

Raising Teens in a New Country

A Guide for the Whole Family



Table of Contents

Introduction	a
Cultural Identity	1
Discipline	5
Friends	9
Discrimination & Bullying.....	13
Self-Esteem & Body Image	17
Dating & Relationships.....	21
School Engagement.....	26
Community Engagement.....	30
Online & Cyber Safety	33
Drugs, Alcohol & Smoking	37
Driving	41
Higher Education.....	45
Adult Living Skills.....	49
Additional Resources.....	53
Acknowledgements	59

Introduction

The teen years are a time when children learn important lessons and skills that will help them as they develop into adults. This is also a time when parents' and teens' relationships can change. This can be exciting and scary for both parents and teens. It can be especially challenging for families who are also adjusting to being in a new country. This guide covers topics that often come up in families raising teenagers in the United States. Your family has probably struggled in some of these areas but you are not alone. Every parent worries for their children and most teens may face these challenges.

Parents:

It can be difficult to raise a teen, especially in a new country, but you have a powerful role to play in helping your child grow and succeed. We hope that this guide will not only help you to talk to your teen about important issues, but also to listen to what they have to say. As you look at this guide, think about what you want for your child and how you want them to grow.

Teens:

This is an exciting but challenging time in life. You are changing physically and also in the ways you relate to the world around you. As you look at this guide, consider what parts of your history and culture are most important to you as well as what things from this new culture you would like to adopt.

How to use this book:

This guide was created for parents and teens who are new to the U.S., and for service providers working with newcomer families. The topics are divided into sections with separate information for parents and for teens. It does not need to be read all at once. Readers can skip around to the topics that are most interesting or useful.

The best way to use the guide is for parents and their teens to read the book together and talk about the topics and issues—sharing their opinions and asking each other questions. This guide can help parents and teens get to know each other better and strengthen their relationship. Conversation starters are provided on each topic.

Service providers working with newcomer families may want to facilitate discussion groups and assist with reading and talking about the topics in this guide. Culturally appropriate parent or teen support groups are a good forum for discussion.

The topics raised in this guide are often quite complex. The discussions here have been simplified so they can serve as an introduction to each issue. However, the teenage years can be a challenging time for any family and can be especially hard for newcomer families. These families may also be dealing with the stresses of adjusting to a new country, culture and language and may have experienced trauma in their home country or on their journey to the U.S. We have included additional resources, pages 53-58, on each topic so families and service providers can easily access more detailed information.

BRYCS technical assistance and publications, including this booklet, are guided by the following beliefs:

1. For refugee and immigrant children and youth it is important to maintain (or, if they arrived at a young age, to develop) a strong and positive connection to their ethnic heritage, in addition to a positive identity as an American (biculturalism). This helps to keep families strong and thereby provides the support that children need to succeed in this country.
2. For service providers, it is important to use family and community-centered, strengths-based approaches with refugees and immigrants. Rather than using a fear based approach, these approaches build on existing strengths and maximize the chances that services will be accepted by and effective for newcomer families.
3. For communities, collaboration among service providers is vital for effective services. BRYCS especially promotes collaboration between refugee/immigrant-serving agencies and mainstream agencies such as Child Protective Services (CPS). For example, ethnic community based organizations and refugee resettlement agencies can often provide access to interpretation, cultural consultations and training, culturally-competent assessment, and culturally-appropriate, specialized services to ensure these agencies' responses to newcomers are effective, while CPS can provide referrals to a range of mainstream services within the community.



Cultural Identity

Parents:

Moving and adapting to a new country and culture can often be hard on families. Your teen may be learning English and adopting elements of American culture faster than you or they may resist speaking their native language or participating in cultural activities.

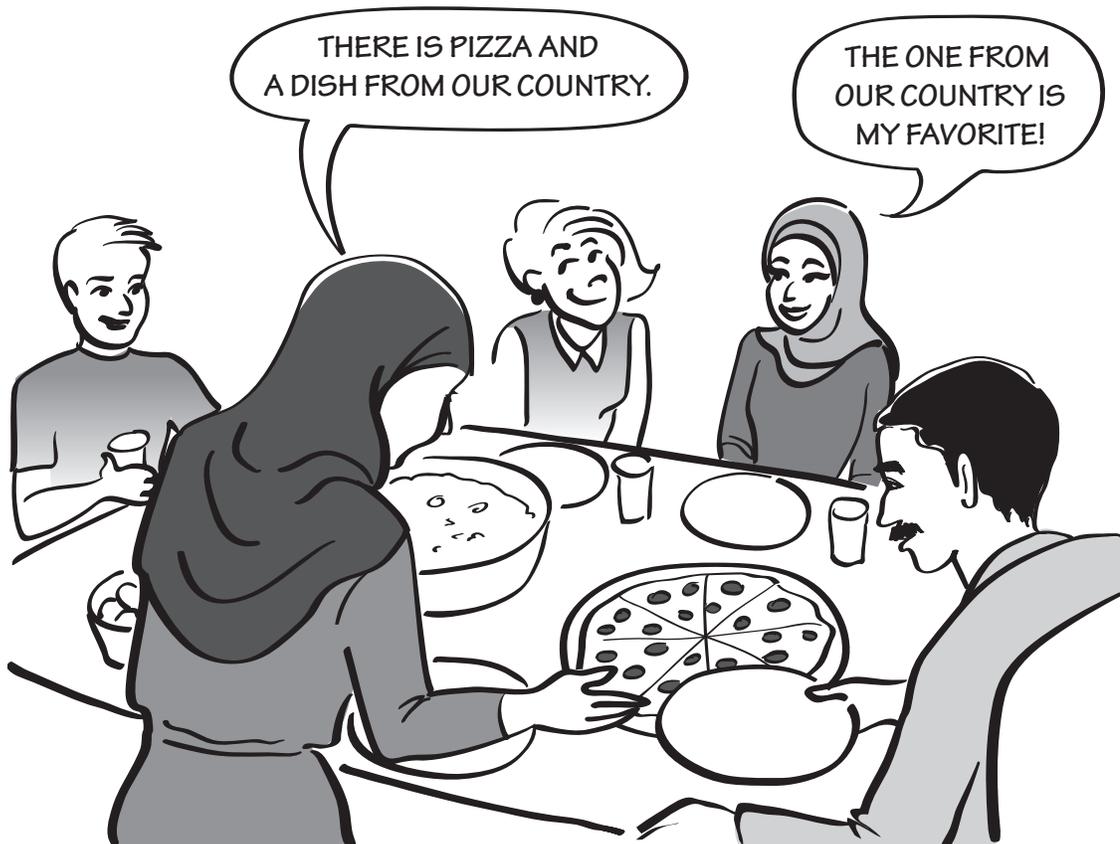
While your teen may simply want to feel like they belong and are accepted, it can feel like you are losing control of your children. It is natural to feel concerned. However, it is healthy both for teens and their parents to become bicultural: to find ways to stay connected to their native culture while also finding things they like about their new life together. Staying close as a family may take some extra work.



Cultural Identity



- Talk to your teen about why you came to the U.S. and share stories about your history and culture.
- Encourage your child to maintain cultural connections and praise them when they do.
- Be patient and open when listening to your teen's experiences. Talk about things you like about your new life and things you have found difficult.
- Talk to your teen about your values and what is important to you both.
- Consider allowing your teen to participate in activities that are part of U.S. culture. You may find they'll be more willing to also be involved in activities from their native culture.



Cultural Identity

Do not use your child as an interpreter. Doing so can put additional emotional stress on children especially if they are translating in difficult medical or legal situations. Learning English can be very challenging, but if you can communicate without relying on your children, it will help maintain balance in the family. Remember, medical providers and community resources should be able to provide a professional interpreter.



Conversation starters

- *What is one thing you miss about your home country?*
- *What is the best thing about our family?*
- *What is your favorite family or cultural tradition, and why?*
- *What do you like most about America?*
- *What have you taught your new friends about your culture?*

Teens:

Your parents probably worked very hard and gave up a lot to come to the U.S. to find a safe home and a better life for the family. It often takes adults more time to adjust to all the challenges of a new life in a new country. They may be sad to see you doing new things because they may fear that you will forget where your family has come from. They may be scared that you could get hurt, especially if you are doing something that they are not familiar with.

Although you probably miss parts of your old life too, you may feel a lot of pressure to fit into your new one. It may feel like you have to leave your old life behind to be comfortable in the U.S. However, your native language and culture are an important part of your identity. Find things you like about your new life, but also keep connections to your family's culture.

Cultural Identity



- Ask your parents, grandparents, uncles, aunts, cousins, and community members questions about life in your native country. Talk with them about things you miss and things you want to stay connected to.
- See if your school has an international club where you can share your culture and traditions with your peers.
- Remember, being a part of two cultures and speaking multiple languages is a strength. There are benefits socially and even academically or professionally.

Discipline

Parents:

As children become teenagers, the way parents discipline usually changes. Teenagers can better understand consequences, so explaining rules and expectations can be easier than with younger children. However, teens also want and need more independence. This can be a challenging adjustment for the whole family, whether they're new to the U.S. or not.

As children get older, it is common for teens to resist rules and seek more individual freedom as they try to develop their identity. American culture tends to value independence, which may also increase your teen's desire to make more decisions on their own and spend more time with friends as opposed to family. As a parent, you have the right and responsibility to set the rules, but it is also a good idea to listen to your teen's experiences and concerns. They may have new experiences that you've never had, or new challenges that they need your help with.





- Be clear about responsibilities and the behavior you expect and why. Consider putting rules in writing.
- Discuss rules, limits, boundaries, and consequences as a family. Involving your teen in the decision making shows you respect their ideas and they will be more likely to follow the rules. It also helps them build the important skills of negotiation and compromise.
- Be firm and consistent in enforcing the rules but check back in with your teen about how the limits and rules are working. If there is a problem, discuss it with your teen and give them a chance to come up with solutions. This gives your teen a sense of independence and helps teens to learn how to make good decisions.
- Be flexible and willing to adjust rules as your teen builds trust, proves responsibility, or gets older.
- Keep in mind that everyone makes mistakes and your teen is learning to be a responsible adult.

You may expect daughters to have less personal freedom than sons and to be more careful in the way they dress and who they spend time with, but girls may find these additional restrictions unfair. Different treatment for boys and girls can be especially hard on girls in the U.S. because many of their female peers will have more freedom. Think of how you may be able to address this with your children.

Conversation starters

- *Do you think our family rules, expectations, and consequences are fair?*
- *Are there any rules you wish we didn't have and why?*
- *What is an appropriate curfew?*
- *What should the consequence be for being late or for getting a bad grade?*

Discipline

Some forms of discipline for teens that work:

- Reward and acknowledge good behavior and good choices
- Take away privileges:
 - Remove electronic devices or computer/TV for set periods of time
 - “Ground” or “restrict” your teen from going out with friends or some other optional/social activities
- Give extra chores or have your teen make amends to someone they offended, inconvenienced or harmed.
- Allow natural consequences to happen: there may be consequences for your teen’s actions that can teach a lesson better than punishment or yelling. For example, if they go out without warm clothes in the winter, they will be cold. If they do not do a school assignment, they may face consequences in school.





- Harsh physical discipline, such as slapping, shaking, hitting or beating hard enough to leave a mark or injure a child, is illegal in the U.S. These forms of discipline might work to solve an immediate problem, but they are more likely to cause their own behavioral or emotional issues for children and teens over time.
- Other forms of discipline that are not recommended:
 - Yelling or remaining silent
 - Insulting or shaming
 - Bribery
 - Comparing one child to another (“Why can’t you be more like your brother?”)

Teens:

Every family approaches discipline differently. Most kids in the U.S., no matter where they’re from, have rules and consequences in their home. Sometimes your family’s rule may feel unfair and sometimes your parents may ask you a lot of questions about your day, like what you did, who you were with, etc. This can be frustrating at times but keep in mind that your parents are trying to keep you safe and want to stay involved in your life.

In the U.S., teens often seek more independence from their parents. Families coming to the U.S. from other countries can find this hard to adjust to. You may sometimes feel caught in the middle—you may want to have the same freedom as your new peers, but may not want to upset your parents or change the way things are done in your family.



Start conversations with your parents about your family’s rules in respectful ways. You can ask about changes or suggest different consequences. Try to have these conversations when you are not rushed and can discuss your concerns calmly. If you contribute to the family’s rules and consequences, you need to be sure to follow them.

Friends

Parents:

Friends can have a big influence on teenagers. You may worry about who your child is spending time with and how much time they spend with their friends. Keep in mind that even as their friends may appear to be more important, you are also a strong influence in your teen's life.





- Try to regularly spend time with your teen. Family mealtimes are a good option, but also try to spend alone time together. Pay attention to what they have to say about their friends and school.
- Praise your teen and specifically tell them about things they do that make you proud.
- Make sure your teen knows they are loved. Teens are not too old to hug and kiss (but it's important to listen if they ask you to stop).
- Get to know your teen's friends and spend time with them too. Don't forbid your child from spending time with a particular friend, instead talk to them about your concerns and listen to theirs. Remember, in the U.S., boys and girls socialize together, often in groups. This does not necessarily mean members of the group are in romantic relationships. Keep in mind, because girls and boys usually go to school together, they may have school projects that require working together in mixed-gender groups.
- Meet or talk to friends' parents. When your teen is at your house or a friend's house, always make sure an adult will be home and in charge.
- Encourage your teen to come to you when they are worried or may need help.

Conversation starters

- *Who is your best friend and why?*
- *How can you tell someone is a good friend?*
- *Do you think you are a good friend?*
- *Are there differences in how you make friends here in the U.S.?*
- *Do you have any friends that you are worried about?*

Friends

Teens:

It can be hard in a new country or new culture to make friends but it's important to choose friends who care about you and your wellbeing. A good friend is someone who is trustworthy, supports you and doesn't put you down. True friends will not ask you to do things that will harm you or put you in danger. Remember, that your parents have a right to know who your friends are and where you will be. Also, remember that everyone is different. Some kids want to have lots of friends, others are happy with one or two good friends. Both are fine!





- When making friends it helps to find something in common. Many schools require a certain number of community service opportunities. These can be great places to meet new friends and form connections over shared goals. If you don't know what activities your school or community offers, talk to your teacher or school counselor.
- Share parts of your culture you feel most proud of and learn more about other cultures from your peers.
- Tell your parents who your friends are and introduce your friends to your parents. Remember, your parents have a right to know who you spend time with.

What is a gang? *The word gang can simply mean a group of people. Here, though, we mean people who are part of an organized group that commits crimes. Gangs often have a name, wear certain clothes, colors or tattoos and engage in dangerous behavior. It is useful to know that newcomer teens do not seem to be more likely to join gangs than U.S.-born youth. However, gangs can be appealing to some teens. Kids sometimes join gangs because they think a gang will make them safe or feel like they belong.*

Parents: *If you are concerned about gangs or think your child may be in trouble, try talking to the counselor at your child's school.*

Teens: *Do not let yourself be pressured into joining a gang. Think about your future.*

Discrimination & Bullying

Discrimination is treating someone unfairly because of who they are, for example because of race, color, national origin, sex, disability or religion. In school, for instance, someone might not be chosen to be part of a math competition because she's female or students might be disciplined more harshly because of their race. This kind of discrimination in schools is illegal.

Bullying means aggressive, repeated actions that are meant to harm or scare another person. Bullying can happen to kids of all backgrounds and it can come in different forms:

- Physical, like hitting or pushing
- Verbal, like name calling, teasing, or spreading rumors
- Electronically, through text messages, emails or on social media. This is called cyber-bullying.



Discrimination & Bullying

If bullying is based on race, color, national origin, sex, disability or religion and it is interfering with a student's ability to take part in school, it is called discriminatory harassment. Schools are required by law to respond to discriminatory harassment by promptly investigating and taking action to stop the harassment.

Parents:

Some warning signs that your child might be being bullied or facing discrimination:

- Fear or reluctance about riding the school bus, going to school or other activities.
- Missing or damaged electronics, books, or clothing.
- Changes in appetite or difficulty sleeping.
- Anxiousness, sadness or moodiness.
- Unexplained cuts or bruises.
- Frequent stomachaches, headaches, or other physical illness.

If you think your teen is being bullied or facing discrimination:

- Listen to your teen and try to get the facts about what has happened or continues to occur. Ask questions and let them know that the situation is not their fault and they did not do something to deserve it. Be sure to follow-up regularly.
- Talk to your teen's teacher, school counselor, school principal, or larger administration. Most schools take bullying, discrimination, and harassment very seriously. If the administration is not responsive, contact your local school board, your state's department of education, or file a complaint with the federal government. If the bully has a weapon, there is sexual abuse, or your teen is in physical danger, consider contacting the police.
- Bullying can damage your child's self-esteem and self-worth so be sure to provide them with support and specific examples of how valuable they are to the family, community and world.



Discrimination & Bullying

Teens:

If you are being bullied or discriminated against, know that you are not alone. Kids from all different backgrounds have faced these issues. It is not your fault and you do not deserve it. No matter what, you have a right to feel safe at school and online.



Conversation starters

- *Have you ever been teased or bullied? If so, what did you say or do?*
- *Have you ever felt treated unfairly by a teacher or the school?*
- *Do you ever feel unsafe at school, at work, or online?*
- *What would you do if you see another kid at school being bullied or someone at work being discriminated against?*
- *What do you think leadership is? What makes a good leader?*

Discrimination & Bullying



If you are being bullied or facing discrimination:

- Tell your parent, a teacher, or another adult you trust. Do not try to handle it on your own. Sometimes adults do not always report discrimination or bullying but think that the problem will naturally go away. If you believe the adult that you told is not taking it seriously or doing something active, tell someone else.
- If you can, walk away from the situation.
- Do not retaliate (hit back, insult the bully, or behave the way the bully is behaving) or you might be the one who gets in trouble.
- If you are being bullied online, save copies or screenshots.
- Report bullying or threatening posts, photos, and comments. Social media sites have ways to do this.

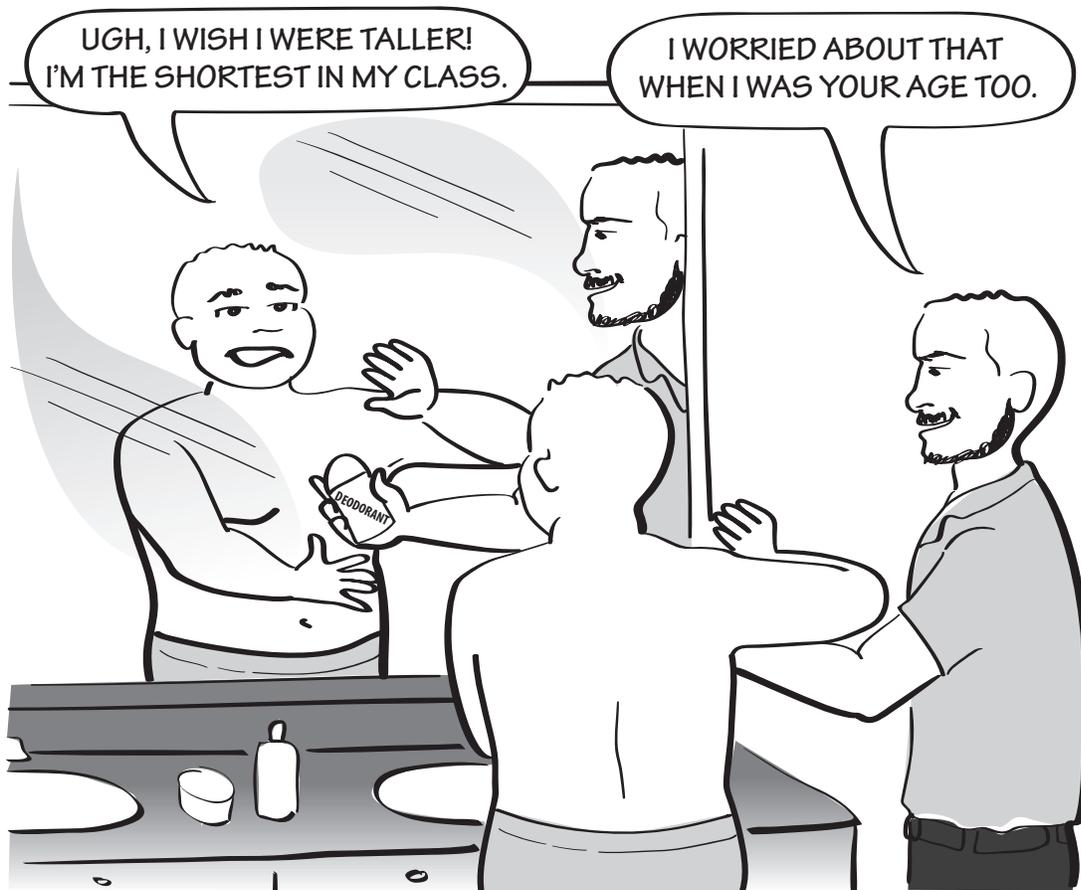


Don't be the bully! Sometimes, to feel empowered or to try to fit in, it can be tempting to bully others but this can have serious consequences for you and can cause real harm. There are also other ways to feel powerful, like standing up for other kids or being a leader in school activities.

Self-Esteem & Body Image

Parents:

The teenage years are a time when big changes take place. Brains develop, emotional and social growth occurs, and bodies start to take on adult characteristics, also known as puberty. Teenagers grow and develop at different rates and it is likely that your teen is becoming more aware of their body during this time. Your child's school most likely has a sex education or health class that covers many of these topics. However, since teens with low self-esteem are more likely to engage in risky behaviors, it is important that you also help your teen have a positive view of themselves and their bodies.



Self-Esteem & Body Image



- Listen to your teens and acknowledge concerns about their appearance.
- Show pride in your teen. Let them know when they have done something you are proud of. Focus on their character and actions rather than their appearance.
- Remind your teen that the images on TV, billboards, etc. are not reflective of the average person. The images may be altered (for example, women may appear thinner and men more muscular) and are often not realistic.
- While you may see a variety of styles of hair, clothes, and even tattoos and piercings among some U.S. teens, remember that most American parents also have rules about their children's appearance.
- Help your teen develop new hygiene routines, including frequent bathing and the use of deodorant.
- Encourage your teen to participate in activities such as art, music, or sports, which do not focus on appearance but help build confidence.
- Remember, teens may appear physically mature well before their brains and emotions have caught up.

Teens:

Self-esteem means the way you feel about yourself and how valuable you think you are. If you have healthy self-esteem, you like yourself the way you are and realize that no one is perfect. Sometimes this is hard to do. Movies, TV, magazines and advertising can often make you think that you must look a certain way, or have a certain body type, in order to be beautiful. Media around the world are not always good at showing the variety of bodies, skin colors, hair textures, and dress that people have.

Self-Esteem & Body Image

As a teen, your body may change a lot. You may already have experienced some changes, but everyone is different. Changes with puberty occur at different times and at different speeds depending on what is right for your body. You may learn about some of these changes in sex education or health classes at your school. It is important to realize that as your body changes, your hygiene needs (staying clean and healthy) change too. You may need to shower more often, use underarm deodorant and face wash. In the U.S., many, but not all, teen girls wear makeup, dye their hair or shave their leg and armpit hair, while some teen boys shave facial hair.



Self-Esteem & Body Image



- Try not to compare yourself to your friends or to people on TV or in movies. If you are concerned about your weight or changes in your body, you can talk to a doctor to make sure everything is okay.
- Pay attention to your changing hygiene needs.
- Seek out friends who will like you regardless of your appearance and what clothes you wear.
- Keep in mind that your parents are likely doing their best with limited resources. Be creative in choosing clothes, for example, by looking at thrift stores for inexpensive but attractive second-hand clothes.
- Remember that it is important to be yourself and to feel comfortable in what you wear. Friends or people you admire may dress a certain way and it can be tempting to try to dress or change your appearance to look like them. But it is possible to express yourself without leaving your values behind. For example, if you and your family value certain forms of cultural and religious dress, you should feel comfortable with what you wear and have the right to feel safe and free from harassment.

Conversation starters

- *Name three things that you like about yourself that have nothing to do with what you look like.*
- *What traits do you admire in other people?*
- *How do you think ordinary people compare to models and actors on TV?*
- *What matters most: being smart, strong, brave, kind, responsible, pretty?*
- *What is the hardest thing about being a boy or girl?*

Dating & Relationships

Parents:

The ways teenage boys and girls interact with each other in the U.S. may be very different from your native country. A “date” refers to the time planned to get to know one another and spend time together. It is important to know that planning dates, or “dating,” can mean different things and is approached differently by families depending on their culture and personal beliefs. In the U.S., a date could be a plan for two teens to go to the movies or out to eat. It could also be spending time together as part of a larger group of kids. Today’s teens also spend a lot of time getting to know each other by texting, using social media sites, and talking on the phone.



Dating & Relationships

In the U.S., you are likely to see a variety of relationships, including gay or lesbian relationships. It may also seem that most teenagers are sexually active, but it is important to know that many are not taking part in this behavior. Remember, there is great variation in the way American families handle dating and relationships. Parents typically set rules for their teens about dating. Some parents are fine with their child participating in mixed-gender activities while others may not be comfortable with one-on-one dating. Other parents may allow their child to participate as long as an adult is present or only once they turn a certain age. What is most important is that you think about what works for your family and clearly explain that to your child.

- 
- Talk to your teen about your values and beliefs about dating and relationships, including sexual relationships.
 - Discuss with your teen what you think makes a healthy relationship.
 - Set clear rules and expectations. Explain the reasons for your rules. Be sure to find out what is important to your teen so that you can better understand your child's experiences and be able to compromise as needed.
 - Get to know your teen's friends and spend time with them too.
 - Attend activities with your daughter and her friends rather than prevent her from going.

Schools often organize events for teens such as concerts, sport events, and dances such as prom. These activities can feel like important social events to teens and they may attend alone, as a couple, or as part of a group to have fun with their peers. Schools usually allow interested parents to come and help supervise, also called being a “chaperone.”

You might have high expectations for your daughters' educational and professional development but want to keep traditional restrictions on dating and personal freedom. Be aware that this will likely be hard on girls, especially since many of their female friends may have more freedom.

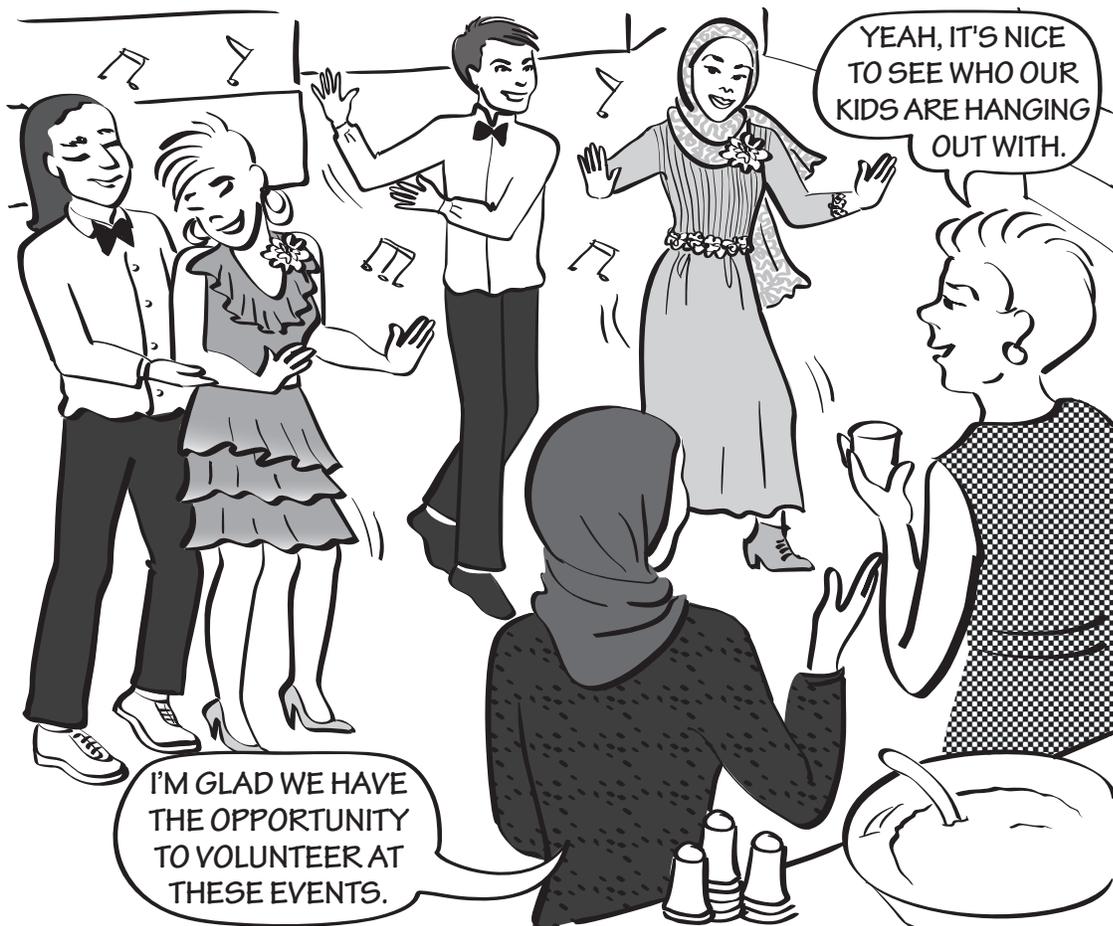
Dating & Relationships

Keep in mind that in the U.S., teens go on dates to get to know each other but rarely do they marry before the legal adult age of 18.

Teens:

In the U.S., dating is often seen as a part of growing up, though not all families see it that way. Some families do not believe teens should be in romantic relationships. Many teens in the U.S.—not just newcomers—struggle between their family's beliefs and the different values they see among their friends or in TV and movies.

Some families may believe boys and girls should be treated differently when it comes to dating. Often, parents worry that if a girl spends time alone with a boy she could get hurt or it will damage her or the family's reputation. Because of this, some



Dating & Relationships

families are more restrictive with girls and may not let them have as much freedom as boys. It can be hard to feel stuck between different beliefs and opinions.

It can also sometimes seem that many teens are sexually active, but it is important to know that many are not. Sexual relationships require maturity and responsibility. Sex can also make relationships more complicated and lead to consequences you may not be ready for. Remember, one of your most important jobs is to protect your physical and emotional health.

- 
- Talk to your parents, an older sibling, a school counselor, or teacher, if you find yourself struggling with different beliefs or feel like you are being treated unfairly. Do this when you are calm and you both have time available to really talk.
 - Look for places where you and your parents can compromise. For example, maybe you can go out with friends if an older sibling goes along, or maybe you can go to a school event if a family member or someone from your ethnic community chaperones.
 - Ask your parents if they would like to meet someone you are dating. While it may be tempting to hide a boyfriend or girlfriend from your parents, it is probably not a good idea. Your parents have a right to know who you spend time with and they are responsible for keeping you safe.
 - Know what a healthy relationship looks like. If you are dating, get an idea of the other person's character: what kind of person is this? Are they trustworthy? Do they treat others well? Do they share beliefs that are important to you? Do they care about you and your opinions?
 - If someone is interested in dating or being intimate with you, but you are not interested, say no! Speak up and get help if you or your wishes are not respected.

Dating & Relationships

- Do not assume someone is interested in dating or a sexual relationship just because of how they dress or talk or what they have done in the past. Even if it is uncomfortable, it is important to talk to the boy or girl you are with to make sure you both agree to dating, physical touch, or a sexual relationship.
- Do not stay in a controlling or abusive relationship. Sometimes a romantic relationship may not be healthy or good for you. It is not okay to hit or be hit by another person and no one should force you to do something you do not want or are not comfortable with. Abuse is not always physical. It can also take the form of insults or emotional control over a person. If you think you might be in an abusive or controlling relationship, talk to an adult you trust and ask for help or call the National Domestic Violence Hotline (1-800-799-7233).



Conversations Starters

- *How do you know someone is trustworthy/a good person/a good friend? What does a healthy relationship look like?*
- *Are there any stories you have heard or seen with your friends that make you uncomfortable?*
- *At what age do you think people can fall in love? At what age should people marry?*
- *How do you think love is different in real life than it is in the movies?*

Parents:

In the U.S. boys and girls are provided the same levels of education. School is considered a priority, since graduating high school is typically necessary to attend college or find a good job. In class, students are encouraged to speak up, engage in discussions, and ask questions. As long as the student is following class rules, this is not considered disruptive behavior. In fact, it is often necessary for school success. As a parent, you are also expected to be involved in your child's education by attending meetings with teachers to learn about your teen's progress.

Good questions to ask your child's teacher:

- What are my child's strengths and weaknesses in reading, math, and science?
- Are my child's assignments completed accurately?
- Does the school have special programs to meet my child's needs?
- Does my child have close friends? How well does my child get along with the other students?
- If my child plans to attend college, how will the school help with the application process?



Do not use your child as an interpreter or translator. Instead, request an interpreter if you need help communicating with the school. If you do not understand letters or other documents that come home from school, you can also ask the school to translate them. Schools often have Parent-School Liaisons that can help.

School Engagement



- Do not be afraid to visit your teen's school and classroom and ask questions of the teacher and administrators. If your teen is struggling, ask their teacher for suggestions such as tutoring.
- Check your child's progress online as well as through periodic report cards.
- Talk to your teen about their school work and encourage them to make an effort, even if it is challenging.
- Make sure your teen has a place to do homework with few distractions.
- Consider volunteering at your teen's school as a way to stay involved and meet other parents.
- Encourage and support your teen to remain in school. It can be difficult for older teens to enroll in high school, especially if they are behind. However, a high school education is valuable and schools are usually a safe place for teens to get used to a new country.



School Engagement

By law, all children in the U.S. are required to go to school. Public education is free, as is transportation to and from school (in most communities), and breakfast and lunch programs are provided for qualifying students. Not attending school or being absent without permission is called truancy. A child and their parent/guardian can be arrested by police and disciplined by the school for truancy. It is important to contact the school if your child will be absent.

If completing high school does not seem possible for older teens, an alternative is the GED. This test assesses knowledge in four subject areas and is an alternative to a high school diploma. Many community colleges and other organizations offer classes to prepare for the GED.



School Engagement

Teens:

Middle school and high school can be challenging for all teenagers.

- Speak up in class and ask questions!
- If you find yourself falling behind in class or being treated unfairly, talk to your parents or ask a teacher, or school counselor for help, such as tutoring. Schools often have a newcomer family liaison that can also assist you.
- Consider joining after school activities like clubs and sports. They can help you find kids that share the same interests and help you build important skills for the future.
- Be persistent. If you are feeling discouraged or considering leaving school, remember that a high school diploma is important for future jobs or college. You bring important strengths and experience to the classroom such as knowledge of different languages, countries and cultures. Do not forget these strengths, especially during times when you may be struggling with other topics academically or in learning a new language. Keep working hard and you will get through potential challenges and hurdles!



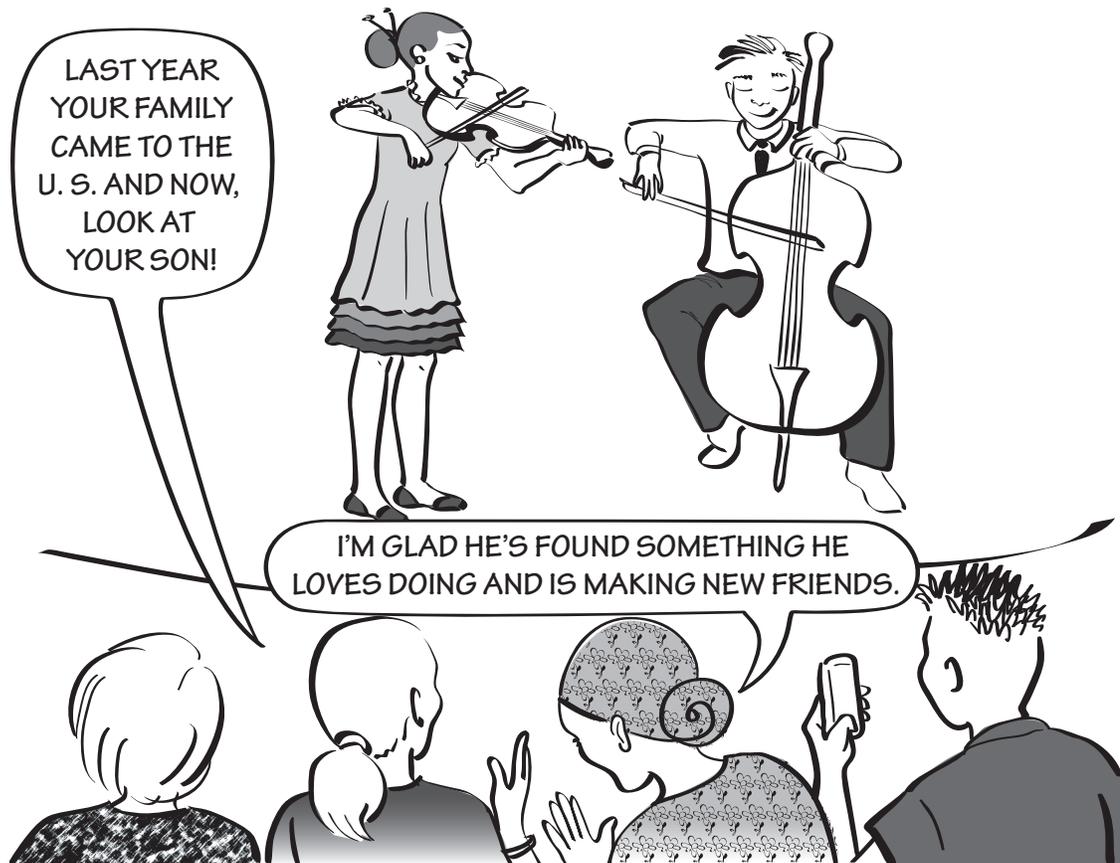
Conversation starters

- *Who is or was your favorite teacher? Why?*
- *What is or was your favorite subject? Why?*
- *What are/were the best and worst things about school?*
- *How is your new school different than your old one?*

Community Engagement

Parents:

In the U.S. parents often come to their children's activities. Involvement in your community, through groups, clubs and children's sports or activities, can help with the challenge of adjusting to a new country. Many communities have a wide range of activities you and your family might enjoy. Participating in these activities can also be a safe way for you and your teen to develop confidence, leadership skills, practice English, and make friends. You may even make friends with other adults who are also navigating the challenges of raising a teen.



Community Engagement

Some examples of community activities:

- Girl scouts or boy scouts
- Instrumental music or choir
- Dance, drama, and arts classes or clubs
- After-school clubs, including international clubs
- School sports programs
- Community sports programs, such as ones run by a local Boys and Girls Club
- Classes and community programs sponsored by local parks, libraries and recreation departments
- Cultural or ethnic activities
- Faith-based activities

Some of these activities cost money, but many may offer financial assistance or scholarships. Programs through public schools and libraries are often free and many school sports programs may be able to adjust uniforms to respect girls' modesty.

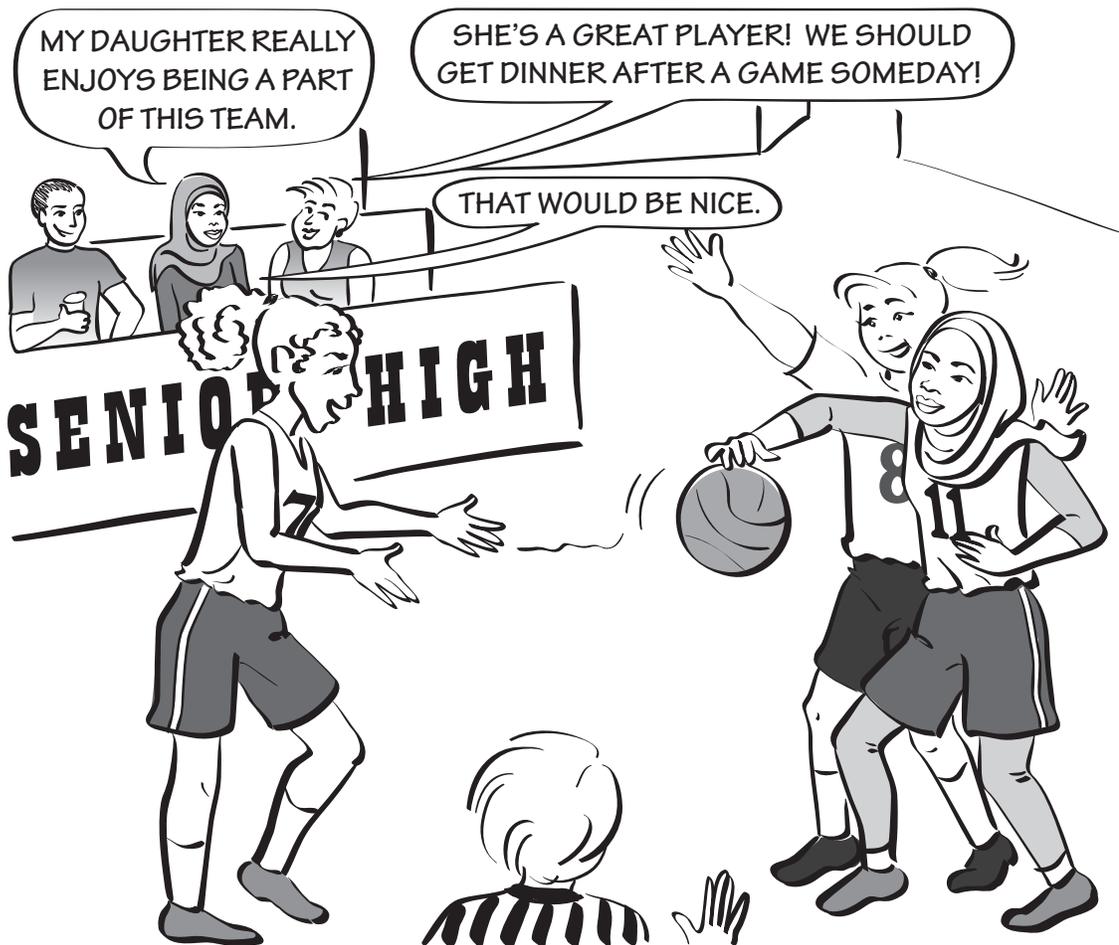
Conversation starters

- *What kinds of community activities would you enjoy doing?*
- *Are there any activities we can do as a family?*

Community Engagement

Teens:

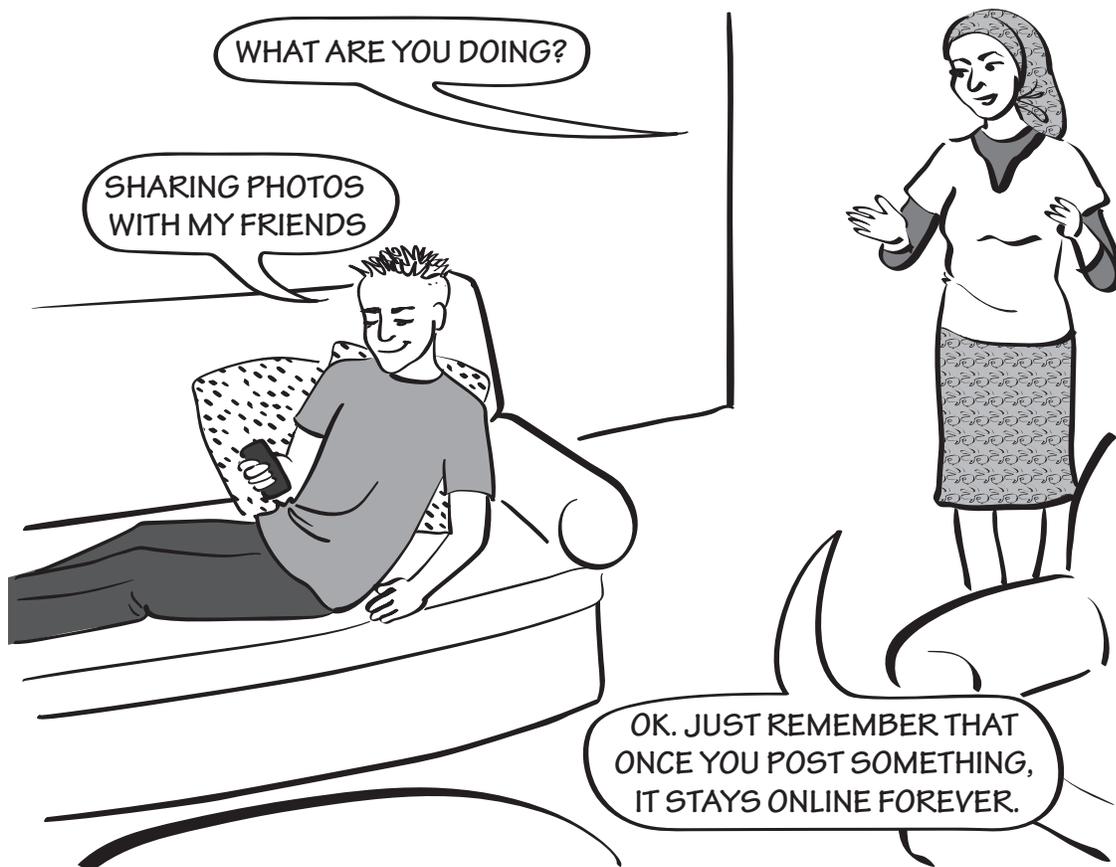
One good way to become more comfortable in your new community is to get involved in activities such as playing sports for a school or neighborhood team, joining a school club, or taking a class at a community center. Participating in these activities is a great way to make friends with others who have similar interests, build confidence, and relieve stress. It also shows leadership, a balanced life, and a commitment to the community, which may help if you are interested in college or getting a job. If your school does not have a newcomers' group or another kind of group or activity you are interested in, talk to a school counselor or teacher about starting one. Encouraging your parents to attend your games, concerts and other events could help them become more comfortable too!



Online & Cyber Safety

Parents:

The internet can be a great tool. Your teen probably enjoys spending time online chatting with friends both here in the U.S. and abroad, sharing photos or videos, and playing games. They may also have online schoolwork. Keeping track of what teens do online and keeping them safe is a challenge for all parents. Having open and regular conversations about what your child is doing online is the best way to keep them safe. If your teen knows you are interested, they may be more comfortable talking to you about what they do online.



Online & Cyber Safety



- Explore the sites, apps, and games your teen uses and share some of your favorites. Ask about the social networks they use and who they are talking to online.
- Set clear time limits and expectations together, including what sites are appropriate to visit, which ones they should avoid, and what information is okay to share or should remain private. Ask what they think so they feel involved in the decision-making.
- Beware that some video games can be very violent, include sexual content, or involve interacting with strangers. Gaming devices and computers usually have parental controls so you can restrict what your child has access to.
- Keep computers and gaming systems in a common area in your home.
- Develop rules for your teen's cell phone use, such as not using phones during family mealtimes. It is also okay to inform your teen that you may occasionally check their phone to monitor their social media use or texting.
- Ask your teen about things they might see online which make them feel uncomfortable. Encourage them to come to you if they are worried or ever feel unsafe online.



- Do not assume your child already knows how to stay safe online. Even if your child tells you they already know how to be safe online, keep asking questions and checking in.
- Do not punish your teen by taking away the computer as they may need it to do schoolwork.
- Do not blame your child if they receive inappropriate messages. They may have received these messages without asking for them and it does not necessarily mean your child has done anything inappropriate themselves.

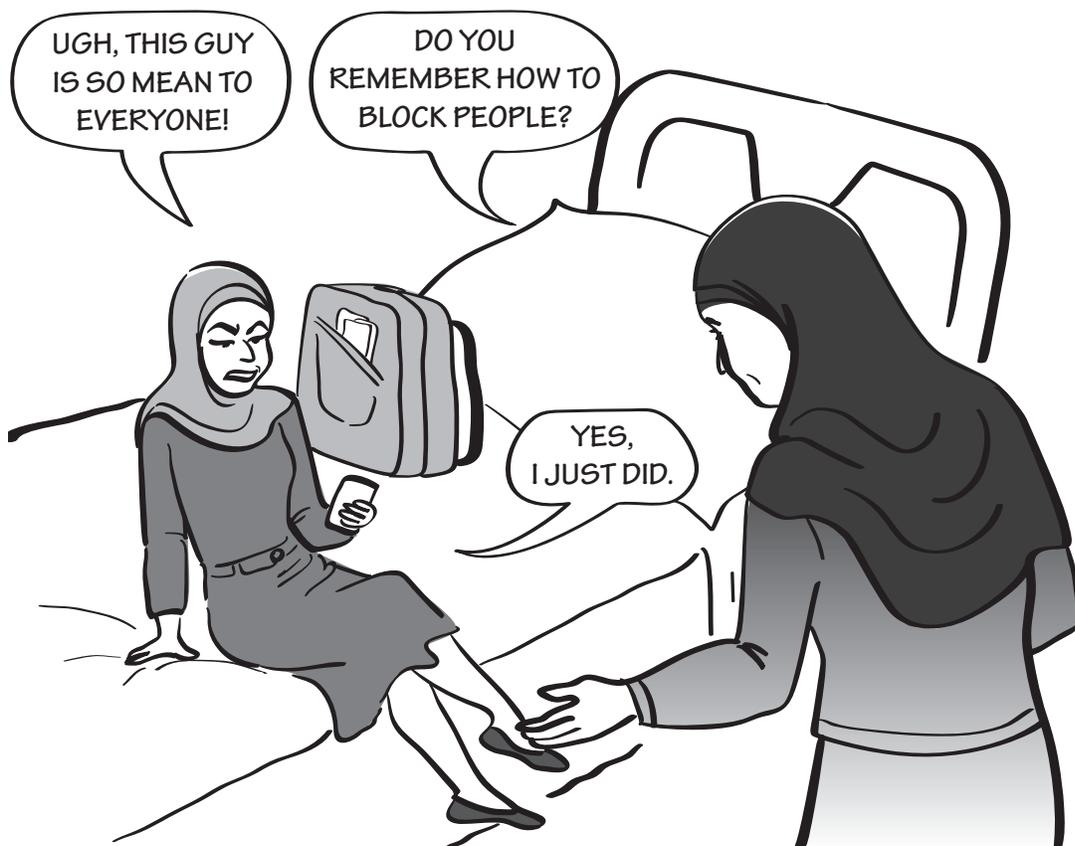
Online & Cyber Safety

Conversation starters

- *What are some of your favorite sites or apps?*
- *Who do you talk to online?*
- *Do you know how to stay safe online? How do you keep your information private? Do you know how to report inappropriate behavior or block someone?*
- *Do you ever feel unsafe online?*

Teens:

You probably use the internet to chat with your new friends in the U.S. and to keep in touch with the friends you left behind in your home country. You may also find it is a great tool for doing your schoolwork. Remember, your parents have a right to know what you are doing online and to make sure that you are being safe. You can also help keep yourself safe while online.



Online & Cyber Safety



- Be cautious when talking online with strangers. It is hard to know whether the person is really who they say they are.
- Before you post something online, think about whether you would be comfortable with a teacher, relative, or stranger seeing it. The pictures, thoughts, and messages you post are not necessarily private and may be shared with others, even years from now.
- It is okay to block someone if they are unkind or make you uncomfortable. You can also report anyone who is being inappropriate or threatening, usually through the site you are using. If you receive harmful messages you should also let your parents or a trusted adult know.
- Treat people online the way you would treat them in person. When you are online and cannot see people, it can be hard to remember that they are real people whose feelings can be hurt.
- Remember sites and apps that are appropriate for you may not be for your younger siblings.



- Never share personal information like your full name, address or phone number online. When playing video games, do not use a real photo of yourself and do not use a webcam.
- Never meet someone in person who you only know online.
- Do not talk about sex online or forward nude or sexual pictures. If you send or store these kinds of messages, you might be breaking the law.
- Do not visit sites or engage in conversations that can place you at risk; many websites may contain sexually inappropriate content or promote violent or extremist ideologies.

Drugs, Alcohol & Smoking

Parents:

Teens often have very strong emotions and emotional reactions. This can be especially true for teens who feel the stress of adjusting to a new culture. Some teens also struggle with depression or anxiety and may turn to drugs or alcohol to cope. Fortunately, research has shown that immigrant teens are less likely to use illegal drugs or alcohol than U.S. born teens. Teens are also less likely to abuse alcohol or drugs if they have a close relationship with their family and receive supervision from their parents.



Drugs, Alcohol & Smoking



- Make sure your teens know you do not want them smoking, drinking alcohol, or abusing drugs but also ask their opinion and listen to what they have to say.
- Be involved in your teen's life—do things together like play games, go for a walk, or go to the library.
- Listen to your teen's concerns and help him or her name and discuss their emotions. Be sure your teen knows they can come to you for help.
- Be open to counseling or teen support groups. If you think your teen is struggling with depression, anxiety, or other mental health issues, your doctor or the counselor at your child's school may be able to help.

Teens:

Alcohol, tobacco and illegal drugs can harm your body and your mind. Because you are still growing and your brain is still developing, the effects of alcohol, tobacco and illegal drugs can be even more damaging than they are with adults.

Here are some other good reasons to avoid alcohol, tobacco, and drugs:

- Alcohol, tobacco and illegal drugs can be addictive, which means once you start using them, it can be hard to stop.
- It is against the law—you can get into serious trouble for using drugs or alcohol.
- Drug and alcohol use can affect how well you do in school.
- Drinking or doing drugs can stop you from doing other things you enjoy, like sports, music, art, getting a driver's license and other activities.
- Getting in a car with someone who has been drinking or using drugs is very dangerous.
- Most people do not use drugs.

Drugs, Alcohol & Smoking

In the U.S., drinking alcohol is illegal before the age of 21 and in most states buying tobacco is illegal before the age of 18. If you buy or give alcohol to a person under the age of 21, you can also be arrested.

In spite of all these reasons, some teens choose to smoke, drink, or do drugs to try to cope with stress or because their friends do. It is natural to experience stress as a teen and want to fit in. Especially if you are new to your school or neighborhood, you may look for ways to be accepted. It is important to remember, though, that most kids do not smoke, drink or do drugs and there are plenty of better ways to cope with stress.



Drugs, Alcohol & Smoking



- Make friends with kids who do not smoke, drink or do drugs. Look for friends who will support you.
- Trust yourself. If something seems wrong, do not do it.
- Avoid situations where you might be pressured to do something you do not want to.
- Plan what you will say ahead of time if offered drugs or alcohol. A simple, “No, thanks” works. Or have an excuse ready: “I have a test or game tomorrow.”
- To help cope with stress try exercising, talking to a friend or family member, taking deep breaths, and getting enough sleep.
- If you find that you are feeling anxious, depressed or are having trouble managing your emotions, ask for help. Talk to your parents or another trusted adult.



Do not give into peer pressure. Remember, not going along with your friends may seem hard in the moment, but you have probably gotten through harder things.

Conversation starters

- *What helps you relax when you feel really stressed out?*
- *Why do you think it is illegal for kids under the age of 21 to drink alcohol?*
- *Have you been to a party with alcohol or drugs? How did you handle it?*
- *Do you ever feel peer pressure?*

Parents:

Getting a driver's license in the U.S. is something many teenagers look forward to, though many also choose not to get a license. A license can make getting to a job or after school activities much easier for teens and their family. In most states, teenagers have to go through stages of licensing before taking their final test. These stages often include a driver's education class and hours of practice driving which give teens time to learn to drive safely.



Driving without a license is illegal in all 50 states and the consequences can include expensive fines and jail time. If you drive without insurance, you may risk getting a ticket, fine, and having your driver's license suspended.

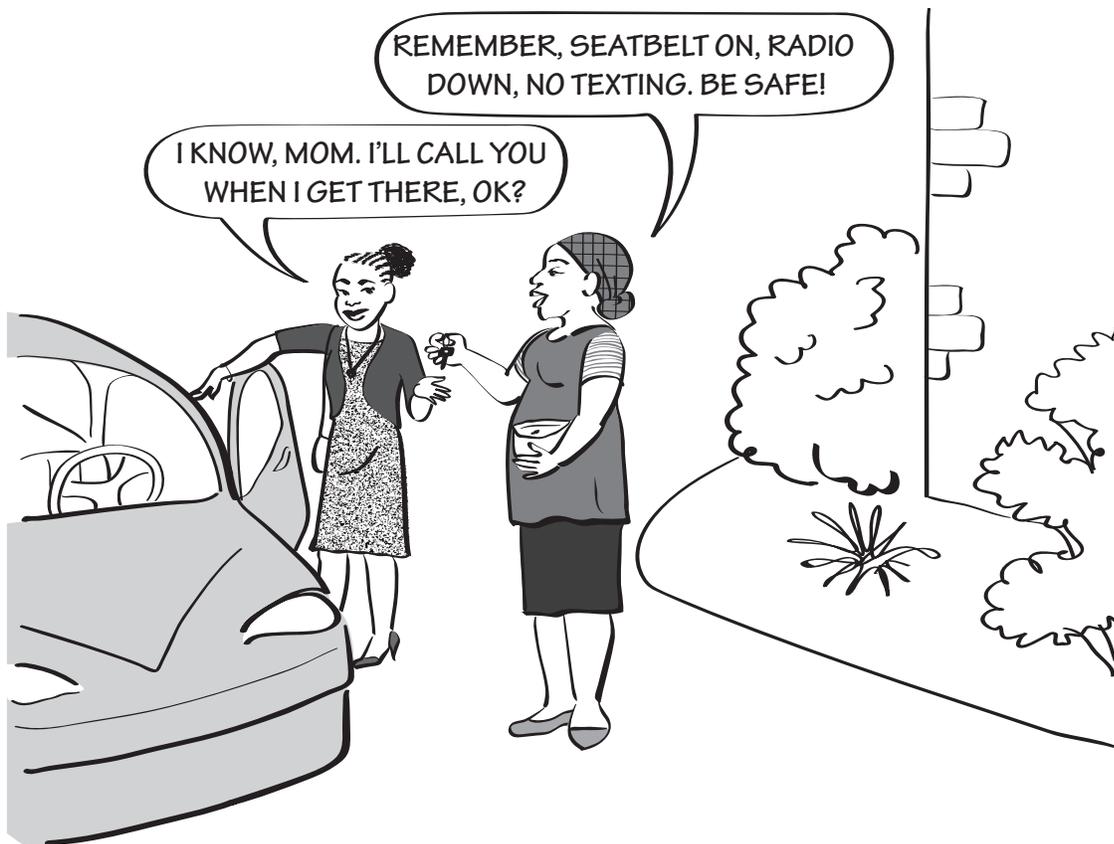


- Stay calm as your teen learns to drive. Be encouraging and stay involved. It takes time and experience to learn how to drive safely.
- Help your kids make safe choices by setting a good example and following all driving laws
- Let your kids know if they ever feel uncomfortable driving or as a passenger in someone else's car they can call you for help.
- Set clear expectations and consequences regarding the use of a car and dangerous driving behaviors.
- Monitor your teen's behavior behind the wheel – even after they get their license. Consider installing a monitoring device that tracks driving behaviors that may need improvement.
- Be sure you have car insurance and add your teen to your policy, even when they are first learning to drive.

Many states have a curfew law, which means teen drivers must be off the road by a certain time (such as between 11:00 p.m. and 6:00 a.m.)

Teens:

Driving is a privilege and a big responsibility. Unfortunately, it is also the leading cause of death for U.S. teens. If you are not yet 18, your parent or guardian could be held legally responsible for damages or losses caused by your actions. It takes a lot of trust on your parent's part as you learn to drive and it is important to protect your own safety and those around you! Remember, it is also okay to choose not to get a driver's license. You can walk, bike, or use public transportation to get around.





- Always follow driving laws.
- Always wear seat belts.
- Limit all distractions, including music and the number of passengers in your car.
- If you ever feel unsafe driving or as a passenger in someone else's car, call your parent for help.
- Learn about general vehicle maintenance such as changing the oil or a tire.



- Never text while driving.
- Never drink alcohol or use illegal drugs before driving a car and do not ride with someone who does.

Conversation starters

- *Why do you want to get your driver's license?*
- *Point out drivers who are doing things like talking on cell phones and discuss why that is unsafe.*
- *Have you ever felt unsafe driving with a friend?*
- *What would you do if you get into an accident?*
- *Who will pay for gas money?*
- *What happens if you come home after curfew? Or if you get a ticket?*

Higher Education

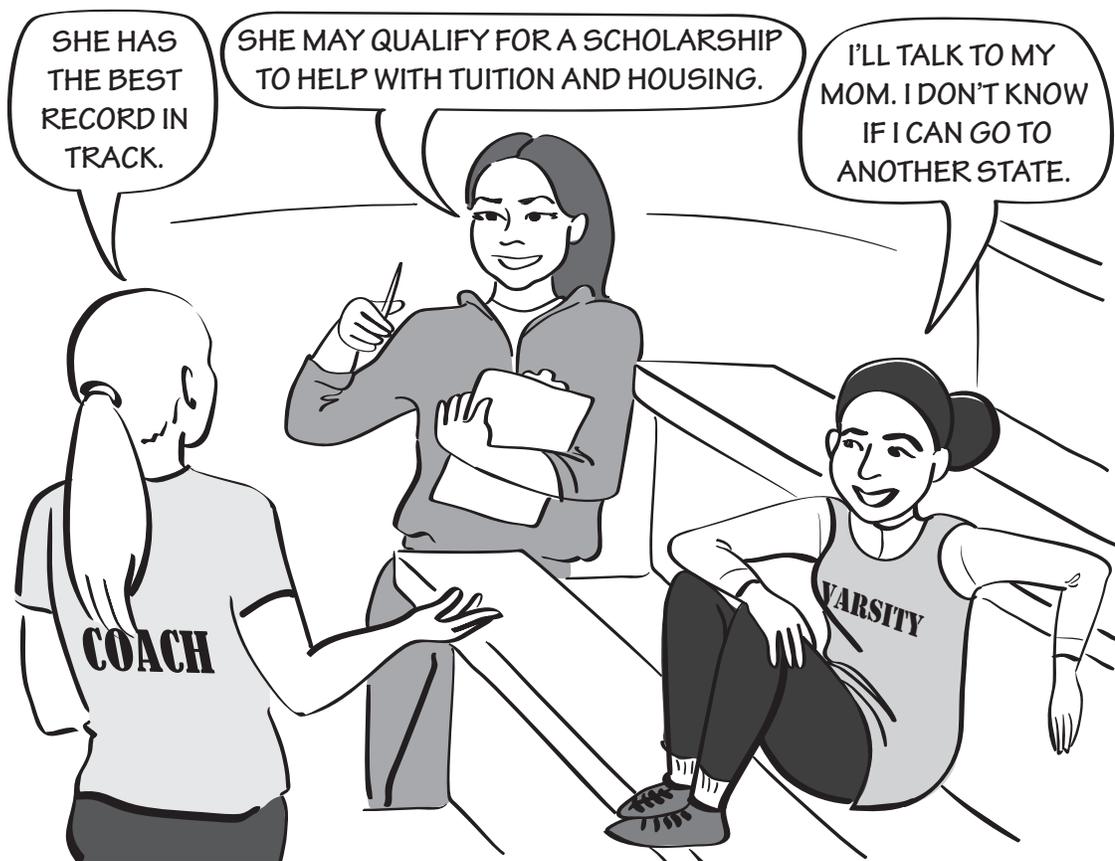
For many teens, college is the next step after high school. Attending college takes a lot of preparation, but it is usually worth it. People who have a college degree often can get better paying and higher skilled jobs. However, whether your family is new to the U.S. or has been here for generations, thinking about college can be overwhelming.

In the U.S., there are two year colleges (also called community colleges) and four year colleges or universities. Community colleges are usually less expensive and the credits you earn for classes can often be transferred to a four year college. Some students save money by enrolling in community college for a year or two, then transferring to a four year college.



Higher Education

One of the decisions teens and their families need to make about college is whether to choose a school close to home or one farther away. If attending a nearby school, students might choose to live at home while taking college classes. Students who go to college in another city or state might live in student dormitories on campus or in an apartment off campus. Many schools offer male only or female only dormitories. Parents and teens will need to discuss the benefits and drawbacks of the various living situations. Many college students also work, which means that families may also want to talk about how to balance work and school.



Higher Education

Some steps to take when planning for college:

- Find out what kind of job you want (and remember, it is okay if you are not sure).
- Learn about different schools.
 - Talk to your school guidance counselor about schools that might be a good fit.
 - Go to college websites.
 - If possible, visit colleges.
 - Talk to others who have gone to schools you are interested in.
- Learn about financial aid or scholarships to help pay for college.
 - There are different forms of financial aid and scholarships. Some are based on your income, some are based on your skills (such as whether you are very good at playing an instrument or a certain sport) and some are based on grades or other factors. There are even a number of scholarships for immigrant students!
 - Student loans and grants may also be available. Your guidance counselor can help you with the Free Application for Federal Student Aid (FAFSA) to see what you are eligible for.
- Take the SAT or ACT. These are special tests that many colleges and universities may require as part of their application.
- Complete applications for the schools you are interested in.
 - These applications usually cost money and take time, so try to limit yourself to a few schools.
 - Waivers may be available if you cannot afford the application fee. Check with each school.
 - Applications are usually due by January or February of a student's senior year, but deadlines vary.
- Once you hear back from the colleges, decide where you will go and inform the school.

Other options:

Some students consider joining the military after high school. While being in the military can be hard and dangerous, you earn a paycheck and benefits, learn valuable skills and can become eligible for funding to pay for college.

Trade schools are another education option. They provide training needed for specific jobs, like medical assistant, plumber, electrician, computer technician and many others. Trade schools are usually shorter and less expensive than four year colleges.

Adult Living Skills

Parents:

The teenage years are a good time to start teaching your teen important life skills such as decision-making, financial management, and household chores that they will need to do when they are adults. Many teens work part time jobs, especially during the summer months when they are not in school. This is a good chance for them to learn about good work habits and managing money.





- When problems arise, help your teen think logically and consider the consequences of various decisions. You can do this with small decisions at first and gradually involve your teen in thinking through larger or more important decisions.
- If your teen gets a job, help him or her decide how to handle their income. Will it go toward helping pay family bills? Will it be saved or go towards college or a big purchase? Consider helping your teen open a bank account which will help them establish their credit for future purchases like a car or house.
- Show your teen how to pay a bill either by check or online.
- Consider teaching your sons and daughters the same household skills. In the U.S., both men and women often work and contribute to household chores like cooking, cleaning, doing laundry, and yard work, even when married with children.

In the U.S. children must be at least 14 years old to get a job. There are strict child labor laws, which restrict the number of hours and the environments youths may work in. For example, if they are under 18 years old, they cannot work during school hours unless the job is part of a school program.

Teens:

As a teenager, you are nearing adulthood. That can be both scary and exciting. There are some things you can do now to prepare for the responsibilities you will have as an adult.

Consider getting a part time job, either during the school year or during summer break. A job is a great way to learn some adult skills while earning money. Some things to know:

- In the U.S., being on time for your job is very important.
- Be sure to ask your employer about their dress code. Some jobs require a uniform.

Adult Living Skills

- Employers generally cannot discriminate, or treat people differently, based on someone's race, religion, or ethnicity. If you think you are being discriminated against you can contact your local Equal Employment Opportunity Commission (EEOC).



All young men ages 18 to 25 living in the U.S. must be registered with the Selective Service, even if they are not citizens. This is a part of the U.S. government that keeps a list of names of young men who could be called on to join the military in the case of a national emergency. Keep in mind that this is an unlikely occurrence and has not happened since the 1970s. Even so, young men must register within 30 days of their 18th birthday. Many high schools help their students do this. If you have not registered at your high school, you can register online at www.sss.gov.



- Discuss how to handle your money with your parents. It might be helpful to make a budget: write down how much money you will earn in each paycheck, then write down where that money will go. Will you give some to your parents? Will you save some? Will you spend some on clothes, a phone, or other things? If you decide to save some money, you might want to open a bank account.
- Depending on how you are paid and how much money you make, you may have to file a tax return with the government. If taxes are automatically taken out of your paycheck, you may be able to get some money back by filing a tax return. Visit www.irs.gov to learn more about whether you have to pay taxes and how to do so.
- You may already know how to do some household chores like cooking, doing dishes, grocery shopping and cleaning. If not, ask your parents to show you how. These things may not seem like fun, but they are skills you will need as an adult, whether you are a boy or a girl.

Conversation starters

- *What do you want to do when you graduate high school?*
- *Why do you want to get a job?*
- *Do you feel comfortable managing money?*
- *Do you think boys and girls should have different responsibilities at home?*

Additional Resources

Belonging & Cultural Identity

Issues for Immigrant Parents and Their Children (YourSocialWorker.com) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=6995>

“Mama, I don’t Want Them to Know That I’m Muslim”: Raising Kids with Strong Identity Parenting Webinar (The Family and Youth Institute) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=6996>

Knowing Who You Are: Helping Youth in Care Develop their Racial and Ethnic Identity (Casey Family Programs) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=1720>

Understanding, Preventing, and Treating Problem Behaviors Among Refugee and Immigrant Youth (Center for Multicultural Human Services) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=0938>

Parenting Interviews (BRYCS) http://www.brycs.org/aboutRefugees/parenting_interviews.cfm

Youth Interviews (BRYCS) http://www.brycs.org/aboutRefugees/youth_interviews.cfm

I Came All This Way for Them: Refugee Parents in Their Own Words (BRYCS) http://www.brycs.org/documents/upload/brycs_spotfall2009-2.pdf

Discipline

Communication and Discipline (Drum Publications) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7006>

Beyond Discipline for Teens (Aha! Parenting) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7007>

Teen’s Perspective: What Peaceful Parenting Taught Me (Aha! Parenting) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7008>

Additional Resources

Curb Your Teen's Bad Behavior with Discipline that Works (WebMD) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7009>

Teens Health Q & A: Parents & Family (The Nemours Foundation) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7010>

Friends

Parents' Guide to Gangs (Office of Juvenile Justice and Delinquency Prevention [OJJDP]) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7023>

Bullying

Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel (BRYCS) <http://www.brycs.org/documents/upload/bullying.pdf>

Highlighted Resource List on Bullying & Discrimination (BRYCS) <http://brycs.org/clearinghouse/Highlighted-Resources-Bullying.cfm>

How to File a Discrimination Complaint with the U.S. Department of Justice
Email: education@usdoj.gov
Phone: (202) 514-2092 or 1-877-292-3804 (toll-free)
Letter:

U.S. Department of Justice Civil Rights Division
950 Pennsylvania Avenue, NW
Educational Opportunities Section, PHB 4300
Washington, DC 20530
<http://www.justice.gov/crt/educational-opportunities-section>

How to File a Discrimination Complaint with ED's Office for Civil Rights
Email: ocr@ed.gov
Mail/Fax: Send letter or use OCR's Discrimination Complaint Form available from one of OCR's enforcement offices.
Online: <http://www.ed.gov/ocr/complaintintro.html> or <http://www.ed.gov/ocr/docs/howto.html>

Additional Resources

Self-esteem & Body Image

Home, Motivation, and Self-Esteem (Drum Publications)

<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=6999>

Teen Hygiene Tips (WebMD) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7000>

Body Image and Self-Esteem (Teens Health) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7001>

Dating

Asian Pacific Institute on Gender (Based Violence Website)

<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7011>

Casa de Esperanza Website <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7012>

What is Consent? (Rape, Abuse & Incest National Network [RAINN]) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7013>

National Domestic Violence Hotline: 1-800-799-7233

Dating Abuse Resources for Teens (The National Domestic Violence Hotline) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7014>

Relationship Realities for Parents (Break the Cycle) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7015>

School Engagement

Involving Refugee Parents in Their Children's Education (BRYCS)

http://www.brycs.org/documents/upload/brycs_spotspring2007-2.pdf

10 Tips for Success in School for Refugee and Immigrant Students (Refugee Center Online [RCO]) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7300>

Additional Resources

Highlighted Resource List on Involving Refugee Parents in Their Children's Education (BRYCS) <http://www.brycs.org/clearinghouse/Highlighted-Resources-Involving-Refugee-Parents-Children-Education.cfm>

Online & Cyber Safety

Raising Digital Citizens (National Cyber Security Alliance) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7024>

Chatting with Kids About Being Online (Federal Trade Commission) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7025>

Cyber Tipline (National Center for Missing and Exploitation Children) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7062>

Cyber Civility Curriculum (World Organization for Resource Development and Education [WORDE]) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7133>

Drugs & Alcohol

Keeping Youth Drug Free (U.S. Department of Health and Human Services) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7002>

“An Immigrant Paradox for Adolescent Externalizing Behavior? Evidence from a National Sample” (Social Psychiatry and Psychiatric Epidemiology Journal) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7003>

Drugs and Alcohol (Teens Health) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7004>

Peer Pressure (Teens Health) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7005>

Additional Resources

Driving

Information about your state's driving laws and how to get a driver's license (U.S. Department of Transportation, Federal Highway Administration) <https://www.fhwa.dot.gov/about/webstate.cfm>

When You Turn 18: A Survival Guide for Teenagers (The State Bar of California) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=3897>

How to Get a Driver's License: Translated Driver's Handbooks (Refugee Center Online) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7063>

Higher Education

Educational Handbook for Refugee Parents (International Rescue Committee [IRC]) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2554>

The College & Financial Aid Guide for: AB540 Undocumented Immigrant Students (U.S. Center for Higher Education Policy Analysis) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=3869>

The Road to College (Drum Publications) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7016>

Parental Support for College Students (Center for Online Education) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7017>

Financial Aid Resources for Hispanic Students (Center for Online Education) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7018>

Non-Citizen Federal Student Aid (U.S. Department of Education) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7019>

Additional Resources

Adult Living Skills

Bank It (Capital One and Search Institute) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7020>

Newcomer's Guide to Managing Money (Consumer Financial Protection Bureau) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=5894>

When You Turn 18: A Survival Guide for Teenagers (The State Bar of California) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=3897>

Workplace Fairness Website <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7021>

High School Student's Page (Internal Revenue Service [IRS]) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=7022>

Living in the United States: A Guide for Immigrant Youth (Immigrant Legal Resource Center [ILRC]) <http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2294>

Acknowledgements

Bridging Refugee Youth and Children's Services (BRYCS), a project of the United States Conference of Catholic Bishops (USCCB), maintains the nation's largest online collection of resources related to refugee and immigrant children and families. BRYCS' overarching goal is to facilitate information-sharing and collaboration among service providers, strengthening the capacity of service organizations across the United States to support the safety, stability, and well-being of newcomers. Please visit www.brycs.org for more information.

This guide was authored by Margaret MacDonnell, BRYCS Consultant, with significant written contribution and management by BRYCS Program Coordinator, Jacquelin Zubko-Cunha, MA. Hilary Chester, PhD, Associate Director, Anti-Trafficking Service Program, provided overall guidance. Katelynn McLaren, BRYCS Information and Research Specialist, and Alissa Rubio, Program Associate, provided support. Special thanks to SYZYGY Media for their beautiful illustrations, design and layout. BRYCS deeply appreciates the valuable input from numerous reviewers throughout the development of this booklet, including: Nouf Bazaz, Senior Fellow at the World Organization for Resource Development and Education (WORDE)/ International Cultural Center (ICC); Goli Bellinger, MSW; LICSW; Jennifer Pavon, MSW and Diane Bayly from USCCB/MRS; and youth participants from the 2016 U.S. Refugee Youth Consultations.

Last but not least, BRYCS acknowledges with heartfelt gratitude the refugee and immigrant parents for their courageous journeys, the many gifts they bring, and their commitment to the extraordinary challenge of raising children in a new country; we have a great deal to learn from each other.

Acknowledgements

The U.S. Conference of Catholic Bishops/Migration and Refugee Services received \$225,000 in competitive funding through the U.S. Department of Health and Human Services, Administration for Children and Families, Grant 90RB007. BRYCS is financed 100% through Federal funds. The materials presented are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services, Administration for Children and Families.

