your assumption at the end of the day, right? [...] Even if somebody said this before, you adding on is like a plus one, right? Maybe nothing new is found. But it's being emphasized again.

Emphasize that Research Participation Relates to NIAs' Interests. Throughout the study, participants indicated that NIA are motivated to participate in studies where they can learn about their interests. As such, participants' responses indicated that researchers and gatekeepers

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should demonstrate how the research will align with NIAs' interests. When asked what researchers should do to increase NIA representation in research, NIA 10 stated:

...Make sure the research that y'all tryna make us do, it's about what [NIA] want to do in their life. So, like some research for like business, I'm interested so I can do it for free. I can do for two hours. But also, like I would be...learning about things.

When asked what types of studies they would like to participate in in the future, youth participants provided a range of ideas related to their interests:

NIA 1: [I would like researchers to ask NIA] about their emotions, ideas, their goals, among others.

NIA 3: ...a technological study, like with robots or with artificial intelligence.

NIA 4: ...so like I was volunteer in a clinic and public health is really interesting in my opinion. Especially in the medicine. Because, you know, as immigrants, most of us don't have insurance. [...] And, you know, it's a very, very cool thing to study. I mean, I don't really like public health, because I don't like doing surveys, but I like the science part of it.

NIA 10: So I'm trying to do business in college. If I can do some research while I'm in high school, the topic of business, or like computer science or things like that. I'll probably go for it.

NIA 11: I think humanities studies are much more appealing than perhaps academic studies because of my diverse experiences... So I think my experiences differ from [my friends who were born here], so just understanding...human society in general is interesting to me, because here, with all the diverse populations and everything, and they all have different stories. [...] I think I'm still trying to figure out my core interest and my

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career interest so like...I think I still haven't discovered my particular spark yet, so I think humanities is much more interesting.

Chapter 5: Discussion

The immigrant population in the U.S. is rapidly growing, with 6.6 million immigrants having immigrated within the past three years (Camarota & Zeigler, 2024). Included in this group are newcomer immigrant adolescents (NIA), who are youth who immigrated to the U.S. within the past five years (Fry, 2015; Suárez-Orozco et al., 2009a). NIA experience a variety of systemic and psychosocial stressors once in the U.S., such as documentation status (Gonzales et al., 2013; Suárez-Orozco et al., 2010b), difficulties with English language acquisition (Palacios et al., 2020), and discrimination (Choi & Lim, 2014; Maynard et al., 2013). These stressors have been associated with negative academic (Palacios et al., 2020; Suárez-Orozco et al., 2010b) and psychological consequences (Gaytán et al., 2007; Venta & Mercado, 2019). Further, these stressors were exacerbated during the COVID-19 pandemic (Santiago et al., 2021). Research to identify protective factors for NIA (e.g., Jaffe-Walter & Lee, 2018; Russell & Mantilla-Blanco, 2022) have been undertaken. Despite this, there is an overall dearth of evidence-based interventions to meet the needs of marginalized groups, such as NIA, due to the lack of NIA representation in research. Qualitative (e.g., Jaffe-Walter & Lee, 2018), quantitative (e.g., Patel et al., 2016a), mixed-methods (e.g., Palacios et al., 2020), and longitudinal (e.g., Suárez-Orozco et al., 2008) studies have been conducted with NIA; however, researchers have experienced challenges recruiting NIA across studies (e.g., Arora et al., 2023; Martinez et al., 2022; Suárez-Orozco et al., 2010b). To date, literature on barriers to research participation among NIA, motivators for NIA to participate in studies, and best practices to recruit NIA in research studies is limited, as previous research has focused on immigrant adults (e.g., Doran et al., 2018; Knight et al., 2009), youth in clinical and drug trials (e.g., Crane & Broome, 2017; Forcina et al., 2018), or researchers' recall of participant experiences (e.g., Clark, 2010; Wolgemuth et al., 2015).

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Thus, there is a need to identify NIA-specific barriers and motivators to research participation and evidence-based recruitment strategies to increase NIA representation in the literature.

The present study sought to explore the barriers and motivators to research participation among NIA and elicit recruitment strategies from stakeholders to increase NIA participation in research. Twenty-six NIA and community partners from NIA-serving community-based organizations (CBO) participated in qualitative semi-structured interviews. Using codebook thematic analysis (TA) (Braun & Clark, 2022), the following barriers were identified: (a) distrust of researchers; (b) limited understanding of the research process; (c) logistical barriers; and (d) developmentally appropriate preferences. Participants highlighted a variety of motivators to research participation: (a) wanting to help the researcher; (b) trusting the researcher; (c) receiving incentives; (d) being influenced by gatekeepers and friends; and (e) learning opportunities. Regarding recruitment strategies, identified themes included developing trust with researchers, lessening the “lift” of participation, and increasing the relevance of the study to NIA. The current study is the first of its kind to explore research participation among NIA. Additionally, it is the first to use a participatory research approach in this area of study by directly querying NIA and community partners.

In the current study, participants highlighted barriers to participation that were consistent with previous research. Findings extend previous research that identified distrust towards researchers, documentation status, and sociopolitical context as barriers to research participation among immigrant adults (Doran et al., 2018; Huslage et al., 2021; Martinez et al., 2012; Olukotun & Mkandawire-Valhmu, 2020), as these were identified as barriers for NIA as well. NIA may experience discrimination once in the U.S. (Choi & Lim, 2014; Suárez-Orozco et al., 2010b), which may also contribute to their distrust of researchers by exacerbating beliefs that

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researchers are anti-immigrant. Logistical barriers (e.g., language barriers, time constraints) were also identified as a barrier to research for NIA, which is in line with previous research with adult immigrants (Domenech-Rodríguez et al., 2006; Ojeda et al., 2011; van der Velde et al., 2009). In line with systematic reviews on barriers to clinical trials among youth and adolescents (Forcina et al., 2018; Tromp et al., 2016) and studies on participation in cancer research (McKinney et al., 2021; Ulrich et al., 2022), the current study identified limited capacity (e.g., “disruption to daily life,” “needing to rearrange one’s life”) and fear that participation may cause physical harm as barrier for NIA. The current study also adds to the literature on situated expectancy-value theory (SEVT) (Eccles & Wigfield, 2002; Eccles & Wigfield, 2020; Wigfield & Eccles, 2000) and civic engagement research with marginalized adolescents (Wegemer, 2021), as results indicated that NIA may not participate in research if they believe they have nothing of “value” to contribute to the study.

Consistent with qualitative research with adults and researchers, and clinical trials with youth, the current study identified altruism, incentives, social influence, and opportunities for learning as motivators for research (Campbell & Adams, 2009; Clark, 2010; Lohmeyer, 2020; Forcina et al., 2018; Tromp et al., 2016). Specifically, participants highlighted that NIA may be motivated to participate in research to help others in their community. As such, this furthers research on empowerment theory, as NIA have demonstrated motivation to be involved in decision-making processes to improve the lives of others within their community (Zimmerman, 2000). Similarly, patients recruited for clinical trials (McCann et al., 2010; Rodríguez-Torres et al., 2021), cancer patients (McKinney et al., 2021; Ulrich et al., 2022), participants in a chemical exposure study (Carrera et al., 20217), and survivors of rape and interpersonal violence (Bredal et al., 2022; Campbell & Adams, 2009) have reported a desire to help others as a motivator to

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participate in research; as such, this indicates that altruism is highly motivating across multiple fields of research. Additionally, in line with SEVT, NIA are motivated to participate in research if they believe that they will gain something of value from participating, such as money, knowledge about their interests, or satisfied curiosity. Financial incentives can be highly motivating for NIA due to financial stressors upon arrival in the U.S. (Fortuny et al., 2010; Palacios et al., 2020).

The current study also indicates barriers, motivators, and recruitment strategies specific to NIA given their unique identities as adolescents *and* recent immigrants. Firstly, most participants, primarily community partners, highlighted that NIA have a limited understanding of the research process, which is a barrier to research participation. Similarly, research on clinical trials with youth have highlighted that participants feeling poorly informed about the study procedures can pose a barrier to research participation (Forcina et al., 2018; McKinney et al., 2021; Rodríguez-Torres et al., 2021; Tromp et al., 2016). However, participants in these studies were seeking information related to health and safety risks (and benefits) of participation, especially when sick patients may be randomized to placebo groups. Participants in the current study noted that even with minimal-risk studies, such as interviews and focus groups, NIA may have cultural perceptions about research or may not know what to expect from participation, which bar them from engaging in research. Additionally, NIA may not enroll in a study due to beliefs that research participation will result in their deportation or that participants must have something of importance to share. Thus, though NIA are familiar with research through their studies, the recency of their immigration results in limited understanding of academic research in the U.S. As suggested by participants, NIA would benefit from learning about academic research to understand the importance of their participation and representation in research. Furthering

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previous research on logistical barriers to research among immigrant adults (Kaiksow & Carter, 2022; Ojeda et al., 2011; van der Velde et al., 2009), the current study found that NIA may not only have limited time but also limited emotional energy to participate in research as a result of traumatic or stressful immigration experiences. Though other immigrant adolescents may also be facing such limitations to their emotional capacity, NIA are experiencing the same stressors while adjusting to a new country and processing what was left behind in their home countries (Patel & Kull, 2011). Notably, a couple NIA also noted the therapeutic benefits of participating in qualitative research, which has also been identified in qualitative research with non-immigrant adults (Clark, 2010). This highlights a motivator unique to qualitative research that may also provide much needed social support to facilitate NIAs' adjustment to the U.S. (Choi & Lim, 2014; Gaytán et al., 2007; Suárez-Orozco et al., 2009).

Additionally, the current expands on Baxley and Daniels's (2014) ethnic/minority adolescent recruitment and retention model (EMARR), which underscores the importance of developmentally appropriate and culturally responsive recruitment and retention strategies. The five constructs of the model are "adolescent, researcher and institutional culture, building trust, recruitment, and retention" (Baxley & Daniels, 2014, p. 35). In line with the model, the current study identified (1) developmentally appropriate behaviors as a barrier to research participation; (2) immigrant and pro-immigrant researchers as an culturally responsive recruitment strategy; (3) developing trust by leveraging community gatekeepers, existing relationships within the community, and including immigrant and pro-immigrant researchers on the research team as a recommended strategy; (4) multiple motivators to increase recruitment of NIA; and (5) multiple strategies to increase the recruitment and retention of NIA in research. As such, the current study

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adds clarity and utility to the EMARR model, thus strengthening existing tools to increase the representation of ethnically minoritized youth in research.

As NIA are more represented in the literature, their access to care, especially culturally responsive care, also increases. The lack of representation of marginalized groups in research reinforces existing health disparities and other social inequities (Tysinger & Hlávka, 2022). Systemic barriers to health services among immigrant groups is well-documented (e.g., Bustamante et al., 2019; Yang & Hwang, 2016), which were exacerbated during the COVID-19 pandemic (Santiago et al., 2021). As such, the current study adds to the literature by providing strategies to increase NIA representation in research, which may address needs within the NIA community and promote health equity.

Strengths

This study has several notable strengths. Firstly, to our knowledge, this study is the first of its kind to qualitatively explore the barriers and motivators to research participation among NIA. Additionally, to date, this is the first study to utilize a participatory action research (PAR) approach in this area of study by highlighting the voices of NIA and CBOs and present their recommendations to increase the representation of NIA in research. As such, this study addresses gaps in the literature by exploring the barriers and motivators to research participation among NIA and identifying culturally-salient recruitment strategies for this population.

Further, the representation of immigrants within the research team is a strength, as it is critical that research teams reflect the population under investigation (Garcia & Birman, 2020; Haarlammert et al., 2017). Similarly, results indicated representation of immigrant researchers as an effective recruitment strategy. Of note, the research team identifies as “partial insiders” (Haarlammert et al., 2017), as they share some characteristics with the participants (e.g., racial

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identity, country of origin, languages spoken) but are not currently NIA themselves.

Haarlamert and colleagues (2017) describe the partial insider identity as “fluid,” and their identity may vary depending on the audience. For instance, readers of this dissertation may view the research team as “insiders” as they are “representatives of the participants” (Haarlamert et al., 2017, p. 415). However, participants may view the research team as outsiders, given their identities as adults and students at an Ivy League institution. Despite this, Haarlamert and colleagues (2017) view the “partial insider” identity as a strength, as it allows researchers to critically reflect on their writing and work towards ethically representing marginalized groups in research. In the current study, the researchers, as partial insiders, were able to bring theirs or their families’ immigration stories to the work when engaging with participants and data. However, during peer debriefings, the research team discussed the limitations of their experiences in interpreting the results. Engaging in reflection and discussion ensured that the results were strengths-based and represented the voices of the participants.

Another strength of the current study is the use of multiple data collection tools and informants (i.e., NIA, community partners, and researcher). Research recruitment with NIA was explored from the angles of the participant, the gatekeepers supporting research recruitment, and the researcher herself. In the current study, data from fieldnotes were confirmed by interviews, indicating that saturation was reached (Mwita, 2022). Additionally, the methodology contributes to the study’s credibility and trustworthiness (Nowell et al., 2017).

During the interviews, the researcher organization’s prestige and, in turn, trustworthiness was noted as a motivator for research participation. As such, conducting this study through Columbia University is a notable strength. NIA had a frame of reference for the institution, as they were aware of its status as an Ivy League institution, and, as CBO 4 surmised, these

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intuitions are well-represented in films that NIA have access to in their home countries.

Participants also noted the financial incentive as a motivator to participate; as such, the ability to offer an incentive was a strength of the current study.

Limitations

Despite the strengths highlighted above, this study has limitations, which should be considered when interpreting the results of this study. Firstly, the NIA sample was half Southeast Asian. This may be a result of the PI and one of her RAs (Sofia) identifying as Southeast Asian (i.e., Filipino) themselves and recruitment through personal networks was an effective recruitment strategy. There is heterogeneity across and within immigrant groups and experiences, especially across the country (Mahalingam & Rabelo, 2013). As such, this sample, though representing a multitude of countries, may not be representative of all newcomers' experiences and perspectives regarding research participation. For instance, the majority of unaccompanied and/or undocumented newcomer youth immigrate from Central America and Mexico (Culbertson et al., 2022); unfortunately, despite the research team's best efforts, the current study does not include any Central American or Mexican NIA. However, community partners who worked with Central American NIA were able to provide second-hand information from these NIA, such as documentation status and parental consent as barriers.

Relatedly, the current study recruited NIA from various countries and results did not distinguish differences between groups. As such, the current barriers, motivators, and recruitment strategies are representative of NIA broadly, as opposed to identifying strategies specific to a racial or ethnic group. However, the current study provides an initial guide to increasing NIA representation in research.

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Further, though the researchers identified as immigrants themselves and efforts were made to recruit bilingual RAs, access to the study was limited by the languages provided (i.e., Bengali, English, French, Hindi, Spanish). As such, only NIA who were linguistically represented were able to access the study, further limiting the representativeness of the sample. Relatedly, most interviews (64.3%) were conducted in English, further indicating the linguistic privilege of the sample.

Though the current study was informed by PAR, the current methodology is not a PAR project. Despite this, throughout the study, identity and positionality were discussed so as to minimize bias and accurately represent the participants. Even with these strategies, NIA may not have felt comfortable sharing their authentic experiences with the PI and RAs as a result of the researchers' outsider identities (Haarlammer et al., 2017). There are power dynamics inherent in this work, as the research team holds privilege as students in higher education (Mahalingam & Rabelo, 2013) and a PAR methodology was not utilized to challenge power dynamics. Participants may not have been forthcoming with information, especially negative comments about researchers or Columbia, as a result of power dynamics. Further, consent forms and recruitment materials explained that this was a study to increase the representation of NIA in future research, so participants may also have been repeating the information provided by the PI and RAs when answering questions about the importance of research (Campbell & Adams, 2009).

Additionally, the NIA who had participated in research before reported positive experiences participating in studies. As such, the current themes may not be representative of all NIA experiences with research. However, community partners provided second-hand reports of

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NIA's who chose not to participate in research, but this may be an area to explore directly with NIA in future research, which will be discussed below.

Implications

Implications for researchers to increase the representation of NIA in their studies include reducing barriers to research, highlighting motivators, and utilizing recommended strategies to reach NIA. As indicated by both NIA and community partners, researchers would benefit from collaborating with community gatekeepers, such as schools and CBOs, to increase the representation of NIA in their research. However, as noted by community partners, their own capacity may be limited in how much support they are able to offer to researchers. As such, NIA-serving organizations should consider research efforts and partnerships to better serve the community. Community-based participatory research (CBPR) is one approach CBOs can engage in to increase their own research efforts. In CBPR, researchers collaborate with the community (e.g., CBOs) with the understanding that community members and researchers have unique strengths and perspectives that they can bring to enhance a research project. As such, in CBPR, CBOs are involved in every step of the research process, from research question identification to study dissemination (Marrone et al., 2022; Wallerstein & Duran, 2017). CBPR has also demonstrated success in changing policy and addressing health inequities (Carcari-Stone et al., 2014; Wallerstein & Duran, 2010). Further, in the current study, community partners expressed a desire for evidence-based strategies to better support the needs of their newcomer youth and families. Therefore, CBOs can engage in CBPR with researchers to address identified problems in the community, improve services, and increase NIA representation in research.

Participants also underscored demonstrating the impact of research to increase NIA's participation in research. Though NIA in the current study were able to describe research and its

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importance, findings indicated that NIAs' understanding of the research process is still limited. Specifically, in the current study, a few NIA expressed concerns that the research team would share the data with the government. Further, NIA noted that their responses would be aggregated to "widen up knowledge" (NIA 6). However, they did not provide details on how their data would be disseminated or used for the benefit of others, indicating a limited understanding of the application and impact of research. Alternatively, community partners shared instances where they provided NIA tangible examples of how research can be used to educate others and inform policy, which helped increase their students' interest in research participation. As such, educating NIA on not only the research process but also how research can be used to benefit themselves and others may also increase the overall representation of NIA in research. Gatekeepers can provide this information directly to NIA or researchers can highlight this in recruitment materials.

As trust was highlighted as an important recruitment strategy and motivator, future research with NIA should involve NIA in the research process. This is in line with recommendations from the literature on increasing research participation within ethnically minoritized communities (Kaiksow & Carter, 2022; Knight et al., 2009). Previous research with NIA have found success collaborating with schools to recruit NIA (e.g., Patel et al., 2016). As such, schools may provide an excellent setting for participatory action research (PAR) with NIA. Indeed, previous research has conducted youth participatory action research (YPAR) in school settings (e.g., Smith & Hope, 2020) and calls have been made to increase marginalized youth engagement in YPAR (Andrews et al., 2018; Fine et al., 2004).

Participants also highlighted limited emotional capacity as a barrier to research participation, while therapeutic benefits were identified as a motivator to participation. Given the

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unique systemic and psychosocial stressors NIA face, such as familial separation or reunification (Muller et al., 2020; Patel et al., 2016b) and discrimination (Choi & Lim, 2014; Suárez-Orozco et al., 2010b), NIA may be seeking opportunities to speak about their experiences in a safe space. According to Clark (2010), qualitative research provides a non-judgmental space that may be of interest to “research samples that have a fragmented membership and the individuals do not have the means to talk to interested others” (p. 408). As newcomers who are still navigating a new social environment, NIA may be such a group. Thus, emphasizing the therapeutic benefits of qualitative research (while explicitly stating that researchers are not mental health providers) may remedy the barrier of limited emotional capacity, as talking to someone about their experiences may be in line with NIA interests.

Increasing NIA participation in research also inherently builds trust between the newcomer community and research institutions, which can benefit other institutions (e.g., healthcare, education) and marginalized populations (e.g., undocumented immigrants, HIV patients). Tysinger and Hlávka (2022) note that representation of marginalized communities in clinical trials can decrease hesitancy around vaccines and other medical treatments, as there is clear evidence detailing the risks and benefits to marginalized communities. As such, NIA will not only be more represented in psychological and medical research, but they will also have clearer guidance as to what interventions may be most beneficial for them. This is critical, as previous literature has highlighted the difficulties NIA face with their mental health and academics post-migration (e.g., Patel et al., 2016a; Suárez-Orozco et al., 2010b).

Future Research

Results of this study also have implications for future research on research participation among NIA. As the current sample was limited in linguistic and ethnic diversity, future research

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is needed to represent a wider range of NIA voices and experiences. Additionally, as the current study presented themes from NIA broadly, future research could explore barriers, motivators, and recruitment strategies for NIA from the same country or region. This would provide further clarity on culturally-relevant recruitment strategies.

Further, this qualitative study was exploratory in nature; additional research, specifically quantitative, is needed to identify which strategies are most effective in recruiting newcomers in studies. For instance, future research with NIA could include a post-survey asking participants to report how they heard about the study. Additionally, NIA could rank a list of motivators to demonstrate which motivators were most effective during recruitment. Ulrich and colleagues (2018) developed questionnaire to measure the burdens and benefits of cancer clinical trials. In a subsequent study, Ulrich and colleagues (2022) found that adult cancer patients who perceived more burdens than benefits were more likely to withdraw or consider withdrawing from a clinical trial. Future research could utilize the results from the current study to develop a similar questionnaire for NIA to quantify the barriers and motivators of a particular study. Further, a tool could be developed for researchers, especially for those who are focused on conducting research with NIA, to rate their own studies and determine if the motivators are greater than the barriers to the study.

Additionally, for the majority of NIA participants, this was their first time participating in research and had not been approached to participate in research before; as such, their motivators and barriers to participating in research was hypothetical. Conducting this research with NIA who have been previously asked to participate in research may offer new insights on motivators and barriers to research participation. For instance, participants will be able to identify study-specific barriers or motivators. The current study offered financial incentives and noted

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representation of NIA in future research as a goal; as such, NIA in the current study, who had not participated in research before, identified these as motivators to research participation. In a systematic review of youth clinical drug trials, youth participants often identified health benefits as a motivator for research participation (Tromp et al. 2016). Thus, future research can expand on the current findings by exploring barriers and motivators to research participation in different areas of study and with varying study designs.

Conclusion

The current study sought to increase the representation of NIA in research by qualitatively exploring their barriers and motivators to research participation and identifying culturally-relevant recruitment strategies. Results indicated that NIA experience multiple barriers to participation, such as distrust of researchers, limited understanding of the research process, logistical barriers, and developmentally appropriate adolescent behaviors. Regarding motivators to research participation among NIA, participants' responses highlighted altruism, trust, incentives, social influence, and learning opportunities. Recruitment strategies to increase NIA representation in research included building trust with researchers, lessening the burden of participation, and increasing the relevance of the study to NIA. The current study extends previous research on research participation but focuses on a marginalized and understudied group (i.e., NIA). Further, this study is the first to utilize a participatory action research (PAR) approach in this area of study by querying NIA and community-based organizations (CBOs). With greater representation in the literature, NIA may experience greater access to much needed medical and psychological services. Additionally, by engaging in culturally-relevant recruitment strategies, such as action research and collaboration with gatekeepers, researchers can contribute to mending the broken relationship between marginalized communities and institutions. Implications of the current study include greater collaboration between researchers and community gatekeepers, emphasizing the impact of research for NIA and their communities, and increased involvement of NIA in future research (e.g., Youth Participatory Action Research [YPAR]). Suggestions to conduct quantitative studies to develop tools to measure the barriers and motivators of a project and qualitative studies to expand on the present results were offered as directions for future research.

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Appendix A: English NIA Demographics Survey

1. Age:
2. Gender
 - a. Girl
 - b. Boy
 - c. Transgender Girl
 - d. Transgender Boy
 - e. Non-Binary
 - f. Agender/I don't identify with any gender
 - g. Gender not listed. My gender is _____
 - h. Unsure
3. What is your grade?
 - a. 9th
 - b. 10th
 - c. 11th
 - d. 12th
 - e. College
 - f. Unknown
4. What country/region did you immigrate from?
 - a. South America (e.g., Venezuela, Colombia)
 - i. Which country did you immigrate from?
 - b. South Central Asia (e.g., India, Bangladesh)
 - i. Which country did you immigrate from?
 - c. Central America (e.g., Guatemala, Honduras)
 - i. Which country did you immigrate from?
 - d. West Africa (e.g., Nigeria, Ghana)
 - i. Which country did you immigrate from?
 - e. Caribbean (e.g., Dominican Republic, Jamaica)
 - i. Which country did you immigrate from?
 - f. Other _____
5. In what year did you move to the United States?
6. Which state do you currently live in?
 - a. Alabama
 - b. Alaska
 - c. Arizona
 - d. Arkansas
 - e. California
 - f. Colorado
 - g. Connecticut
 - h. Delaware
 - i. Florida
 - j. Georgia
 - k. Hawaii
 - l. Idaho
 - m. Illinois

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- n. Indiana
 - o. Iowa
 - p. Kansas
 - q. Kentucky
 - r. Louisiana
 - s. Maine
 - t. Maryland
 - u. Massachusetts
 - v. Michigan
 - w. Minnesota
 - x. Mississippi
 - y. Missouri
 - z. Montana
 - aa. Nebraska
 - bb. Nevada
 - cc. New Hampshire
 - dd. New Jersey
 - ee. New Mexico
 - ff. New York
 - gg. North Carolina
 - hh. North Dakota
 - ii. Ohio
 - jj. Oklahoma
 - kk. Oregon
 - ll. Pennsylvania
 - mm. Rhode Island
 - nn. South Carolina
 - oo. South Dakota
 - pp. Tennessee
 - qq. Texas
 - rr. Utah
 - ss. Vermont
 - tt. Virginia
 - uu. Washington
 - vv. West Virginia
 - ww. Wisconsin
 - xx. Wyoming
7. What languages do you speak? (Select all that apply)
- a. English
 - b. Bengali
 - c. French
 - d. Hindi
 - e. Spanish
 - f. Other _____
8. What is your preferred language?
- a. English

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- b. Bengali
 - c. French
 - d. Hindi
 - e. Spanish
 - f. Other _____
9. Have you participated in research before?
- a. Yes
 - b. No

Appendix B: Bengali NIA Demographics Survey

1. বয়স:
2. লিঙ্গ
 - a. মেয়ে
 - b. ছেলে
 - c. ট্রান্সজেন্ডার গার্ল
 - d. ট্রান্সজেন্ডার ছেলে
 - e. নন-বাইনারী
 - f. এজেন্ডার/আমি কোনো লিঙ্গের সাথে পরিচয় করি না
 - g. লিঙ্গ তালিকাভুক্ত নয়। আমার লিঙ্গ হল _____
 - h. অনিশ্চিত
3. আপনার গ্রেড কি?
 - a. 9তম
 - b. দশম
 - c. 11 তম
 - d. 12তম
 - e. কলেজ
 - f. অজানা
4. আপনি কোন দেশ/অঞ্চল থেকে অভিবাসন করেছেন?
 - a. দক্ষিণ আমেরিকা (যেমন, ভেনিজুয়েলা, কলম্বিয়া)
 - i. আপনি কোন দেশ থেকে অভিবাসন করেছেন?
 - b. দক্ষিণ মধ্য এশিয়া (যেমন, ভারত, বাংলাদেশ)
 - i. আপনি কোন দেশ থেকে অভিবাসন করেছেন?
 - c. মধ্য আমেরিকা (যেমন, গুয়াতেমালা, হন্ডুরাস)
 - i. আপনি কোন দেশ থেকে অভিবাসন করেছেন?
 - d. পশ্চিম আফ্রিকা (যেমন, নাইজেরিয়া, গানা)
 - i. আপনি কোন দেশ থেকে অভিবাসন করেছেন?
 - e. ক্যারিবিয়ান (যেমন, ডোমিনিকান রিপাবলিক, জ্যামাইকা)
 - i. আপনি কোন দেশ থেকে অভিবাসন করেছেন?
 - f. অন্যান্য _____
5. আপনি কত সালে মার্কিন যুক্তরাষ্ট্রে চলে আসেন?
6. আপনি বর্তমানে কোন রাজ্যে বাস করেন?
 - a. আলাবামা
 - b. আলাস্কা

SEEKING PARTICIPANTS FOR A STUDY

- c. অ্যারিজোনা
- d. আরকানসাস
- e. ক্যালিফোর্নিয়া
- f. কলোরাডো
- g. কানেকটিকাট
- h. ডেলাওয়্যার
- i. ফ্লোরিডা
- j. জর্জিয়া
- k. হাওয়াই
- l. আইডাহো
- m. ইলিনয়
- n. ইন্ডিয়ানা
- o. আইওয়া
- p. কানসাস
- q. কেনটাকি
- r. লুইসিয়ানা
- s. মেইন
- t. মেরিল্যান্ড
- u. ম্যাসাচুসেটস
- v. মিশিগান
- w. মিনেসোটা
- x. মিসিসিপি
- y. মিসৌরি
- z. মন্টানা
- aa. নেব্রাস্কা
- bb. নেভাদা
- cc. নিউ হ্যাম্পশায়ার
- dd. নতুন জার্সি
- ee. নতুন মেক্সিকো
- ff. নিউইয়র্ক
- gg. উত্তর ক্যারোলিনা
- hh. উত্তর ডাকোটা
- ii. ওহিও
- jj. ওকলাহোমা
- kk. ওরেগন
- ll. পেনসিলভানিয়া

SEEKING PARTICIPANTS FOR A STUDY

- mm. রোড আইল্যান্ড
nn. সাউথ/দক্ষিণ ক্যারোলিনা
oo. সাউথ/দক্ষিণ ডাকোটা
pp. টেনেসি
qq. টেক্সাস
rr. উটাহ
ss. ভার্মন্ট
tt. ভার্জিনিয়া
uu. ওয়াশিংটন
vv. পশ্চিম ভার্জিনিয়া
ww. উইসকনসিন
xx. ওয়াইমিং
7. আপনি কি কি ভাষায় কথা বলেন? (প্রযোজ্য সমস্ত নির্বাচন করুন)
- ইংরেজি
 - বাংলা
 - ফরাসি
 - হিন্দি
 - স্পেনীয়
 - অন্যান্য _____
8. আপনার পছন্দের ভাষা কি?
- ইংরেজি
 - বাংলা
 - ফরাসি
 - হিন্দি
 - স্পেনীয়
 - অন্যান্য _____
9. আপনি কি আগে গবেষণায় অংশগ্রহণ করেছেন?
- হ্যাঁ
 - না

Appendix C: French NIA Demographics Survey

1. Âge:
2. Genre
 - a. Fille
 - b. Garçon
 - c. Fille transgenre
 - d. Garçon transgenre
 - e. Non binaire
 - f. Agender/Je ne m'identifie à aucun genre
 - g. Genre non indiqué. Mon genre est _____
 - h. Incertain
3. Quelle est votre classe ?
 - a. 9ème
 - b. 10e
 - c. 11ème
 - d. 12e
 - e. Université
 - f. Inconnu
4. De quel pays/région avez-vous immigré ?
 - a. Amérique du Sud (par exemple, Venezuela, Colombie)
 - i. De quel pays avez-vous immigré ?
 - b. Asie centrale du Sud (par exemple, Inde, Bangladesh)
 - i. De quel pays avez-vous immigré ?
 - c. Amérique centrale (par exemple, Guatemala, Honduras)
 - i. De quel pays avez-vous immigré ?
 - d. Afrique de l'Ouest (par exemple, Nigeria, Ghana)
 - i. De quel pays avez-vous immigré ?
 - e. Caraïbes (par exemple, République dominicaine, Jamaïque)
 - i. De quel pays avez-vous immigré ?
 - f. Autre _____
5. En quelle année avez-vous déménagé aux États-Unis ?
6. Dans quel état vivez-vous actuellement ?
 - a. Alabama
 - b. Alaska
 - c. Arizona
 - d. Arkansas
 - e. Californie
 - f. Colorado
 - g. Connecticut

SEEKING PARTICIPANTS FOR A STUDY

- h. Delaware
- i. Floride
- j. Géorgie
- k. Hawaii
- l. Idaho
- m. Illinois
- n. Indiana
- o. Iowa
- p. Kansas
- q. Kentucky
- r. Louisiane
- s. Maine
- t. Maryland
- u. Massachusetts
- v. Michigan
- w. Minnesota
- x. Mississippi
- y. Missouri
- z. Montana
- aa. Nebraska
- bb. Nevada
- cc. New Hampshire
- dd. New Jersey
- ee. Nouveau Mexique
- ff. New York
- gg. Caroline du Nord
- hh. Dakota du nord
- ii. Ohio
- jj. Oklahoma
- kk. Oregon
- ll. Pennsylvanie
- mm. Rhode Island
- nn. Caroline du Sud
- oo. Dakota du Sud
- pp. Tennessee
- qq. Texas
- rr. Utah
- ss. Vermont
- tt. Virginie
- uu. Washington

SEEKING PARTICIPANTS FOR A STUDY

- vv. Virginie-Occidentale
 - ww. Wisconsin
 - xx. Wyoming
7. Quelles langues parles-tu? (Sélectionnez tout ce qui s'y rapporte)
- a. Anglais
 - b. bengali
 - c. Français
 - d. hindi
 - e. Espagnol
 - f. Autre _____
8. Quelle est votre langue préférée ?
- a. Anglais
 - b. bengali
 - c. Français
 - d. hindi
 - e. Espagnol
 - f. Autre _____
9. Avez-vous déjà participé à des recherches ?
- a. Oui
 - b. Non

Appendix D: Hindi NIA Demographics Survey

1. आयु:
2. लिंग
 - a. महिला
 - b. पुरुष
 - c. ट्रांसजेंडर लड़की
 - d. ट्रांसजेंडर लड़का
 - e. नॉन बाइनरी
 - f. एजेंडर/में किसी भी लिंग से संबंधित नहीं हूँ
 - g. लिंग सूचीबद्ध नहीं है। मेरा लिंग _____ है
 - h. अनिश्चित
3. आपका ग्रेड क्या है?
 - a. 9 वीं
 - b. 10 वीं
 - c. 11 वीं
 - d. 12 वीं
 - e. कॉलेज
 - f. मुझे नहीं पता
4. आप किस देश/क्षेत्र से आए थे?
 - a. दक्षिण अमेरिका (जैसे वेनेजुएला, कोलंबिया)
 - i. आप किस देश से आए हैं?
 - b. दक्षिण या मध्य एशिया (जैसे भारत, बांग्लादेश)
 - i. आप किस देश से आए हैं?
 - c. मध्य अमेरिका (जैसे ग्वाटेमाला, होंडुरास)
 - i. आप किस देश से आए हैं?
 - d. पश्चिम अफ्रीका (जैसे नाइजीरिया, घाना)
 - i. आप किस देश से आए हैं?
 - e. कैरेबियन (जैसे डोमिनिकन गणराज्य, जमैका)
 - i. आप किस देश से आए हैं?
 - f. कोई और _____
5. आप किस वर्ष में अमेरिका आए?

SEEKING PARTICIPANTS FOR A STUDY

6. आप अभी किस राज्य में रहते हैं?

- a. अलाबामा
- b. अलास्का
- c. एरिज़ोना
- d. अर्कासस
- e. कैलिफोर्निया
- f. कोलोराडो
- g. कनेक्टिकट
- h. डेलावेयर
- i. फ्लोरिडा
- j. जॉर्जिया
- k. हवाई
- l. इडाहो
- m. इलिनोइस
- n. इंडियाना
- o. आयोवा
- p. कान्सास
- q. केंटकी
- r. लुइसियाना
- s. मैन
- t. मैरीलैंड
- u. मैसाचुसेट्स
- v. मिशिगन
- w. मिनेसोटा
- x. मिसिसिपी
- y. मिसौरी
- z. मोंताना
- aa. नेब्रास्का
- bb. नेवादा
- cc. न्यू हैम्पशायर
- dd. न्यू जर्सी
- ee. न्यू मैक्सिको

SEEKING PARTICIPANTS FOR A STUDY

- ff. न्यूयॉर्क
 - gg. उत्तर केरोलिना
 - hh. नॉर्थ डकोटा
 - ii. ओहियो
 - jj. ओकलाहोमा
 - kk. ओरेगन
 - ll. पेंसिल्वेनिया
 - mm. रोड आइलैंड
 - nn. दक्षिण कैरोलिना
 - oo. दक्षिणी डकोटा
 - pp. टेनेसी
 - qq. टेक्सास
 - rr. यूटा
 - ss. वरमोंट
 - tt. वर्जीनिया
 - uu. वाशिंगटन
 - vv. वेस्ट वर्जीनिया
 - ww. विस्कॉन्सिन
 - xx. व्योमिंग
7. आप कौन - कौन सी भाषाएं बोलते हैं? (लागू होने वाले सभी को चुनें)
- a. अंग्रेज़ी
 - b. बंगाली
 - c. फ्रेंच
 - d. हिंदी
 - e. स्पैनिश
 - f. कोई और _____
8. आपकी पसंदीदा भाषा कौन सी है?
- a. अंग्रेज़ी
 - b. बंगाली
 - c. फ्रेंच
 - d. हिंदी
 - e. स्पैनिश

SEEKING PARTICIPANTS FOR A STUDY

- f. कोई और _____
9. क्या आपने पहले शोध में भाग लिया है?
- a. हाँ
 - b. नहीं

Appendix E: Spanish NIA Demographics Survey

1. Edad:
2. Género
 - a. Chica
 - b. Chico
 - c. Chica transgénero
 - d. Chico transgénero
 - e. no binario
 - f. Agénero/No me identifico con ningún género
 - g. Género no incluido. Mi sexo es _____
 - h. Inseguro
3. ¿Cual es tu grado?
 - a. 9
 - b. 10
 - c. 11
 - d. 12
 - e. Universidad
 - f. Desconocido
4. ¿De qué país/región emigró?
 - a. América del Sur (por ejemplo, Venezuela, Colombia)
 - i. ¿De qué país emigró?
 - b. Asia Central Meridional (p. ej., India, Bangladesh)
 - i. ¿De qué país emigró?
 - c. América Central (p. ej., Guatemala, Honduras)
 - i. ¿De qué país emigró?
 - d. África occidental (p. ej., Nigeria, Ghana)
 - i. ¿De qué país emigró?
 - e. Caribe (p. ej., República Dominicana, Jamaica)
 - i. ¿De qué país emigró?
 - f. Otro _____
5. ¿En qué año te mudaste a los Estados Unidos?
6. ¿En qué estado vives actualmente?
 - a. Alabama
 - b. Alaska
 - c. Arizona
 - d. Arkansas
 - e. California
 - f. Colorado

SEEKING PARTICIPANTS FOR A STUDY

- g. Connecticut
- h. Delaware
- i. Florida
- j. Georgia
- k. Hawai
- l. Idaho
- m. Illinois
- n. Indiana
- o. Iowa
- p. Kansas
- q. Kentucky
- r. Luisiana
- s. Maine
- t. Maryland
- u. Massachusetts
- v. Michigan
- w. Minnesota
- x. Misisipí
- y. Misuri
- z. Montana
- aa. Nebraska
- bb. Nevada
- cc. Nuevo hampshire
- dd. Nueva Jersey
- ee. Nuevo México
- ff. Nueva York
- gg. Carolina del Norte
- hh. Dakota del Norte
- ii. Ohio
- jj. Oklahoma
- kk. Oregón
- ll. Pensilvania
- mm. Rhode Island
- nn. Carolina del Sur
- oo. Dakota del Sur
- pp. Tennesse
- qq. Texas
- rr. Utah
- ss. Vermont
- tt. Virginia

SEEKING PARTICIPANTS FOR A STUDY

- uu. Washington
 - vv. Virginia del Oeste
 - ww. Wisconsin
 - xx. Wyoming
7. ¿Qué idiomas hablas? (Seleccione todas las que correspondan)
- a. Inglés
 - b. Bengali
 - c. Francés
 - d. Hindi
 - e. Español
 - f. Otro _____
8. ¿Cuál es tu idioma preferido?
- a. Inglés
 - b. Bengali
 - c. Francés
 - d. Hindi
 - e. Español
 - f. Otro _____
9. ¿Has participado en investigaciones antes?
- a. Sí
 - b. No

Appendix F: Community Partners Demographics Survey

1. Age:
2. Gender
 - a. Female
 - b. Male
 - c. Transgender Female
 - d. Transgender Male
 - e. Non-Binary
 - f. Agender/I don't identify with any gender
 - g. Gender not listed. My gender is _____
 - h. Unsure
3. Race/ethnicity (Select all that apply)
 - a. African American/Black
 - b. Asian American/Native Hawaiian/Pacific Islander
 - c. Arab, Middle Eastern, or North African
 - d. Latine/Hispanic
 - e. Native American/Alaska Native
 - f. White
 - g. Multiracial
 - h. Other _____
4. What languages do you speak?
 - a. English
 - b. Bengali
 - c. French
 - d. Hindi
 - e. Spanish
 - f. Other _____
5. Where do you live?
 - a. Alabama
 - b. Alaska
 - c. Arizona
 - d. Arkansas
 - e. California
 - f. Colorado
 - g. Connecticut
 - h. Delaware
 - i. Florida
 - j. Georgia
 - k. Hawaii
 - l. Idaho
 - m. Illinois
 - n. Indiana
 - o. Iowa
 - p. Kansas
 - q. Kentucky

SEEKING PARTICIPANTS FOR A STUDY

- r. Louisiana
 - s. Maine
 - t. Maryland
 - u. Massachusetts
 - v. Michigan
 - w. Minnesota
 - x. Mississippi
 - y. Missouri
 - z. Montana
 - aa. Nebraska
 - bb. Nevada
 - cc. New Hampshire
 - dd. New Jersey
 - ee. New Mexico
 - ff. New York
 - gg. North Carolina
 - hh. North Dakota
 - ii. Ohio
 - jj. Oklahoma
 - kk. Oregon
 - ll. Pennsylvania
 - mm. Rhode Island
 - nn. South Carolina
 - oo. South Dakota
 - pp. Tennessee
 - qq. Texas
 - rr. Utah
 - ss. Vermont
 - tt. Virginia
 - uu. Washington
 - vv. West Virginia
 - ww. Wisconsin
 - xx. Wyoming
6. Which organization do you work for? _____
 7. What is your current role at your organization? _____
 8. What population(s) do you primarily serve at your organization?
 - a. South American immigrants
 - b. South Central Asian immigrants
 - c. Central American immigrants
 - d. West African immigrants
 - e. Caribbean immigrants
 - f. Other _____
 9. Have you assisted with research as part of your job?
 - a. Yes
 - b. No

Appendix G: English NIA Semi-structured Interview

[Confirm that participant is in a quiet space with minimal distractions. Turn on recording. If not completed prior to interview, begin with Verbal Assent or Consent]

This is interview number _____. The date is _____. The interviewer is _____.

Introduction

As I mentioned, we are trying to learn more about why newcomer immigrant adolescents like you participate in research. Our goal is to increase the representation of people like you in future research.

We would like to ask you questions about this because we are interested in what *you* think. There are *no* wrong answers here, you're the expert in your own experiences.

You might notice that I'm reading questions off a list during the interview. This is my interview guide. All of the interviewers on our team use this guide to make sure that each person is asked the same questions. My job is to ask you all of the questions in this guide and to take notes about some of the things you say. Even if I don't ask something directly, please feel free to share any thoughts about this topic. I'm very interested in what you have to say.

Also, just to remind you, we'll be recording this conversation, but everything you say will be kept *private*. The only time I will have to share something you've said is if you might hurt yourself or someone else, or someone is hurting you. In these cases, it is required by law that I tell another adult. When we type up this conversation, we will remove anything that could identify you as the person who was talking, like your name. To also help with privacy, please try not to say anyone's name during our conversation today. For example, say "my friend" instead of your friend's name or "my school" instead of your school's name. If you accidentally say a name, then we will remove it from the transcript. Also, please know that I will never ask you any questions about your legal or immigration status.

You are welcome to only share information you are comfortable in sharing. You can skip any question that you don't want to answer. If at any point throughout the interview, you would like to take a break, please just let me know.

The interview will take about an hour, but it may take longer. I'll ask you questions about your experience with research and some recommendations you have for researchers who may want to work with newcomers, like yourself. As a reminder, you will also get a \$25 gift card sent to you after we are done with the interview as our way of thanking you for helping us.

Do you have any questions? During the interview, if you don't understand something I say, you can stop me and ask questions.

SEEKING PARTICIPANTS FOR A STUDY

[Insert personal introduction and self-disclosure statement here] (Example: My name is Karissa Lim – she/her/hers – and I will be interviewing you today. I am a graduate student in school psychology at Teachers College, Columbia University. I am the daughter of Filipino immigrants and grew up in a predominantly white town in New Jersey.)

Can you tell me a little bit about yourself?

[If demographic form is not completed prior to interview:] We're going to capture some of that information in a quick survey.

[Transition to Demographic Form.]

Warm-Up

1. How are you today? How are you feeling about this interview?

Motivators

1. What do you think research participation is? How do you feel about research?
 - a. ***[Probe]:*** What do you think researchers do?
 - b. ***[Probe]:*** What do you think is the role of a research participant?
 - c. ***[Probe]:*** What do you think will happen after this study?
2. ***[For NIA who have participated before]:*** What sort of research have you participated in in the past?
 - a. ***[Probe]:*** How did you decide to participate in these studies?
 - b. ***[Probe]:*** How was your experience participating in that study?
3. What made you decide to contact us for an interview?
4. There are many different studies out there: some have you answer questions on a computer, some have you talk about a topic with a researcher, some collect data about your health through your watch or phone, some ask you to go to a hospital where they run tests with you. What sort of study would be interested in being a part of? What sort of study would you not be interested in? Why?
 - a. ***[Probe]:*** What do you feel comfortable talking about in research? What do you feel uncomfortable talking about in research?

Barriers

1. How do you learn about research opportunities?
2. What do you consider when deciding to participate in a research opportunity?
 - a. ***[Probe]:*** What do you think about researchers? *Who* are researchers, from your perspective? What sort of person/physical characteristics do you picture in your mind?
 - b. ***[Probe]:*** What do you think about research institutions, like universities and hospitals?
3. Was there anything that held you back or made you feel nervous about joining this study?
 - a. ***[Probe]:*** Was there anything that held you back or made you feel nervous about joining a previous study?
4. ***[For NIA who have never participated before]:*** What has stopped you from participating in research opportunities in the past?

SEEKING PARTICIPANTS FOR A STUDY

5. What do you think happens to the data you give a researcher after a study?

Recommendations

Thank you so much for your responses so far. This is my last set of questions, and I'm really interested in hearing what *you* think.

1. Newcomer immigrant adolescents, like yourself, are a growing population in the U.S. but there aren't a lot of studies about you and some researchers have trouble finding newcomers to participate in their projects. What would you recommend that researchers do to get more newcomers to participate in research?
2. What do you wish researchers knew about newcomer immigrant adolescents?
3. What research questions would you like researchers to explore with newcomer immigrants like you?
4. Let's say you tell your friend – another newcomer immigrant adolescent – about this study and they say they're not interested in participating. What would you tell them?

Wrap-Up

1. What brought you here today? What were you hoping to get out of this interview?
2. We're almost done! Is there anything else that you would like to share that I did not ask about?

[The interviewer should check in with how the participant is feeling and make sure they are not distressed about anything.]

Okay, I'll stop here with the questions and I'll **turn off the recording**.

Thank you for your time. This was great and your answers have been really helpful. If you could please share this study with your friends or classmates, it would be greatly appreciated!

Appendix H: Bengali NIA Semi-structured Interview

[Confirm that participant is in a quiet space with minimal distractions. Turn on recording. If not completed prior to interview, begin with Verbal Assent or Consent]

এটি ইন্টারভিউ নম্বর _____। তারিখটি হল _____। সাক্ষাৎকারগ্রহীতা হলেন _____।

Introduction

আমি যখন উল্লেখ করছি, আমরা কখন আপনার মতো নবাগত অভিবাসী কিশোর-কিশোরীরা গবেষণায় অংশগ্রহণ করে সে সম্পর্কে আরও জানার চেষ্টা করছি। আমাদের লক্ষ্য ভবিষ্যতের গবেষণায় আপনার মতো লোকদের প্রতিনিধিত্ব বৃদ্ধি করা।

আমরা আপনাকে এই বিষয়ে প্রশ্ন করতে চাই কারণ আপনি যা ভাবছেন তাতে আমরা আগ্রহী। এখানে কোন ভুল উত্তর নেই, আপনি আপনার নিজের অভিজ্ঞতায় বিশেষজ্ঞ।

আপনি লক্ষ্য করতে পারেন যে আমি সাক্ষাৎকারের সময় একটি তালিকা থেকে প্রশ্ন পড়ছি। এটা আমার সাক্ষাৎকার গাইড। আমাদের দলের সকল সাক্ষাৎকারকারীরা প্রত্যেকে ব্যক্তিকে একই প্রশ্ন জিজ্ঞাসা করা হয়েছে তা নিশ্চিত করতে এই নির্দেশিকা ব্যবহার করে। আমার কাজ হল আপনাকে এই নির্দেশিকায় থাকা সমস্ত প্রশ্ন জিজ্ঞাসা করা এবং আপনি যা বলছেন তার কিছু বিষয়ে নোট নেওয়া। এমনকি আমি সরাসরি কিছু না জিজ্ঞাসা করলেও, অনুগ্রহ করে নির্দ্বিধায় এই বিষয় সম্পর্কে কোনো মতামত শেয়ার করুন। আপনি কি বলতে চান আমি খুব আগ্রহী।

এছাড়াও, শুধু আপনাকে মনে করিয়ে দেওয়ার জন্য, আমরা এই কথোপকথনটি রেকর্ড করব, তবে আপনি যা বলবেন তা গোপন রাখা হবে। আপনি যদি নিজেকে বা অন্য কাউকে আঘাত করতে পারেন, বা কেউ আপনাকে আঘাত করছে তবে আপনি যা বলছেন তা আমাকে শেয়ার করতে হবে। এই ক্ষেত্রে, আইন অনুসারে এটা প্রয়োজন যে আমি অন্য একজন প্রাপ্তবয়স্ককে বলব। যখন আমরা এই কথোপকথনটি টাইপ করি, তখন আমরা এমন কিছু মুছে ফেলব যা আপনাকে সেই ব্যক্তি হিসেবে চিহ্নিত করতে পারে, যখন আপনার নাম গোপনীয়তার বিষয়ে সাহায্য করার জন্য, আমাদের আজকের কথোপকথনের সময় দয়া করে কারো নাম না বলার চেষ্টা করুন। উদাহরণস্বরূপ, আপনার বন্ধুর নামের পরিবর্তে "আমার বন্ধু" বা আপনার স্কুলের নামের পরিবর্তে "আমার স্কুল" বলুন। আপনি যদি ভুলবশত একটি নাম বলেন, তাহলে আমরা প্রতিলিপি থেকে এটি সরিয়ে দেব। এছাড়াও, অনুগ্রহ করে জেনে রাখুন যে আমি কখনই আপনাকে আপনার আইনি বা অভিবাসন অবস্থা সম্পর্কে কোন প্রশ্ন জিজ্ঞাসা করব না।

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আপনি শুধুমাত্র তথ্য শেয়ার করতে স্বাগত জানাই আপনি শেয়ার করতে স্বাচ্ছন্দ্যবোধ করেন। আপনি উত্তর দিতে চান না এমন কোনো প্রশ্ন এড়িয়ে যেতে পারেন। যদি পুরো সাক্ষাত্কার জুড়ে যেকোন সময়, আপনি বরিতিনিতি চান, দয়া করে আমাকে জানান।

সাক্ষাত্কারটি প্রায় এক ঘন্টা সময় নেবে, তবে এটি আরও বেশি সময় নিতে পারে। আমি আপনাকে গবেষণার বিষয়ে আপনার অভিজ্ঞতা এবং আপনার মতো নতুনদের সাথে কাজ করতে চান এমন গবেষকদের জন্য আপনার কিছু সুপারিশ সম্পর্কে প্রশ্ন জিজ্ঞাসা করব। একটি অনুস্মারক হিসাবে, আমাদের সাহায্য করার জন্য আপনাকে ধন্যবাদ জানানোর উপায় হিসাবে আমাদের সাক্ষাত্কার শেষ হওয়ার পরে আপনি একটি \$25 উপহার কার্ডও পাবেন।

আপনি কি কিছু জানতে চান? ইন্টারভিউ চলাকালীন, আমি যা বলি তা যদি আপনি বুঝতে না পারেন, আপনি আমাকে থামিয়ে প্রশ্ন করতে পারেন।

[Insert personal introduction and self-disclosure statement here] (Example: আমার নাম কারসি লমি – সো/তার/ – এবং আমি আজ আপনার সাক্ষাত্কার নেবে। আমি কলম্বিয়া ইউনিভার্সিটির টিচার্স কলেজে স্কুল সাইকোলজিতে একজন স্নাতক ছাত্র। আমি ফ্লিপিনিও অভিবাসীদের মধ্যে এবং নিউ জার্সির একটি প্রধানত সাদা শহরে বড় হয়েছি।)

আপনি কি আমাকে আপনার সম্পর্কে একটু বলতে পারেন?

[If demographic form is not completed prior to interview:] আমরা একটি দ্রুত জরপিে সেই তথ্যগুলি কিছু ক্যাপচার করতে যাচ্ছি।

[Transition to Demographic Form.]

Warm-Up

1. আপনি আজ কেমন আছেন? আপনি এই সাক্ষাত্কার সম্পর্কে কেমন অনুভব করছেন?

Motivators

1. আপনি গবেষণা অংশগ্রহণ কি মনে করেন? গবেষণা সম্পর্কে আপনি কেমন অনুভব করেন?
 - a. **[Probe]:** আপনি কি মনে করেন গবেষকরা কি করে?
 - b. **[Probe]:** আপনি একটি গবেষণা অংশগ্রহণকারীর ভূমিকা কি মনে করেন?
 - c. **[Probe]:** এই গবেষণার পর কি হবে বলে আপনি মনে করেন?
2. **[For NIA who have participated before]:** আপনি অতীতে কোন ধরণের গবেষণায় অংশগ্রহণ করেছেন?

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- a. **[Probe]:** আপনি কিভাবে এই গবেষণায় অংশগ্রহণ করার সিদ্ধান্ত নেন?
- b. **[Probe]:** আপনার সেই গবেষণায় অংশগ্রহণের অভিজ্ঞতা কেমন ছিল?
3. আপনি এই সাক্ষাত্কারের জন্য আমাদের সাথে যোগাযোগ করার সিদ্ধান্ত নিয়েছেন কি?
4. সখোনে অনকেগুলাি বিভিন্ন অধ্যয়ন রয়েছে: কিছু আপনাকি কম্পিউটারে প্রশ্নের উত্তর দিচ্ছেন, কটে আপনাকি একজন গবেষকের সাথে একটা বিষয় নিয়ে কথা বলছেন, কটে আপনার ঘড়াি বা ফোনের মাধ্যমে আপনার স্বাস্থ্য সম্পর্কে ডটো সংগ্রহ করছেন, কটে আপনাকে হাসপাতালে যতে বলছেন যখনে তারা আপনার সাথে পরীক্ষা চালানাি কোন ধরনের অধ্যয়নে একটা অংশ হতে আগ্রহী হবে? আপনাকি কোন ধরনের অধ্যয়নে আগ্রহী হবনে না? কনে?
- a. **[Probe]:** গবেষণায় আপনি কোন বিষয়ে কথা বলতে স্বাচ্ছন্দ্য বোধ করেন? গবেষণায় আপনি কী বিষয়ে কথা বলতে অস্বস্তি বোধ করেন?

Barriers

1. আপনি কিভাবে গবেষণা সুযোগ সম্পর্কে শিখবেন?
2. গবেষণার সুযোগে অংশগ্রহণ করার সিদ্ধান্ত নেওয়ার সময় আপনি কী বিবেচনা করবেন?
 - a. **[Probe]:** গবেষকদের সম্পর্কে আপনি কি মনে করেন? আপনার দৃষ্টিকোণ থেকে গবেষক কারা? আপনি আপনার মনের মধ্যে কোন ধরণের ব্যক্তি/শারীরিক বৈশিষ্ট্যগুলি চিত্রিত করেন?
 - b. **[Probe]:** বিশ্ববিদ্যালয় এবং হাসপাতালের মতো গবেষণা প্রতিষ্ঠান সম্পর্কে আপনি কী মনে করেন?
3. এমন কিছু কি ছিল যা আপনাকে আটকে রেখেছিল বা এই অধ্যয়নে যোগ দেওয়ার বিষয়ে আপনাকে নার্দাস বোধ করেছিল?
 - a. **[Probe]:** এমন কিছু কি ছিল যা আপনাকে পিছিয়ে রেখেছিল বা আপনাকে আগের অধ্যয়নে যোগদানের বিষয়ে নার্দাস বোধ করেছিল?
4. **[For NIA who have never participated before]:** অতীতে গবেষণার সুযোগগুলিতে অংশ নিতে আপনাকে কী বাধা দিয়েছে?
5. একটি গবেষণার পরে আপনি একজন গবেষককে যে তথ্য দেন তার কী হবে বলে আপনি মনে করেন?

Recommendations

এ পর্যন্ত আপনার প্রতিক্রিয়া জন্য আপনাকে অনকে ধন্যবাদ। এটা আমার প্রশ্নের শেষে সটে, এবং আপনাকি ভাবছেন তা শুনতে আমি সত্যহি আগ্রহী।

1. নবাগত অভিবাসী কশিোর-কশিোরীরা, আপনার মতো, মার্কনি যুক্তরাষ্ট্রে একটা কর্মবর্ধমান জনসংখ্যা কনিতু আপনার সম্পর্কে খুব বেশি অধ্যয়ন নহে এবং কিছু

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গবেষকদের তাদের প্রকল্পে অংশগ্রহণের জন্য নতুনদের খুঁজে পেতে সমস্যা হয়। গবেষণায় আরও নতুনদের অংশগ্রহণ করার জন্য গবেষকদের আপনি কী সুপারিশ করবেন?

2. আপনি কি চান যে গবেষকরা নবাগত অভিবাসী কিশোর-কিশোরীদের সম্পর্কে জানতেন?
3. আপনার মত নবাগত অভিবাসীদের সাথে গবেষকদের আবেশন করতে আপনি কি গবেষণা প্রশ্ন চান?
4. ধরা যাক আপনি আপনার বন্ধুকে বললেন – অন্য একজন নবাগত অভিবাসী কিশোর – এই গবেষণা সম্পর্কে এবং তারা বলল যে তারা অংশগ্রহণ করতে আগ্রহী নয়। আপনি তাদের কি বলবেন?

Wrap-Up

1. কি আজ আপনাকে এখানে এনেছে? আপনি এই সাক্ষাত্কার থেকে কি পেতে আশা ছিল?
2. আমরা প্রায় শেষ! আর কিছু কি আছে যা আপনি শেয়ার করতে চান যা আমি জিজ্ঞাসা করিনি?

[The interviewer should check in with how the participant is feeling and make sure they are not distressed about anything.]

ঠিক আছে, আমি এখানে প্রশ্নগুলি দিয়ে থামব এবং আমি রেকর্ডিং বন্ধ করে দেব।

সময় দেয়ার জন্য ধন্যবাদ। এটি দুর্দান্ত ছিল এবং আপনার উত্তরগুলি সত্যিই সহায়ক হয়েছে। আপনি যদি আপনার বন্ধুদের বা সহপাঠীদের সাথে এই অধ্যয়নটি ভাগ করে নতিনে পারেন তবে এটি অত্যন্ত প্রশংসা করা হবে!

Appendix I: French NIA Semi-structured Interview

[Confirm that participant is in a quiet space with minimal distractions. Turn on recording. If not completed prior to interview, begin with Verbal Assent or Consent]

Il s'agit de l'entretien numéro _____. La date est _____. L'intervieweur est _____.

Introduction

Comme je l'ai mentionné, nous essayons d'en savoir plus sur les raisons pour lesquelles les adolescents immigrants nouveaux arrivants comme vous participent à la recherche. Notre objectif est d'augmenter la représentation de personnes comme vous dans les recherches futures.

Nous vous posons ces questions parce que nous sommes intéressés par ce que vous pensez. Il n'y a pas de réponses incorrectes ici, vous êtes l'expert de vos propres expériences.

Vous remarquerez peut-être que je lis des questions sur une liste pendant l'entretien. Ceci est mon guide d'entretien. Tous les enquêteurs de notre équipe utilisent ce guide pour s'assurer que chaque personne se voit poser les mêmes questions. Mon travail consiste à vous poser toutes les questions de ce guide et à prendre des notes sur certaines des choses que vous dites. Même si je ne demande pas quelque chose directement, n'hésitez pas à partager vos réflexions sur ce sujet. Je suis très intéressé par ce que vous avez à dire.

De plus, juste pour vous rappeler, nous enregistrerons cette conversation, mais tout ce que vous direz restera privé. La seule fois où je devrai partager quelque chose que vous avez dit, c'est si vous risquez de vous blesser ou de blesser quelqu'un d'autre, ou si quelqu'un vous blesse. Dans ces cas, la loi exige que j'en parle à un autre adulte. Lorsque nous tapons cette conversation, nous supprimons tout ce qui pourrait vous identifier comme la personne qui parlait, comme votre nom. Pour aider également à la confidentialité, veuillez essayer de ne dire le nom de personne lors de notre conversation d'aujourd'hui. Par exemple, dites « mon ami » au lieu du nom de votre ami ou « mon école » au lieu du nom de votre école. Si vous prononcez accidentellement un nom, nous le supprimerons de la transcription. Sachez également que je ne vous poserai jamais de questions sur votre statut légal ou d'immigration.

Vous êtes invités à ne partager que les informations que vous êtes à l'aise de partager. Vous pouvez ignorer toute question à laquelle vous ne souhaitez pas répondre. Si, à un moment quelconque de l'entretien, vous souhaitez faire une pause, faites-le moi savoir.

L'entretien durera environ une heure, mais cela peut prendre plus de temps. Je vais vous poser des questions sur votre expérience de la recherche et quelques recommandations que vous avez pour les chercheurs qui pourraient vouloir travailler avec de nouveaux arrivants, comme vous. Pour rappel, vous recevrez également une carte-cadeau de 25 \$ qui vous sera envoyée une fois l'entrevue terminée, comme notre façon de vous remercier de nous avoir aidés.

SEEKING PARTICIPANTS FOR A STUDY

Avez-vous des questions? Pendant l'entretien, si vous ne comprenez pas quelque chose que je dis, vous pouvez m'arrêter et poser des questions.

[Insert personal introduction and self-disclosure statement here] (Example: *Je m'appelle Karissa Lim – elle/sa – et je vais vous interviewer aujourd'hui. Je suis étudiante diplômée en psychologie scolaire au Teachers College de l'Université de Columbia. Je suis la fille d'immigrants philippins et j'ai grandi dans une ville à prédominance blanche du New Jersey.*)

Pouvez-vous me parler un peu de vous ?

[If demographic form is not completed prior to interview:] Nous allons capturer certaines de ces informations dans une enquête rapide.

[Transition to Demographic Form.]

Warm-Up

1. Comment allez-vous aujourd'hui? Comment vous sentez-vous face à cet entretien ?

Motivators

1. Selon vous, qu'est-ce que la participation à la recherche ? Que pensez-vous de la recherche ?
 - a. ***[Probe]:*** Que pensez-vous que font les chercheurs ?
 - b. ***[Probe]:*** Selon vous, quel est le rôle d'un participant à la recherche ?
 - c. ***[Probe]:*** Que pensez-vous qu'il va se passer après cette étude ?
2. ***[For NIA who have participated before]:*** À quel type de recherche avez-vous participé dans le passé ?
 - a. ***[Probe]:*** Comment avez-vous décidé de participer à ces études ?
 - b. ***[Probe]:*** Comment s'est passée votre expérience de participation à cette étude ?
3. Qu'est-ce qui vous a décidé à nous contacter pour un entretien ?
4. Il existe de nombreuses études différentes : certaines vous demandent de répondre à des questions sur un ordinateur, d'autres vous font parler d'un sujet avec un chercheur, certaines collectent des données sur votre santé via votre montre ou votre téléphone, certaines vous demandent d'aller à l'hôpital où elles faire des tests avec vous. De quel type d'étude serait intéressé à faire partie ? Par quel type d'études ne seriez-vous pas intéressé ? Pourquoi?
 - a. ***[Probe]:*** De quoi vous sentez-vous à l'aise de parler en recherche ? De quoi vous sentez-vous mal à l'aise de parler dans la recherche ?

Barriers

1. Comment s'informer sur les opportunités de recherche ?
2. Que considérez-vous lorsque vous décidez de participer à une opportunité de recherche ?
 - a. ***[Probe]:*** Que pensez-vous des chercheurs ? Qui sont les chercheurs, de votre point de vue? Quel genre de personne/caractéristiques physiques imaginez-vous dans votre esprit ?
 - b. ***[Probe]:*** Que pensez-vous des institutions de recherche, comme les universités et les hôpitaux ?

SEEKING PARTICIPANTS FOR A STUDY

3. Y a-t-il quelque chose qui vous a retenu ou vous a rendu nerveux à l'idée de participer à cette étude ?
 - a. **[Probe]:** Y a-t-il quelque chose qui vous a retenu ou vous a rendu nerveux à l'idée de participer à une étude précédente ?
4. **[For NIA who have never participated before]:** Qu'est-ce qui vous a empêché de participer à des opportunités de recherche dans le passé ?
5. Que pensez-vous qu'il adienne des données que vous donnez à un chercheur après une étude ?

Recommendations

Merci beaucoup pour vos réponses jusqu'à présent. Ceci est ma dernière série de questions, et je suis vraiment intéressé à entendre ce que vous en pensez.

1. Les adolescents immigrants nouveaux arrivants, comme vous, représentent une population croissante aux États-Unis, mais il n'y a pas beaucoup d'études sur vous et certains chercheurs ont du mal à trouver de nouveaux arrivants pour participer à leurs projets. Que recommanderiez-vous aux chercheurs de faire pour inciter davantage de nouveaux arrivants à participer à la recherche ?
2. Que souhaiteriez-vous que les chercheurs sachent sur les adolescents immigrants nouveaux arrivants ?
3. Quelles questions de recherche aimeriez-vous que les chercheurs explorent avec des immigrants nouveaux arrivants comme vous ?
4. Supposons que vous parliez de cette étude à votre ami – un autre adolescent immigrant nouvellement arrivé – et qu'il vous dise qu'il n'est pas intéressé à y participer. Que leur diriez-vous ?

Wrap-Up

1. Qu'est-ce qui vous a amené ici aujourd'hui ? Qu'espérez-vous retirer de cet entretien ?
2. Nous avons presque terminé ! Y a-t-il autre chose que vous aimeriez partager et que je n'ai pas demandé ?

[The interviewer should check in with how the participant is feeling and make sure they are not distressed about anything.]

D'accord, je vais m'arrêter ici avec les questions et je vais éteindre l'enregistrement.

Merci pour votre temps. C'était super et vos réponses ont été vraiment utiles. Si vous pouviez partager cette étude avec vos amis ou camarades de classe, ce serait grandement apprécié !

Appendix J: Hindi NIA Semi-structured Interview

[Confirm that the participant is in a quiet space with minimal distractions. Turn on recording. If not completed prior to interview, begin with Verbal Assent or Consent]

यह साक्षात्कार की संख्या _____ है। तारीख _____ है। साक्षात्कारकर्ता _____ है।

Introduction

जैसा कि मैंने उल्लेख किया है, हम इस बारे में अधिक जानने की कोशिश कर रहे हैं कि आप जैसे नवागंतुक अप्रवासी किशोर शोध में क्यों भाग लेते हैं। हमारा लक्ष्य भविष्य के शोध में आप जैसे लोगों का प्रतिनिधित्व बढ़ाना है।

हम आपसे इस बारे में प्रश्न पूछना चाहते हैं क्योंकि हम आपके सोच में रुचि रखते हैं। यहाँ कोई गलत उत्तर नहीं है, आप अपने अनुभवों के विशेषज्ञ हैं।

आप देख सकते हैं कि मैं साक्षात्कार के दौरान एक सूची से प्रश्न पढ़ रही हूँ। यह मेरा इंटरव्यू गाइड है। हमारी टीम के सभी साक्षात्कारकर्ता इस गाइड का उपयोग यह सुनिश्चित करने के लिए करते हैं कि प्रत्येक व्यक्ति से समान प्रश्न पूछे जाएँ। मेरा काम इस गाइड में आपसे सभी प्रश्न पूछना और आपके द्वारा कही गई कुछ बातों के बारे में नोट्स लेना है। यहाँ तक कि अगर मैं सीधे कुछ नहीं पूछती, तो कृपया इस विषय के बारे में कोई भी विचार साझा करने में संकोच न करें। मुझे आपकी बातों में बहुत दिलचस्पी है।

साथ ही, बस आपको याद दिलाने के लिए यह भी कहना था कि हम इस बातचीत को रिकॉर्ड कर रहे होंगे, लेकिन आप जो कुछ भी कहेंगे उसे निजी रखा जाएगा। आपके द्वारा कही गई किसी बात को साझा करने के लिए केवल एक ही समय होगा यदि आप खुद को या किसी और को चोट पहुँचा सकते हैं, या कोई आपको चोट पहुँचा रहा है। इन मामलों में, कानून द्वारा यह आवश्यक है कि मैं किसी अन्य वयस्क को बताऊँ। जब हम इस वार्तालाप को टाइप करते हैं, तो हम वह सब कुछ निकाल देंगे जिससे बात करने वाले व्यक्ति के रूप में आपकी पहचान हो सकती है, जैसे आपका नाम। गोपनीयता में मदद करने के लिए, कृपया कोशिश करें कि आज हमारी बातचीत के दौरान किसी का नाम न लें। उदाहरण के लिए, अपने मित्र के नाम के बजाय "मेरा मित्र" या अपने विद्यालय के नाम के बजाय "मेरा विद्यालय" कहें। अगर आप गलती से कोई नाम बोल देते हैं, तो हम उसे ट्रांसक्रिप्ट से हटा देंगे। साथ ही, कृपया जान लें कि मैं आपसे कभी भी आपकी कानूनी या अप्रवासी स्थिति के बारे में कोई प्रश्न नहीं पूछूँगी।

SEEKING PARTICIPANTS FOR A STUDY

आपका केवल वही जानकारी साझा करने के लिए स्वागत है जिसे आप साझा करने में सहज हैं। आप कोई भी प्रश्न छोड़ सकते हैं जिसका आप उत्तर नहीं देना चाहते हैं। अगर इंटरव्यू के दौरान किसी भी समय आप ब्रेक लेना चाहते हैं, तो कृपया मुझे बताएँ।

साक्षात्कार में लगभग एक घंटा लगेगा, लेकिन इसमें अधिक समय लग सकता है। मैं आपसे अनुसंधान के साथ आपके अनुभव के बारे में प्रश्न पूछूँगी और आपके पास उन शोधकर्ताओं के लिए कुछ सिफारिशें होंगी जो आपके जैसे नवागंतुकों के साथ काम करना चाहते हैं। एक रिमाइंडर है कि, साक्षात्कार समाप्त होने के बाद आपको हमारी मदद करने के लिए धन्यवाद देने के रूप में \$25 का गिफ्ट कार्ड भी भेजा जाएगा।

क्या आपका कोई प्रश्न है? इंटरव्यू के दौरान, अगर आपको मेरी कोई बात समझ में नहीं आती है, तो आप मुझे रोक कर सवाल पूछ सकते हैं।

[Insert personal introduction and self-disclosure statement here] (Example: मेरा नाम कैरिसा लिम है- शी, हर, हर्ज़- और मैं आज आपका साक्षात्कार लूँगी। मैं कोलंबिया यूनिवर्सिटी के टीचर्स कॉलेज में स्कूल साइकॉलजी में स्नातक छात्र हूँ। मैं फिलिपिनो अप्रवासियों की बेटी हूँ और न्यू जर्सी में मुख्य रूप से श्वेत शहर में पली-बढ़ी हूँ।)

क्या आप मुझे अपने बारे में कुछ बता सकते हैं?

[If demographic form is not completed prior to interview]: We're going to capture some of that information in a quick survey.

[Transition to Demographic Form.]

Warm-Up

1. आज आप कैसे हैं? आप इस साक्षात्कार के बारे में कैसा महसूस कर रहे हैं?

Motivators

1. आपको क्या लगता है कि अनुसंधान भागीदारी (रिसर्च पार्टिसिपेशन) क्या है? आप शोध के बारे में कैसा महसूस करते हैं?
 - a. *[Probe]:* आपको क्या लगता है कि शोधकर्ता क्या करते हैं?
 - b. *[Probe]:* आपको क्या लगता है कि एक शोध प्रतिभागी की भूमिका या कार्य क्या है?
 - c. *[Probe]:* आपको क्या लगता है इस अध्ययन के बाद क्या होगा?

2. *[For NIA who have participated before]:* अतीत में आपने किस प्रकार के शोध में भाग लिया है?

SEEKING PARTICIPANTS FOR A STUDY

- a. **[Probe]:** आपने इन अध्ययनों में भाग लेने का निर्णय कैसे लिया?
 - b. **[Probe]:** उस अध्ययन में भाग लेने का आपका अनुभव कैसा रहा?
3. आपने साक्षात्कार के लिए हमसे संपर्क करने का निर्णय क्यों लिया?
4. कई अलग-अलग प्रकार के अध्ययन होते हैं: कुछ में कंप्यूटर पर प्रश्नों का उत्तर देना होता है, कुछ में एक शोधकर्ता के साथ किसी विषय पर बात करना होता है, कुछ में आपकी घड़ी या फोन के माध्यम से आपके स्वास्थ्य के बारे में डेटा एकत्र किया जाता है, कुछ आपको अस्पताल जाने के लिए कहते हैं जहाँ वे आपके साथ परीक्षण चलाएँ। आपको किस प्रकार के अध्ययन का हिस्सा बनने में दिलचस्पी होगी? किस तरह के अध्ययन में आपकी रुचि नहीं होगी? क्यों?
- a. **[Probe]:** आप शोध के बारे में बात करने में क्या सहज महसूस करते हैं? शोध के बारे में बात करने में आपको क्या असहजता महसूस होती है?

Barriers

1. आपको अनुसंधान के अवसरों के बारे में कैसे पता चलता है?
2. किसी शोध अवसर में भाग लेने का निर्णय लेते समय आप क्या विचार करते हैं?
 - a. **[Probe]:** आप शोधकर्ताओं के बारे में क्या सोचते हैं? आपके दृष्टिकोण से शोधकर्ता कौन हैं? आप अपने मन में किस प्रकार के व्यक्ति/शारीरिक विशेषताओं की कल्पना करते हैं?
 - b. **[Probe]:** आप विश्वविद्यालयों और अस्पतालों जैसे अनुसंधान संस्थानों के बारे में क्या सोचते हैं?
3. क्या कोई ऐसी बात थी जिसने आपको इस अध्ययन में शामिल होने से रोका या आपको परेशान किया?
 - a. **[Probe]:** क्या ऐसा कुछ था जिसने आपको पिछले अध्ययन में शामिल होने से रोक दिया था या आपको घबराहट महसूस हुई थी?
4. **[For NIA who have never participated before]:** अतीत में अनुसंधान के अवसरों में भाग लेने से आपको किस विचार/परिस्थिति ने रोका है?
5. आपको क्या लगता है कि एक अध्ययन के बाद आप एक शोधकर्ता को जो डेटा देते हैं उसका क्या होता है?

Recommendations

SEEKING PARTICIPANTS FOR A STUDY

अब तक आपकी प्रतिक्रियाओं के लिए बहुत-बहुत धन्यवाद। यह मेरे सवालों का आखिरी सेट है, और आप जो सोचते हैं उसे सुनने में मुझे वाकई दिलचस्पी है।

1. नवागंतुक अप्रवासी किशोर, आपकी तरह, यू.एस. में एक बढ़ती हुई आबादी है, लेकिन आपके बारे में बहुत अधिक अध्ययन नहीं है और कुछ शोधकर्ताओं को नए लोगों को अपनी परियोजनाओं में भाग लेने के लिए खोजने में परेशानी होती है। आप क्या सलाह देंगे कि शोधकर्ता शोध में भाग लेने के लिए और नए लोगों को आकर्षित करने के लिए क्या करें?
2. आप क्या चाहते हैं कि शोधकर्ता नवागंतुक आप्रवासी किशोरों के बारे में जानें?
3. आप क्या चाहेंगे आपके जैसे नवागंतुक आप्रवासियों के साथ अनुसंधानकर्ता कौन से शोध प्रश्न तलाशें?
4. मान लें कि आप अपने मित्र - एक अन्य नवागंतुक अप्रवासी किशोर - को इस अध्ययन के बारे में बताते हैं और वे कहते हैं कि उन्हें भाग लेने में कोई दिलचस्पी नहीं है। आप उन्हें क्या कहेंगे?

Wrap-Up

1. आज आप यहाँ क्यों आए हैं? आपकी इस साक्षात्कार से क्या उम्मीदें थीं?
2. यह लगभग खत्म हो चुका है! क्या कोई और बात है जिसे आप साझा करना चाहेंगे जिसके बारे में मैंने नहीं पूछा?

[The interviewer should check in with how the participant is feeling and make sure they are not distressed about anything.]

ठीक है, मैं यहाँ सवालों के साथ रुक रही हूँ और मैं रिकॉर्डिंग बंद कर रही हूँ।

अपना समय देने के लिए धन्यवाद। यह शोध बहुत अच्छा था और आपके उत्तर वास्तव में मददगार रहे हैं। यदि आप कृपया इस अध्ययन को अपने दोस्तों या सहपाठियों के साथ साझा कर सकते हैं, तो इसकी बहुत सराहना की जाएगी!

Appendix K: Spanish NIA Semi-structured Interview

[Confirma que el participante esté en un espacio silencioso con distracciones mínimas. Comienza la grabación. Si no está completo antes de la entrevista, comienza con el Consentimiento o Asentimiento Verbal.]

Esta es la entrevista número _____. La fecha es _____. El entrevistador es _____.

Introducción

Como mencioné, estamos tratando de aprender más acerca de por qué los adolescentes inmigrantes recién llegados como usted participan en la investigación. Nuestro objetivo es aumentar la representación de personas como usted en futuras investigaciones.

Nos gustaría hacerle preguntas sobre esto porque nos interesa lo que piensa. No hay respuestas incorrectas aquí, eres el experto en tus propias experiencias.

Talvez notarás que estoy leyendo preguntas de una lista durante la entrevista. Esta es mi guía de entrevista. Todos los entrevistadores de nuestro equipo usan esta guía para asegurarse de que a cada persona se le hagan las mismas preguntas. Mi trabajo es hacerle todas las preguntas de esta guía y tomar notas sobre algunas de las cosas que dice. Incluso si no pregunto algo directamente, siéntase libre de compartir cualquier pensamiento sobre este tema. Estoy muy interesado en lo que tienes que decir.

Además, solo para recordarte, estaremos grabando esta conversación, pero todo lo que digas se mantendrá en privado. La única vez que tendré que compartir algo que hayas dicho es si podrías tener alguna intención en lastimarte a ti mismo o a alguien más, o si alguien te está lastimando. En estos casos, la ley requiere que se le informe a otro adulto. Cuando escribamos esta conversación, eliminaremos todo lo que pueda identificarlo como la persona que esta hablando, como su nombre. Para ayudar también con la privacidad, trate de no decir el nombre de nadie durante nuestra conversación de hoy. Por ejemplo, diga "mi amigo" en lugar del nombre de su amigo o "mi escuela" en lugar del nombre de su escuela. Si accidentalmente dice un nombre, lo eliminaremos de la transcripción. Además, tenga en cuenta que nunca le haré preguntas sobre su estado legal o migratorio.

Le invitamos a compartir solo información con la que se sienta cómodo compartiendo. Puede omitir cualquier pregunta que no desee responder. Si en algún momento de la entrevista desea tomar un receso, hágamelo saber.

La entrevista tomará alrededor de una hora, pero puede tomar más tiempo. Le haré preguntas sobre su experiencia con la investigación y algunas recomendaciones que tiene para los investigadores que quieran trabajar con los recién llegados, como usted. Como recordatorio, también recibirá una tarjeta de regalo de \$25 después de que terminemos con la entrevista como nuestra forma de agradecerle por ayudarnos.

SEEKING PARTICIPANTS FOR A STUDY

¿Tiene usted alguna pregunta? Durante la entrevista, si no entiende algo de lo que digo, puede detenerme y hacer preguntas.

[Insert personal introduction and self-disclosure statement here] (Example: *Mi nombre es Karissa Lim, ella/ella/ella, y lo entrevistare hoy. Soy estudiante de posgrado en psicología escolar en Teachers College, Universidad de Columbia. Soy hija de inmigrantes filipinos y crecí en un pueblo predominantemente blanco en Nueva Jersey.*)

¿Puedes contarme un poco sobre ti?

[Si el formulario demográfico no está completo antes de la entrevista]

Vamos a capturar parte de esta información en una breve entrevista.

[Transición al Formulario Demográfico]

Calentamiento

1. ¿Cómo estás hoy? ¿Cómo te sientes acerca de esta entrevista?

Motivadores

1. ¿Qué crees que es la participación en la investigación? ¿Cómo te sientes acerca de la investigación?
 - a. ***[Explore]***: ¿Qué crees que hacen los investigadores?
 - b. ***[Explore]***: ¿Cuál cree que es el papel de un participante en la investigación?
 - c. ***[Explore]***: ¿Qué crees que pasará después de este estudio?
2. ***[Para los recién inmigrantes adolescentes que nunca han participado antes]***: ¿En qué tipo de investigación ha participado en el pasado?
 - a. ***[Explore]***: ¿Cómo decidió participar en estos estudios?
 - b. ***[Explore]***: ¿Cómo fue su experiencia participando en ese estudio?
3. ¿Qué te hizo decidir contactarnos para una entrevista?
4. Hay muchos estudios diferentes por ahí: algunos te hacen responder preguntas en una computadora, algunos te hacen hablar sobre un tema con un investigador, algunos recopilan datos sobre tu salud a través de tu reloj o teléfono, algunos te piden que vayas a un hospital donde para hacer pruebas con usted. ¿De qué tipo de estudio estaría interesado en formar parte? ¿Qué tipo de estudio no le interesaría? ¿Por qué?
 - a. ***[Explore]***: ¿De qué te sientes cómodo hablando en la investigación? ¿De qué te sientes incómodo hablando en la investigación?

Barreras

1. ¿Cómo se entera de las oportunidades de investigación?
2. ¿Qué considera al momento de compartir oportunidades de investigaciones con los adolescentes inmigrantes recién llegados ?
 - a. ***[Explore]***: ¿Qué opinas de los investigadores? ¿Quiénes son los investigadores, desde su perspectiva? ¿Qué tipo de persona/características físicas imaginas en tu mente?
 - b. ***[Explore]***: ¿Qué piensa de las instituciones de investigación, como universidades y hospitales?

SEEKING PARTICIPANTS FOR A STUDY

3. ¿Hubo algo que lo detuvo o lo puso nervioso acerca de unirse a este estudio?
 - a. **[Explore]:** ¿Hubo algo que lo detuvo o lo puso nervioso acerca de unirse a un estudio anterior?
4. **[Para los recién inmigrantes adolescentes que nunca han participado antes]:** ¿Qué le ha impedido participar en oportunidades de investigación en el pasado?
5. ¿Qué crees que sucede con los datos que le das a un investigador después de un estudio?

Recomendaciones

Muchas gracias por sus respuestas hasta ahora. Este es mi último conjunto de preguntas, y estoy realmente interesado en escuchar lo que piensas.

1. Los adolescentes inmigrantes recién llegados, son una población creciente en los EE. UU., pero no hay muchos estudios sobre ellos y algunos investigadores tienen problemas para encontrar recién llegados que participen en sus proyectos. ¿Qué recomendaría que hicieran los investigadores para lograr que más recién llegados participen en investigaciones?
2. ¿Qué le gustaría que los investigadores supieran sobre los adolescentes inmigrantes recién llegados?
3. ¿Qué preguntas de investigación le gustaría que los investigadores exploraran con inmigrantes recién llegados?
4. Digamos que le cuentas a inmigrantes recién llegados con los que trabajas, sobre este estudio y te dice que no están interesados en participar. ¿Qué les dirías?

Cierre

1. ¿Qué te trajo aquí hoy? ¿Qué esperabas obtener de esta entrevista?
2. ¡Ya casi hemos terminado! ¿Hay algo más que le gustaría compartir que no le pregunté?

[El entrevistante debe verificar cómo se siente el participante y asegurarse que no esté afligido por nada]

Bien, me detendré aquí con las preguntas y apagaré la grabación.

Gracias por tu tiempo. Esto fue genial y sus respuestas han sido muy útiles. Si pudiera compartir este estudio con sus amigos o compañeros de clase, ¡sería muy apreciado!

Appendix L: Community Partner Semi-structured Interview

[Confirm that participant is in a quiet space with minimal distractions. Turn on recording. If not completed prior to interview, begin with Verbal Consent]

This is interview number _____. The date is _____. The interviewer is _____.

Introduction

As I mentioned, we are trying to learn more about why newcomer immigrant adolescents, like the youth you work with, participate in research. Our goal is to increase the representation of newcomer immigrant adolescents in future research.

We would like to ask you questions about this because we are interested in what *you* think.

You might notice that I'm reading questions off a list during the interview. This is my interview guide. All of the interviewers on our team use this guide to make sure that each person is asked the same questions. My job is to ask you all of the questions in this guide and to take notes about some of the things you say. Even if I don't ask something directly, please feel free to share any thoughts about this topic. I'm very interested in what you have to say.

Also, just to remind you, we'll be recording this conversation, but everything you say will be kept *private*. When we type up this conversation, we will remove anything that could identify you as the person who was talking. To also help with privacy, please try not to say anyone's name during our conversation today. For example, say "my coworker" instead of your coworker's name or "my student" instead of the name of the student you work with. If you accidentally say a name, then we will remove it from the transcript. Also, please know that I will never ask you any questions about the legal or immigration status of the families you work with.

You are welcome to only share information you are comfortable in sharing. You can skip any question that you don't want to answer. If at any point throughout the interview, you would like to take a break, please just let me know.

The interview will take about an hour, but it may take longer. As a reminder, you will also get a \$25 gift card sent to you after we are done with the interview as our way of thanking you for helping us.

Do you have any questions?

[Insert personal introduction and self-disclosure statement here] (Example: *My name is Karissa Lim – she/her/hers – and I will be interviewing you today. I am a graduate student in school psychology at Teachers College, Columbia University. I am the daughter of Filipino immigrants and grew up in a predominantly white town in New Jersey.*)

Can you tell me a little bit about yourself?

SEEKING PARTICIPANTS FOR A STUDY

[If demographic form is not completed prior to interview:] We're going to capture some of that information in a quick survey.

[Transition to Demographic Form.]

Warm-Up

1. Tell me about your job and your work with newcomer immigrant adolescents.

Motivators

1. What has your experience been like recruiting newcomer immigrant adolescents for research projects?
2. What do newcomer immigrant adolescents know about research? How do they feel when you tell them about these projects?
 - a. **[Probe]:** What sort of questions, if any, have they asked about the projects?
3. What reasons have youth shared for wanting to participate in research?
4. What sort of research have your newcomers participated in in the past?
 - a. **[Probe]:** How did they decide to participate in these studies?
 - b. **[Probe]:** How was their experience participating in that study?
5. Have there been studies that your newcomers appear more interested to participate in?

Barriers

1. How do you learn about research opportunities?
2. What do you consider when sharing research opportunities with newcomer immigrant adolescents?
 - a. **[Probe]:** How do you talk about researchers and research institutions with newcomer youth?
3. From your experience, what holds newcomers back or makes them feel nervous about joining research, if anything?
 - a. **[Probe]:** Was there anything that held them back or made them feel nervous about this study?
4. Have there been studies that your newcomers appear more hesitant or less interested to participate in?
5. What reasons have youth shared for dropping out of a study?

Recommendations

Thank you so much for your responses so far. This is my last set of questions, and I'm really interested in hearing what *you* think.

1. Newcomer immigrant adolescents are a growing population in the U.S. but there aren't a lot of studies about them and some researchers have trouble finding newcomers to participate in their projects. What would you recommend that researchers do to get more newcomers to participate in research?
2. What do you wish researchers knew about newcomer immigrant adolescents?
3. What research questions would you like researchers to explore with newcomer immigrants?
4. Let's say you tell the newcomers you work with about this study and they say they're not interested in participating. What would you tell them?

SEEKING PARTICIPANTS FOR A STUDY

Wrap-Up

1. What brought you here today? What are you hoping newcomer immigrants get out of this study?
2. We're almost done! Is there anything else that you would like to share that I did not ask about?

[The interviewer should check in with how the participant is feeling and make sure they are not distressed about anything.]

Okay, I'll stop here with the questions and I'll **turn off the recording**.

Thank you for your time. This was great and your answers have been really helpful. If you could please share this study with your friends or classmates, it would be greatly appreciated!

Appendix M: NIA Recruitment Flyers

OPPORTUNITY FOR NEWCOMER IMMIGRANT TEENS

TEENS MUST:

- be 13-19 years old
- have immigrated to the U.S. in the past 5 years from a country in the Caribbean, Central America, South America, South Central Asia, or West Africa
- be willing to participate in a one hour interview over phone, Zoom, or in person (you choose)

EARN \$25 FOR PARTICIPATING

What are your opinions about participating in research? We want to know what YOU think! If interested, please email Karissa Lim at kyl2129@tc.columbia.edu or call/text 929-445-3722.

**Please know that I will never ask you any questions about your legal or immigration status.*

TEACHERS COLLEGE COLUMBIA UNIVERSITY TC IRB #23-233 PROJECT FUNDED BY TEACHERS COLLEGE DEAN'S GRANT FOR STUDENT RESEARCH

নতুন অভিবাসী কিশোরদের জন্য সুযোগ

কিশোরদের অবশ্যই:

- 13-19 বছর বয়সী হতে হবে
- ক্যারিবিয়ান, মধ্য আমেরিকা, দক্ষিণ মধ্য এশিয়া বা পশ্চিম আফ্রিকার একটি দেশ থেকে গত 5 বছরে মার্কিন যুক্তরাষ্ট্রে অভিবাসী হয়েছেন
- ফোন, জুম বা ব্যক্তিগতভাবে এক ঘণ্টার সাক্ষাৎকারে অংশগ্রহণ করতে ইচ্ছুক হন (আপনি বেছে নিন)

অংশগ্রহণের জন্য \$25 উপার্জন করুন

পবেষণায় অংশগ্রহণ সম্পর্কে আপনার মতামত কি? **আপুনি** কি মনে করেন আমরা জানতে চাই! আগ্রহী হলে, অনুগ্রহ করে **কারিষা লিম**কে kyl2129@tc.columbia.edu-এ ইমেল করুন অথবা **929-445-3722** নম্বরে কল/টেক্সট করুন।

** অনুগ্রহ করে কোনে রাখুন যে আমি কখনই আপনাকে আপনার আইনি বা অভিবাসন অবস্থা সম্পর্কে কোন প্রশ্ন বিজ্ঞাসা করব না।*

TEACHERS COLLEGE COLUMBIA UNIVERSITY TC IRB #23-233 ডাটা পবেষণায় অংশ গ্রহণের জন্য অংশগ্রহণের জন্য \$25 উপার্জন করুন

OPPORTUNITÉ POUR LES ADOLESCENTS IMMIGRANTS NOUVEAUX ARRIVANTS

Les ados doivent :

- avoir 13-19 ans
- avoir immigré aux États-Unis au cours des 5 dernières années en provenance d'un pays des Caraïbes, d'Amérique centrale, d'Amérique du Sud, d'Asie centrale ou d'Afrique de l'Ouest
- être disposé à participer à une entrevue d'une heure par téléphone, Zoom ou en personne (au choix)

Gagnez 25 \$ pour votre participation

Quelles sont vos opinions sur la participation à la recherche ? Nous voulons savoir ce que vous pensez! Si vous êtes intéressé, veuillez envoyer un e-mail à **Karissa Lim** à kyl2129@tc.columbia.edu ou appeler/envoyer un SMS au 929-445-3722, s'il vous plaît.

** Sachez que je ne vous posera jamais de questions sur votre statut légal ou d'immigration.*

TEACHERS COLLEGE COLUMBIA UNIVERSITY TC IRB #23-233 PROJET FINANÇÉ PAR TEACHERS COLLEGE DEAN'S SUBVENTION POUR LA RECHERCHE ÉTUDIANTE

नवागंतुक आप्रवासी किशोरों (न्युकमर इमिग्रन्ट टीन्स), के लिए अवसर

आवश्यकताएँ जो किशोरों को पूरी करनी होगी:

- 13-19 साल के हँ
- कैरिबियन, मध्य अमेरिका, दक्षिण मध्य एशिया, या पश्चिम अफ्रीका के किसी देश से पिछले 5 वर्षों में अमेरिका में आकर बस गए हँ
- फोन, जूम या व्यक्तिगत रूप में (आपकी पसंद के अनुसार) एक घंटे के सাক্ষातकार (इंटरव्यू) में भाग लेने के लिए तैयार हँ

भाग लेने के लिए \$25 कमाएँ।

शोध में भाग लेने के बारे में आपकी क्या राय है? हम आपकी राय जानना चाहते हैं! अगर दिलचस्पी हो, कृपया **करिषा लिन** को kyl2129@tc.columbia.edu पर ईमेल करें या **929-445-3722** पर कॉल/टेक्स्ट करें।

** कृपया जान लें कि मैं आपसे कभी भी आपकी कानूनी या अप्रवासी स्थिति के बारे में कोई प्रश्न नहीं पूरूँगी।*

TEACHERS COLLEGE COLUMBIA UNIVERSITY TC IRB #23-233 डाटा अनुसंधान के लिए टीचर्स कॉलेज डीन के सब्सिडी द्वारा वित्तपोषित परियोजना।

SEEKING PARTICIPANTS FOR A STUDY

OPORTUNIDAD PARA ADOLESCENTES INMIGRANTES RECIÉN LLEGADOS

LOS ADOLESCENTES DEBEN:

- tener entre **13 y 19 años**
- haber inmigrado a los EE. UU. en los **últimos 5 años** desde un **país del Caribe, Centroamérica, Sudamérica, Asia Central del Sur o África Occidental**
- estar dispuestos a participar **en una entrevista de una hora** por teléfono, Zoom o en persona (tú eliges)

GANAR \$25 POR PARTICIPAR

¿Cuáles son tus opiniones acerca de participar en un estudio de investigación? ¡Queremos saber que piensas!

Si estás interesado, envía un correo electrónico a **Karissa Lim** o **kyl2129@tc.columbia.edu** o llama o envía un mensaje de texto al **929-445-3722**.

***Tenga en cuenta que nunca le haré preguntas sobre su estado legal o migratorio.**

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TC IRB #23-233
PROYECTO FINANCIADO POR LA BECA DEL DECANO DE
TEACHERS COLLEGE PARA INVESTIGACIÓN DE ESTUDIANTES

Appendix N: Community Partner Recruitment Flyer

OPPORTUNITY FOR COMMUNITY LEADERS

YOU MAY BE ELIGIBLE IF YOU...

- work for **community-based organization** that serves **immigrant communities**
- currently hold a position where you work directly with **newcomer immigrant adolescents** (immigrated to the U.S. in the past 5 years)
- are willing to participate in a **one hour interview** over phone, Zoom, or in person

What motivates or stops newcomer immigrant adolescents from participating in research? What do you recommend researchers do to increase their participation in research?

If interested, please email **Karissa Lim** at kyl2129@tc.columbia.edu or call/text **929-445-3722**.

Earn \$25 for participating

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