

## Some of the literature that inspired the Art-Science & Immigrant Youth project

- Camras, M. (2004). Investing in social capital: Afterschool activities and social affiliation in immigrant youth. *After-school Matters*, Occasional Paper Series, Fall 2004.
- Deutsch, N. L. (2008). *Pride in the projects: Teens building identities in urban contexts*. New York: González, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.
- deBlock, L., & Buckingham, D. (2007). *Global children, global media: Migration, media and childhood*. New York, NY: Palgrave, Macmillan.
- Lareau, A. (2003). *Unequal childhoods: Class, race, and family life*. Berkeley, CA: University of California Press.
- Marsolais, M. (2009). *Le soutien scolaire aux élèves allophones et la collaboration école-organismes communautaires PROMIS*. Université de Montréal, Québec, Canada: Thèse MA.
- Roffman, J. G., Suárez-Orozco, C., & Rhodes, J. E. (2003). Facilitating positive development in immigrant youth: The role of mentors and community organizers. In D. F. Perkins, L. M. Borden, J. G. Keith, & F. A. Villarruel (Eds.). *Community youth development (pp. 90-117)*. Thousand Oaks, CA: Sage.
- Maxwell-Jolly, J. (2011). English learners and out-of-school time programs. *Afterschool Matters*, 14, 1–12.
- Suárez-Orozco, C., Onaga, M., & Lardemelle, C. (2010). Promoting academic engagement among immigrant adolescents through school-family-community collaboration. *Professional School Counseling Journal*, 14(1), 15-26.
- Suárez-Orozco, M. M. (2003). Globalization and the democratic space: Why what happens after school matters. In G. Noam, G. Biancarosa, and N. Dechausay (dir), *Afterschool Education*. Cambridge, MA: Harvard Education Press.
- Trépanier, N. (2013). *Plaidoyer pour une école communautaire/Making a case for community schools*. Montréal, Québec: Éditions Nouvelles.
- Vadeboncoeur, J. A. (2006). Engaging young people: Learning in informal contexts. *Review of Research in Education*, 30, 239-278.
- Zhou, M., & Kim, S. (2006). Community forces, social capital, and educational achievement: the case of supplementary education in the Chinese and Korean immigrant communities. *Harvard Educational Review*, 76(1), 1-29.