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THE EXPERIENCES OF LATINO ADOLESCENT MENTEES GROWING-UP WITH
A SINGLE MOTHER AND MENTORING PROGRAM DEVELOPMENT: A
NARRATIVE ANALYSIS STUDY

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Christine Marie Bishop

DEDICATION

I dedicate this dissertation and ultimately this degree to my husband, James, and my parents, David and Lisa. I could not have reached this point without your steadfast support, encouragement, and most importantly, unconditional love. Thank you. I am who I am today because of you.

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Christine Marie Bishop

THE EXPERIENCES OF LATINO ADOLESCENT MENTEES GROWING-UP WITH
A SINGLE MOTHER AND MENTORING PROGRAM DEVELOPMENT: A
NARRATIVE ANALYSIS STUDY

Latinos comprise the largest minority population in the United States. Research underscores the many positive effects that mentors can have on Latino adolescents who lack a male role model living in the home. Mentors can provide support and teach helpful skills that can be applied to multiple life domains needed throughout a person's lifespan. There are many different types of mentoring services and styles available to adolescents. Yet, there are specific gaps and room for growth within the scholarly literature regarding Latino adolescents that need to be addressed. Shining light and allowing their narratives to be heard and understood in greater depth can promote more effective mentoring programs for Latino adolescents. A qualitative study was conducted using Narrative Analysis involving face-to-face interviews with Latino male adolescents who have lived with a single mother and were participating in a mentoring program. The aim of this study was to obtain valuable first-hand insight and recommendations with regard to adolescents' experiences regarding the absence of a male role model at home, their participation in mentoring services, as well as their recommendations for improving mentoring programs for Latino adolescents. Key findings included the many benefits that stem from the mentees being involved in their mentoring program, the importance of the mentees' mothers and other positive supports in their lives, as well as the mentees' helpful recommendations for their mentoring program.

Margaret E. Adamek, Ph.D., Chair

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LIST OF ABBREVIATIONS

PTSD- Post-Traumatic Stress Disorder

YEP- Youth Empowerment Program

ANCOVA- Analysis of Covariance

NMR- Natural Mentoring Relationships

LatCrit Theory- Latino Critical Theory

IWM- Internal Working Models

IRB- Institutional Review Board

CCA- Constant Comparative Analysis

CHAPTER 1: INTRODUCTION

Latino Adolescents in the United States

It is necessary to define the terms *Hispanic*¹ and *Latino*², as both are used throughout this text and the literature discussed therein. These terms used throughout this dissertation mirror the corresponding scholars' and authors' original language, but the distinction needs to be provided. Hispanic refers to that which relates “to Spain or Spanish-speaking countries, especially those of Central and South America” (English Oxford Living Dictionaries, 2018). Latino, however, refers to a person from Latin American cultures or someone who has relatives from these cultures (Dettlaff, Johnson-Motoyama, & Mariscal, 2016). The proposed study focuses on Latino males in particular because it focuses on ethnic background and culture, rather than one’s spoken language.

The Latino population in the United States is at an all-time high and is continuing to grow (Bekteshi, Van Hook, Levin, Kang, & Van Tran, 2017; Hossain, Lee, & Martin-Cuellar, 2015; Kapke & Gerdes, 2016; Kapke, Gerdes, & Lawton, 2017; Prelow, Loukas, & Jordan-Green, 2007). Currently, Latinos comprise the largest minority group in the United States (Pew Research Center, 2017). From 1980 until 2015, the Hispanic population grew from 6.5% to 17.6% of the United States population (Pew Research Center, 2016). In 2016, there were 57.5 million Hispanics living in the United States, which constituted 17.8% of the nation’s population (United States Census Bureau, 2018a). In the same year, around one-third (17.9 million) of the country’s Hispanic

¹ A person from “Spain or Spanish-speaking countries, especially those of Central and South America” (English Oxford Living Dictionaries, 2018).

² Refers to a person from Latin American or Spanish cultures, or someone who has relatives from these cultures (Dettlaff, Johnson-Motoyama, & Mariscal, 2016).

population was younger than 18, classifying it as the youngest racial group that year (Patten, 2016). By 2060, 40% of the children in the United States will be Latino (Kapke & Gerdes, 2016; Kapke et al., 2017). The Pew Research Center (2018) reported that in 2017, 23%-- nearly one-quarter of the Hispanic children in the United States lived with a single mother.

Common Challenges among Latinos

There are unique challenges that the Latino population faces in the United States, due to systemic inequality and discrimination that are embedded in the country. Poverty, immigration, racism, and academic challenges are addressed in an effort to shine some light on these challenges. It is important to be mindful and make efforts to mitigate these experiences.

Poverty Concerns

Latinos living in the United States are disproportionately susceptible to experiencing poverty (Dettlaff et al., 2014; Kapke & Gerdes, 2016) and low median household income (Wallace, Padilla-Frausto, & Smith, 2013). Living in poverty has been associated with negative impacts on children's development. These developmental setbacks include an increased stress-level for parents and adolescents alike (Mendoza, Dimitrieva, Perreira, Hurwich-Reiss, & Watamura, 2017; Wadsworth et al., 2013). Feelings of social exclusion are also common for children who are experiencing poverty (Caragata, 2001; Mitchell & Campbell, 2011; Williams, 2016). This exclusion can be characterized by not being able to participate in society in the ways one would like, whether in social or recreational arenas (Caragata, 2001; Williams, 2016). Additionally,

the family's emphasis can be more focused on survival, making maintaining established connections within their social network difficult (Mitchell & Campbell, 2011).

However, single mothers who are living in poverty have many strengths and determination (Trenda, 2017). Having a competent, warm parent is a protective factor for adolescents who are experiencing poverty (Taylor & Conger, 2017). For single mothers, an increase in social support from friends or family can be advantageous when it comes to decreasing potential feelings of stress, anxiety, or feelings of loneliness (Brodsky, 1999; Taylor & Conger, 2017; Trenda, 2017). Examples of helpful support types include assistance with childcare, financial support, and emotional support (Brodsky, 1999). Additionally, personality traits, such as having a strong faith and being optimistic serve as protective factors (Trenda, 2017).

Immigration and Racism

In addition to poverty, experiences related to immigration and racism are also relevant to the context of Latino adolescents and their family units. Mixed-status families consist of families with varying immigration statuses (Enriquez, 2015; National Immigration Law Center, 2014) and almost 50% of the Latino children living in the United States have at least one parent who is an immigrant (Mendoza et al., 2017). For example, one or both parents might be undocumented, whereas their child could be a United States citizen (National Immigration Law Center, 2014). Latinos' immigration to the United States can be economically-driven, or it can be due to war-related reasons, family conflict, or natural disasters (Dettlaff, Johnson-Motoyama, & Mariscal, 2016). The experience of immigration can be correlated with feelings of loss, loneliness, trauma (Dettlaff, Johnson-Motoyama, & Mariscal, 2016), isolation, language barriers, and

feelings of guilt about leaving one's family members and this trauma is associated with both pre-migration and post-migration (Li, 2016). When Latino children's parents are undocumented, they are faced with the burden and fear of impending deportation or separation from their parents (Ayón, Ojeda, & Ruano, 2018; Cobb, Meca, Xie, Schwartz, & Moise 2017; Enriquez, 2015; Santos, Bohon, & Sánchez-Sosa, 1998). Undocumented immigrants face many fears and challenges not only related to deportation, but in their everyday lives, as well (Enriquez, 2015). For instance, their abilities to drive, travel, and apply for jobs are obstructed (Enriquez, 2015). In the event of deportation, these family members could become physically separated from one another (Enriquez, 2015). Many adolescents have been separated from their fathers due to deportation, rather than an intentional estrangement (Brabeck & Xu, 2010).

For immigrant families who move to the United States, sometimes, the child can speak English better than their parent(s) (Corona, Stevens, Halfond, Shaffer, Reid-Quiñones, & Gonzalez, 2012; Weisskirch & Alva, 2002). In situations like this, the child often serves as a live interpreter and document translator (Corona et al., 2012; Weisskirch & Alva, 2002), commonly in health settings, or at the child's school (Corona et al., 2012). In their qualitative study, Corona et al., (2012) found that Latino parents were divided in how they felt toward their children serving as their language broker. On the one hand, it was viewed positively, as their children were demonstrating their skills and providing a service to their families. On the other hand, though, it was viewed negatively, as some parents felt embarrassment and shame, due to not being able to communicate effectively in English (Corona et al., 2012). Likewise, for Latino families who have immigrated to the United States, this process can impact parenting skills in both positive

and negative ways (Dumka, Gonzales, Wheeler, & Millsap, 2010). On the positive side, immigrant parents who have overcome the burdens and challenges that can be associated with the immigration process can find they have more self-efficacy associated with their parenting skills (Dumka et al., 2010). Discrimination and cultural differences, though, can pose as challenges for parents not only in the present moment, but for generations to come, as the adolescent within the family can become more aligned with mainstream culture and less aligned with their own heritage (Lau et al., 2005).

Latinos may also be burdened with a host of other forms of discrimination against their physical appearance, cultural background, and English-speaking abilities (Arellano-Morales, Liang, Ruiz, & Rios-Oropeza, 2016; Block & Tietjen-Smith, 2016; Cobb et al., 2017). Discrimination can also heighten stress levels, make achievement in the school setting more difficult, make students feel excluded from their peers (Roche & Kuperminc, 2012), or lead to depression, alcohol use, and drug use (Acosta, Hospital, Graziano, Morris, & Wagner, 2015). *Microaggressions*, or subtle discriminatory comments via interpersonal communication are also prevalent (Huynh & O'Neel, 2016). Persistent racism can take a serious toll on parents and adolescents, both emotionally and psychologically. Chronic racism has a multitude of effects on Latino people, including feelings of depression, isolation, and general emotional distress (Arellano-Morales et al., 2016; Kulish et al., 2018).

Discrimination against Latinos occurs at multiple levels, including the highest office in the United States. During his presidential announcement, for example, President Trump exacerbated the already-existing hateful rhetoric toward Latinos when he described Mexicans as being bearers of serious social problems and bringing those

problems to the United States (Vasquez-Tokos & Norton-Smith, 2016). He also declared that Mexicans are criminals and rapists. Using these terms to describe a specific population as a whole is both malicious and unfounded. Comments like these from the nation's leader undoubtedly perpetuate the unfair treatment and racism Latinos face in the United States. In the last few years, the United States has seen an escalation in this type of behavior-- from talking maliciously about Latinos to committing hate crimes against them. Law enforcement is a prime example of this. For instance, Arizona law enforcement is allowed to detain someone under the "reasonable suspicion" that they may be undocumented (Ayón et al., 2018, p. 57). After the turn of the millennium, various hate crimes occurred within the United States, including cars being set on fire, as well as people being beaten, stabbed, and shot. (Sherr & Montesino, 2009). These crimes were often linked with racial epithets.

The portrayal of Latinos in the media does not differ from the hateful comments that have been made by the President about the population and the hate crimes that Latinos can experience daily (Chavez, Campos, Coronac, Sanchez, & Belyeu Ruiz, 2019; Steinberg, 2004; Tukachinsky, Mastro, & Yarchi, 2017; Vasquez-Tokos & Norton-Smith, 2016). Latinos are typically portrayed as laborers, unauthorized immigrants, and criminals. These negative images and stereotypes further perpetuate fear and bigoted views of the population (Steinberg, 2004; Tukachinsky et al., 2017; Vasquez-Tokos & Norton-Smith, 2016). The aforementioned hateful rhetoric has been reported to cause heightened stress, as well as feelings of anger and hurt (Chavez et al., 2019).

Low Academic Achievement

An area particularly affected by systemic disparities for Latinos is education. The data indicates worse academic achievement and graduation rates for Latino males, which is concerning. Latino adolescents who face economic hardship are especially susceptible to lower academic success, as well as lower scores on academic achievement tests than students from other racial backgrounds (Eamon, 2005). High school dropout trends have decreased for Latinos from 28% in 2000 to 14% in 2011 (Vera, Polanin, Polanin, & Carr, 2018). Despite this progress, the dropout rate is still higher for Latinos in the college age range than for Black, White, and Asian students whose rates are 7%, 5%, and 1%, respectively (Pew Research Center, 2016).

The Adolescent Stage

This study focuses on the adolescent years, in particular. Adolescence is a crucial time in one's development and it sets the tone for a person's future academic and career paths. Adolescents tend to experience trouble in their familial relationships because of a need to establish their own self-identity (Artico, 2003; Hurd et al, 2009). Identity formation allows adolescents to have a confident sense of who they are, and this can be carried throughout adulthood (Brauer & DeCoster, 2015; Crocetti, Fermani, Pojaghi, & Meeus, 2011). Similarly, adolescents put a lot of emphasis on their friend groups during this time (McGee, Williams, Howden-Chapman, Martin, & Kawachi, 2006; Repinski & Zook, 2005). Having strong connections with other people can help adolescents feel more secure and develop a stronger sense of identity (Ryan, Stiller & Lynch, 1994). Friends can serve as emotional support when needed (Papini, Farmer, Clark, Micka, & Barnett,

1990). Adolescents tend to seek more autonomy and privacy during this stage (Chang & Qin, 2018; Van Lissa, Hawk, Koot, & Branje, 2017).

The more comfortable adolescents feel with their parents and with expressing themselves, the more likely they are to develop a healthy sense of identity (Mullis, Graf, & Mullis, 2009). However, adolescent males have been found to have a greater likelihood than females to emotionally detach once a parent leaves the home, due to divorce or separation (Moore & Hotch, 1982). Contact can often be reduced with non-custodial parents, too, which are typically fathers (Amato & Sobolewski, 2001). When fathers are not involved in this stage, a mentor, along with the adolescent's mother can serve as support to help adolescents develop and maintain a healthy sense of self.

Aside from the typical experiences adolescents often navigate during their adolescence years, Latino adolescents in a race-conscious society may face other unique experiences that are related to their racial-ethnic background. As García Coll et al.'s (1996) model portrays, adolescents of color and/or low socioeconomic status in the United States face unique experiences, such as segregation, oppression, and trying to balance inferiority and superiority within multiple life domains (Soto et al., 2012), which can affect their development, per the authors of the model. Fortunately, having supportive social networks (Phillips, Adams, & Salter, 2015) and relying on their cultural values can help offset the effects of the unfair treatment that can result from being a minority (García Coll et al., 1996).

For Latinos and other minorities, specifically, forming a sense of identity can be more difficult because they are shifting between their culture's norms and the accepted mainstream societal norms (Marsiglia, 1996; Marsiglia, Parsai, & Kulis, 2009) in a race-

conscious society like the United States, where Latinos' cultural norms can be misunderstood by other Americans (Marsiglia, 1996). Striking a comfortable balance between these expectations can be challenging, especially considering the fact that Latino culture celebrates collectivism, whereas American society champions individualism (Crocetti et al., 2011).

Relationship with Parents

Much like the increase of children living with single mothers, the rate of children being born to single mothers has increased steadily, also. Between 1960 and 2008, children born to single mothers in the United States increased from 5 to 41% of births and this trajectory has not declined (Huang, Kim, Sherraden, & Clancy, 2017). When a father remains married and resides within the same home as his child, he has more opportunities to foster and maintain a connection with his child (Bachman, Coley, & Chase-Lansdale, 2009). When a child does not have access to their father, it becomes more challenging to sustain a relationship, as they are not interacting with each other on a regular basis. Children with an absent parent (mother or father) face higher rates of poverty, poorer health, and an increase in social-emotional problems and family instability over children who have both parents' involvement and support (Huang et al., 2017; Langton & Berger, 2011). The benefits of households with two stable adults is that they are more likely to have more financial stability (Garriga & Martínez-Lucena, 2018; Huang et al., 2017; Thomas & Sawhill, 2005), and the child is typically able to spend more time with their mother or father (Langton & Berger, 2011).

Positive, consistent paternal involvement is generally a desired asset to an adolescent's development and life trajectory (Brent & Behnke, 2005; Veneziano &

Rohner, 1998). Adolescents with high parental involvement tend to exhibit strong parental-child bonds (Plunkett, Williams, Schock, & Sands, 2007). If a parent lacks consistent involvement with their child, due to a demanding work schedule, other pressing responsibilities that need to be tended to, or whatever the circumstance may be, through adolescents establishing a connection with a mentor, they can learn to mimic desirable behaviors and develop a stronger sense of identity (Crean, 2008).

Typical Latino Values

When discussing Latinos as a whole, it is important to discuss some common cultural values. Familismo, respeto, personalismo, and simpatía are four commonly shared cultural values. Each of the aforementioned values relate to one's behavior among others, as well as one's relationships with others.

Marianismo and Machismo

Latina mothers exhibit many strengths, including teaching their children their cultural traditions and values (Salgado de Snyder, 1999). *Marianismo* is a crucial topic to discuss, as it acknowledges the strides that mothers within the Latino culture are willing to make for their family members. In other words, this collectivist term refers to the selflessness that Latinas possess for their families (Piña-Watson et al., 2014; Rodriguez, Castillo, & Gandara, 2013). In other words, Latina mothers are willing to be self-sacrificing when it comes to their family members' needs, whether it be their spouses, parents, (Mendez-Luck & Anthony, 2016), or children (Piña-Watson et al., 2014). The mother-son relationship is crucial and unique, considering the cultural relevance of family and maternal role in Latino households. For Latino adolescents who live with

single mothers and do not have much contact with their fathers, the bonds they share with their mothers is expected to be even more central to their lives.

Traditional gender roles for men and women are common in Latino culture (Abreu, Goodyear, Campos, & Newcomb, 2000; Dettlaff et al., 2014). Specifically, the man is commonly considered as the head of the home and protector, while the woman is considered as a more maternal figure (Milville, Mendez, & Louie, 2017). However, there are situations in which the traditional roles are altered, such as after families' immigration from their native countries or situations in which wives/female partners/mothers need to assume work responsibilities in order to provide more income for the family (Dettlaff, Johnson-Motoyama, & Mariscal, 2016). For Latino men, embodying *machismo* encompasses behaving in a hyper-masculine manner or having an attitude that centers on and values masculinity (Arciniega, Anderson, Tovar-Blank, & Tracey, 2008) as well as honor and courage (Abreu, 2000). Initially, the concept of machismo referred to the process of a boy eventually developing into an image that is similar to his father (Abreu et al., 2000). *Caballerismo* is another type of behavior and attitude that is relevant to Latino culture, as it refers to men being chivalrous and using proper manners (Arciniega et al., 2008). Each of these concepts plays an influential role in embodying important gender customs and norms for Latino culture, but particularly for the male role.

Familismo and Personalismo

In the Latino culture, family is highly regarded (Crean, 2008; Fischer, Harvey, & Driscoll, 2009; Glass & Owen, 2010; Kapke et al., 2017). Loyalty and respect are tied to the concept of family within this culture (Glass & Owen, 2010; Kapke et al., 2017; Roche et al., 2018). The guidance and support that family members provide are especially

critical for adolescents as they strive for autonomy and relatedness in an interdependent world (Suárez, 1995). The terms *familismo* and *personalismo* reflect strong Latino values placed on family and bonding with others (Glass & Owen, 2010; Guilamo-Ramos et al., 2007; Kapke et al., 2017; Kulish et al., 2018; Plunkett et al., 2007). Familismo refers to the credence that family is placed at the center of one's life (Dettlaff, Johnson-Motoyama, & Mariscal, 2014; Dettlaff, Johnson-Motoyama, & Mariscal, 2016; Glass & Owen, 2010). Family is seen as a support system during times of difficulty (Dettlaff et al., 2014). This notion centers on the idea of collectivism and the relevance of each individual within the familial group (Guilamo-Ramos et al., 2007). This notion extends to other caregivers, such as extended family members (Bekteshi et al., 2017; Fong et al., 2014; Guilamo-Ramos et al., 2007; Piña-Watson, Castillo, Jung, Ojeda, & Castillo-Reyes, 2014). More specifically, if a parent is experiencing difficulty in some capacity when it comes to childrearing, it is expected that an extended family member will provide support in this type of situation (Fong et al., 2014). The high levels of support, involvement, and communication that are common among the Latino culture are considered to be underpinnings of resilience for Latino families (Cardoso & Thompson, 2010). *Personalismo* refers to the importance of developing positive, trusting relationships with others (Glass & Owen, 2010; Kapke et al., 2017; Plunkett et al., 2007).

Respeto

The cultural term *respeto* refers to the importance of giving respect to one's self and others, including respect in reference to the role that others serve (Calzada, Fernandez, & Cortes, 2015; Glass & Owen, 2010). In other words, elders in a family or

professionals should be treated with due respect. This term relates to the mentees from this study in terms of their parents, as well as their mentors.

Simpatía

The notion of *simpatía* is another term that is relevant and central to Latino culture. *Simpatía* refers to the necessity of having good relationships with others. In other words, Latinos commonly seek to ensure there is harmony among their relationships with others (Piña-Watson et al., 2014; Triandis, Marín, Lisansky, & Betancourt, 1984). Being generally pleasant is highly-regarded (Piña-Watson et al., 2014). Additionally, there is focus placed on having positive social interactions, rather than negative ones (Rodríguez-Arauz, Ramírez-Esparza, García-Sierra, Ikizer, Fernández-Gómez, 2019 & Triandis et al., 1984). Much like *marianismo*, *simpatía* emphasizes putting someone else before one's self (Rodríguez-Arauz et al., 2019). These aforementioned relationship norms are honorable. These norms are emblematic of the harmonious nature of Latinos' perceptions of other cultures, as well as their attitudes toward others.

Latino Adolescents growing-up with Single Mothers

For Latina mothers who have recently immigrated to the United States, though the immigration process can come with its share of challenges, they can develop deep-rooted strengths and resiliency from this process (Paris, 2008). For Latina mothers, in general, the mother-child relationship is placed with the utmost priority (Durand, 2011). In their qualitative study, Ceballo, Kennedy, Bregman, and Epstein-Ngo (2012) found that Latina mothers placed heavy emphasis on good parent-child communication and building trust with their children. In their quantitative study, Greeff and Fillis (2009) found that support from family and friends was found to be a protective factor for the heads of poor single-

headed households. These findings align with the heavy amount of emphasis that is placed on familial relationships and collectivism within the Latino culture.

In an effort to understand the deep-rooted thoughts and emotions of male adolescents regarding their experiences living with single mothers, Vargas, Park-Taylor, Harris, and Ponterotto (2016) completed a qualitative study via individual interviews. The adolescents' ages ranged from 12-16 and 10 out of the 13 participants identified themselves as Hispanic/Latino. The findings consisted of several themes, which included appreciation toward their mothers, assumption (on the adolescents' behalf) of a parentified role, and nontraditional views of masculinity (i.e., they viewed masculinity in both traditional ways, such as being hard-working and financially supportive and nontraditional ways, such as being emotionally supportive and respectful) and they experienced parental void. The participants shared a wide variety of experiences and memories, such as reflections of their mothers' heavy workloads, the fact that their mothers did not have another adult in the house to act as a caregiver, and feeling jealousy toward seeing other fathers and sons in public (Vargas et al., 2016). The information these adolescents provided is rich, as they were apparently willing to be open and vulnerable in order to share difficult emotions. These types of first-hand accounts are not prevalent in the social work literature regarding this population.

Father-Son Toxic Relationships

Although literature reports Latino fathers, in general, are highly-involved and emotionally connected with their children (Mazza & Perry, 2017; O'Gara, Calzada, & Kim, 2019), which is beneficial for their children's well-being (Mazza & Perry, 2017), there may be circumstances in which it is preferable for an adolescent's father to be

involved in their life in a limited capacity, or not at all, regardless of the adolescent's and their father's race(s) (Jouriles, Barling, & O'Leary, 1987). For any adolescents whose fathers have a history of abuse and maltreatment, have a criminal record, or have engaged in unsafe behaviors, excessive contact between father and son in these situations may not be in the best interest of the adolescents (Cater & Forssell, 2014; Chung, 2011).

Additionally, child-rearing styles can indicate toxicity in the father-son relationship (O'Gara et al., 2019) and ultimately, affect the son's development (Baumrind, 1966; Cabrera, Fitzgerald, Bradley, & Roggman, 2014; Calzada, Huang, Anicama, Fernandes, & Brotman, 2012; O'Gara et al., 2019). Fathers being hostile toward their sons, arguing with them, criticizing them, and emotionally-distancing themselves from their sons are examples of behaviors that can impair the father-son dynamic (O'Gara et al., 2019). Ultimately, this type of relationship dynamic can lead to sons having mental health and academic issues (Calzada et al., 2012; O'Gara et al., 2019). Aggressive behaviors and maltreatment are other examples of situations in which contact is unhealthy (Lee, Altschul, Shair, & Taylor, 2011; Smith, Duggan, Bair-Merritt, & Cox, 2012). Depression, alcohol use, and high parental stress have been linked with these tendencies among fathers (Lee et al., 2011). Likewise, intimate partner violence (Smith et al., 2012; Strand, Jutengren, Kamal, & Tidefors, 2015) and child sexual abuse (Smith et al., 2012) are other examples for the need for father-son distancing. Children that reside in homes with intimate partner violence among parents are more likely to experience maltreatment by their parents (Smith Stover & Morgos, 2013).

For adolescents who have experienced trauma with their caregiver, the attachment within their relationship can be severed (Cook, et al., 2005), as well as their likelihood to

form attachments with others in adulthood (Lyons-Ruth, Dutra, Schuder, & Bianchi, 2006). The child can exhibit a range of behaviors when it comes to the relationship with their parent, such as being clingy or aggressive toward them (Cook et al., 2005). Once they reach adolescence, they can feel abandoned or betrayed by their caregiver (Cook et al., 2005). There are varying protective factors adolescents can lean on when they have experienced trauma, including having healthy, secure attachments with others, having high self-esteem, and high self-confidence (Agaibi & Wilson, 2005). Also, having a positive identity toward their ethnic background is considered to be a protective factor against depressive symptoms, as well as discrimination (Cardoso & Thompson, 2010). In other words, this makes Latino adolescents more resilient (Cardoso & Thompson, 2010).

Mentoring

Since so much of the scholarship in this dissertation centers on mentoring, it is valuable to define the term for clarity. *Mentoring* consists of “a relationship between an older, more experienced adult and an unrelated, younger protégé-- a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the protégé” (Rhodes, 2002, p. 3). Mentoring can be considered as formal or informal. Formal mentoring is through a program or organized setting that is devoted to providing mentors, whereas informal mentoring can occur naturally in a variety of settings, such as one’s school, religious organizations, etc. (Eby, Allen, Evans, Ng, & DuBois, 2008; McLearn, Colasanto, & Schoen, 1998). According to MENTOR’s 2016 National Mentoring Program Survey (2017), which examined 1,271 mentoring agencies and 1,451 district mentoring programs for 413,237 adolescent mentees served, 20% of the adolescent mentees were Latino.

Mentoring Programs

Adult-adolescent relationships are vital, as they can provide adolescents with support and opportunities for growth (Barron-McKeagney, Woody, & D’Souza, 2000; DuBois & Keller, 2017; Lyons & McQuillin, 2019; VanDam et al., 2018). In this regard, mentoring programs are critical for male Latino adolescents because they can offer mentees the opportunity to develop a relationship with a stable and supportive adult figure in their lives who can assist them with developing helpful life skills (DeWit, DuBois, Erdem, Larose, & Lipman, 2016). Due to this, mentoring relationships provide adolescents with more benefits than simply companionship.

Mentoring Models

Depending on mentees’ circumstances and their needs, one type of arrangement could be more advantageous than another. Table 1 includes a summary of the mentoring styles that are highlighted below.

Table 1. *Summary of Existing Mentoring Arrangements*

Mentoring Style	Description
School-Based	Improve interpersonal and academic skills
Instrumental	Learn new skills from mentor; set goals
Developmental	Improve youth’s social skills; promote emotional growth
Intergenerational	Learn from hearing about mentor’s life lessons
Natural	Informal mentoring arrangements with neighbors, relatives, etc.

Sáenz, Ponjuan, Segovia, and Del Real Viramontes (2015) provide very helpful insight about School-Based, Instrumental, Developmental, Intergenerational, and Natural Mentoring relationships. School-Based Mentoring is based on a group-based model. Through this approach, adults are able to tend to more students’ needs within a certain timeframe with regard to interpersonal and academic skills and outcomes. Instrumental

Mentoring takes more of a one-on-one approach, as the mentees' specific tasks or goals are the main focus. Developmental Mentoring also takes a personalized approach, due to the overall development of the specific mentee being taken into account, whether it relates to their social needs, emotions, etc. Intergenerational mentoring takes place between one mentee and their mentor who is at least 55 years old, as the mentor sharing the wisdom and experiences they have collected over time is the main benefit of the mentoring relationship for the mentee. Natural mentoring takes a personalized approach, too, as this type of mentorship occurs organically between a mentor and a mentee (Sáenz et al., 2015).

The aforementioned mentoring methods can be applied to adolescents, regardless of their racial or cultural backgrounds. A mentor can help support adolescents by sharing their life experiences, both positive and negative. In this case, mentoring programs are fundamental. For instance, school-based mentoring places a focus on helping adolescents to gain interpersonal skills and improve their academic skill sets by focusing on a sense of belonging while being provided with more adult support at school (Lyons & McQuillin, 2019; Randolph & Johnson, 2008; Sáenz et al., 2015). Strong interpersonal skills are necessary in the academic setting and they have been associated with higher academic achievement (Tsai & Liu, 2015). Adolescents of all racial and ethnic backgrounds are expected to have the ability to collaborate with peers, faculty, and staff throughout the day at school (Tsai & Liu, 2015). For instance, adolescents need to be able to work with peers on assigned activities, as well as be able to get along throughout the school day. Adolescents also need to be able to take direction and instruction from faculty and staff at school, whether it relates to academics, or conduct, in general.

Instrumental mentoring is another method that corresponds with an adolescent's academic outcomes. This style aims for the mentee to learn new skills from their mentor, especially in regard to goal-setting (Karcher, 2005; Saénz et al., 2015). Being able to set goals is an advantageous skill to have throughout a person's life (Scarborough, Lewis, & Kulkarni, 2010). A few examples of the types of achievements mentees can aim to reach with the assistance of their mentor include completing pre-determined tasks and achieving academically-oriented goals. The developmental mentoring approach also promotes adolescents' academic growth in a holistic way. This style helps to establish and maintain the connection between adolescents with peers and personnel at school, as well as with their families at home (Karcher, 2005). Developmental mentoring also focuses on adolescents' social skills and emotional growth in multiple areas of life, all while keeping their future well-being in mind (Karcher, 2005; Saénz et al., 2015).

The intergenerational mentoring style consists of an adult who is at least 55 years old serving as an adolescent's mentor (Karcher, Kuperminc, Portwood, Sipe, & Taylor, 2006; Saénz et al., 2015). This mentoring structure relates to family relationships within the Latino culture, generally-speaking. The typical benefits that arise from this mentoring style consist of the adult mentor sharing the knowledge and skill-sets they have accumulated throughout their life with their mentee (Karcher et al., 2006; Saénz et al., 2015; VanderVen, 2004).

It is anticipated that through the mentor providing reliability, encouragement, and assistance when needed, the mentees will respect their mentors' views, especially in a natural mentor setting (Munson, Smalling, Spencer, Scott, & Tracy, 2010). More time and attention might need to be put forth to foster a trusting relationship between mentors

and mentees when adolescents have been assigned by a parent, caretaker, school staff member, etc. to participate in mentoring services. In the context of limited Latino male mentors being available, it is recommended for training that emphasizes cultural competence and understanding to be provided for mentors who might not be able to relate to their mentees as well as another Latino mentor can when it comes to racial, ethnic, or cultural backgrounds (Lakind, Eddy, & Zell, 2014).

Ethnic-racial identity (ERI) is seen as a protective factor for those facing discrimination (Kulish et al., 2018). ERI pertains to the feeling that one belongs to their ethnic-racial group. Strong feelings of ERI have been associated with higher self-esteem, more prosocial behaviors, and fewer depressive symptoms, due to feelings of inclusion and an ability to identify with a larger group (Kulish et al., 2018).

Previous research suggests that it is advantageous (bonding-wise) for Latino adolescents to be paired with a male role model of the same race and cultural background(s) in order to create a tighter bond, which may be formed because of their relatability (Barron-McKeagney, Woody, & D'Souza, 2000; Liao & Sánchez, 2015; Park, Yoon, & Crosby, 2016; Sáenz, et al., 2015). This mentoring strategy acknowledges the benefit of having a mentor who shares the mentee's race and primary language. This is a benefit because these mentors are better able to understand the stereotypes and social constraints experienced by the mentee (Liao & Sánchez, 2015; Park et al., 2016; Saénz et al., 2015). Latino mentors and their mentees can share a common bond, based on similar experiences and a deeper understanding of one another's backgrounds.

Though natural mentoring does not occur within a mentoring program setting, it is an advantageous approach for adolescents. This mentoring style has been found to be

helpful for those who have a natural tendency to seek relationships outside of their family members (VanDam et al., 2018). Natural mentors stem from organic relationships that adolescents build with adults (Hagler & Rhodes, 2018; Saénz et al., 2015; VanDam et al., 2018). This is an informal mentoring arrangement. Mentors can come in the forms of extended family members, teachers, or neighbors. Regardless of what part of the adolescent's life a mentor comes from, the natural mentor serves as a source of guidance and support for adolescents (Hagler & Rhodes, 2018; Saénz et al., 2015; VanDam et al., 2018). A great benefit of this type of relationship is that it can last longer than other types of mentoring relationships that are organized more externally from a third party (Saénz et al., 2015). Natural mentoring is also more ideal for adolescents who do not feel comfortable reaching out to a mentoring program or school staff.

Boys & Girls Clubs of America

Boys & Girls Clubs of America is a nation-wide, community-based organization that serves youth as young as six and adolescents up to age 18 (Boys & Girls Clubs of America, 2019). There are approximately 4,300 site locations throughout the United States and these sites serve approximately 4.3 million youth and adolescents (Boys & Girls Clubs of America 2017 Annual Impact Report). These sites are led by professional staff members that aim to serve members developmentally, based on three target areas, which are Academic Success, Good Character and Citizenship, and Healthy Lifestyles (Boys & Girls Clubs of America 2017 Annual Impact Report). Local Clubs aim to meet the needs of their adolescent members who attend them with an emphasis on promoting positive development (Boys & Girls Clubs of America, 2018). Boys & Girls Clubs offer

programs that focus on sports and recreation, education, the arts, and health and wellness (Boys & Girls Clubs of America, 2019).

Nationally, 24% of the members served were Latino in 2017 (Boys & Girls Clubs of America 2017 Annual Impact Report). Gender-wise, 55% of the members served identified as male and 45% of the members identified as female (Boys & Girls Clubs of America 2017 Annual Impact Report). According to the program's website, 97% of the teenagers who attend the program are expected to graduate from high school (Boys & Girls Clubs of America, *We're making a difference*, 2019). Also, 89% of the adolescents reported they know how to stand up for what is right (Boys & Girls Clubs of America, *We're making a difference*, 2019). Anderson-Butcher, Cash, Saltzburg, Middle, & Pace (2004) used a survey to examine adolescent-staff relationships and adolescents' outcomes for 149 members at Boys & Girls Club. Through Structural Equation Modeling, they found that staff-adolescent relationships can help maintain mentees' involvement and retention at the Club. Also, supportive relationships between members and staff led to more pro-social activities and behaviors at school, better academic achievement, and a decrease in the likelihood of anti-social behaviors by the members. In terms of outcomes for Latino adolescents, specifically, unfortunately, this type of data is not available, as much of the outcomes-related information addresses adolescents, as a whole, rather than by racial or ethnic backgrounds.

Challenges in Mentoring Latino Adolescents

The 2016 National Mentoring Program Survey that was conducted by MENTOR, a national mentoring partnership, assessed 1,271 mentoring agencies throughout the United States. Twenty percent of the mentees served were Latino, but only 10% of the

mentors were Latino. The agencies reported two major challenges they faced were designing culturally relevant services and activities, as well as providing quality mentor training materials (Garringer, McQuillin, & McDaniel, 2017). These two challenges are connected to each other. According to Fernandes-Alcantara (2018), another gap in mentoring services is retaining mentors. Mentors are more likely to continue their services if they feel sufficiently prepared to do so (Fernandes-Alcantara, 2018).

Given the large percentage of Latinos currently living in the United States, the proportion of Latino children living with a single mother, the difficulty mentoring programs have with providing culturally relevant services and providing relevant training materials, and the projected number of Latinos expected to be living in the United States in the future, it is critical that mentoring programs need to be designed to meet the population's needs, both now and for decades to come. Thus, this dissertation explored the perspectives of Latino male adolescents (12-17-years old) to inform the research and development of mentoring programs to effectively serve this growing population.

CHAPTER 2: MENTORING AND POSITIVE ADOLESCENT DEVELOPMENT

Importance of Mentoring

Many studies indicate the positive effects mentoring programs can have on adolescents (Aschenbrener & Johnson, 2017; Barron-McKeagney et al., 2000; Coller & Kuo, 2014; Dallos & Comley-Ross, 2005; DeWit et al., 2016; Frecknall & Luks, 1992; Sánchez, Esparza, Berardi, & Pryce, 2011; Zilberstein & Spencer, 2017). Specifically, some notable outcomes include the emotional benefits of having weekly contact between a mentor and mentee (Coller & Kuo, 2000), the support mentors can provide for bolstering mentees' social networks (Sánchez et al., 2011), as well as general health and social benefits (DeWit et al., 2016).

Barron-McKeagney et al. (2000) assessed the Family Mentoring Program (FMP), which is a community-based initiative that targets adolescent violence, specifically in 10-year-olds of Mexican descent. The results of this research apply to mentoring programs for Latino adolescents, in general. According to Barron-McKeagney et al.'s (2000) description, the FMP aims to mentor children and to include parents in their program's services and interactions with the adolescents. The program specifically seeks to hire indigenous, bilingual, and culturally-competent mentors. The program hired a Community Coordinator who used his connections within the community to build relationships with outside organizations, which could ultimately lead to the program receiving mentee referrals. The FMP also used standardized tools to evaluate multiple components of the program. The evaluation areas included family satisfaction and the social skills/school performance of the children. The findings indicated an overwhelming amount of adolescent and family satisfaction toward the services they received—100% of

parents reported they received prompt attention and had access to the services required (Barron-McKeagney et al., 2000).

Similarly, Coller and Kuo (2014) assessed adolescents from the Youth Empowerment Program (YEP), a mentoring program that put a strong emphasis on ensuring there were cultural and linguistic commonalities between mentors and mentees. Mentors were assigned to mentees based on shared gender, language, cultural characteristics, and similar interests. They assessed 61 elementary-aged Latino mentees' satisfaction toward their mentoring arrangements for YEP, which was based in Los Angeles, California. The program held weekly meetings for learning and discussing life skills (i.e., good friendships, believing in one's self, or coping with peer pressure). Assessment was completed via a Fisher's exact test to assess relationship quality between the mentors and mentees. The overall findings from YEP were promising, based on the youth-centeredness as well as both, emotional engagement and satisfaction scores (Coller & Kuo, 2014). This study assessed adolescents participating in mentoring with the Boys & Girls Club in Central Florida. It is important to address findings from assessments that have been done for similar programs.

In their true experimental design, DeWit et al. (2016) took a unique, valuable approach to their research sample, as they used random assignment to evaluate the effectiveness of Big Brothers Big Sisters of America in multiple domains in Southern Ontario. The participant pool of 859 families consisted of 18 Latino families, in total. Seventy percent of the adolescents were living with a single parent (typically, single mothers). Families from the waiting list were given access to a program that provided recreational and educational activities and they were used as a comparison group.

Children and their parents answered questionnaires from several different surveys regarding the program's impact on the adolescents at baseline, as well as a 12-month follow-up. The rationale for the 12-month follow-up was due to 10-12 months typically being the length of the waiting list for Big Brothers Big Sisters of America. The children also completed face-to-face interviews. For analysis, repeated measures of analysis of covariance (ANCOVA) were completed. Regardless of relationship length, the adolescents and their families reported positive outcomes in many domains, including prosocial behavior, peer support, behavioral problems, symptoms of depression, and social anxiety, as compared to the adolescents who had not received the mentoring services (DeWit et al., 2016).

Frecknall and Luks (1992) also assessed parents' insights about their children's gains from their involvement with the Big Brothers Big Sisters of New York City program. Sixty-nine percent of the adolescents were male. In their assessment, they used a questionnaire for 76 parents to respond to questions about their children's length of involvement with the Big Brothers Big Sisters of America program, their children's frequency of contact with their mentor from the program, as well as the parents' own frequency of contact with their child's mentor. The assessment, which was a post-assessment without a baseline, measured adolescents' academic, familial, and social outcomes, as well as the adolescents' own responsible behaviors and self-esteem.

Though the method of analysis used by Frecknall and Luks is not clear, which is a limitation to their article about this study, nearly two-thirds (63%) of the parents reported that their children improved since the start of their involvement with the program. The highest self-reported improvements included the adolescents' self-esteem (83%), getting

along with friends (70%) and being more responsible (60%) (Frecknall & Luks, 1992). DeWit et al.'s (2016) and Frecknall and Luks' (1992) studies highlight the many benefits that Big Brothers Big Sisters of America has provided for adolescent mentees over multiple decades. This current study, however, explored both the mentees' own narratives about what skills and benefits they developed through their involvement with Boys & Girls Club, as well as their perceptions of how they were able to develop them. A limitation of the current available literature is the lack of information regarding mentoring experiences from adolescents' own perspectives. Allowing adolescents to share testimonies in their own words can result in having a deeper, more detailed understanding of participants' experiences. The current study allowed them to expand more on their thoughts and experiences about their fathers, mothers, and cultures in their own words. As reported, based on their past experiences with their mentors, the adolescents additionally had an opportunity to describe any recommendations they had for mentoring programs that may serve their population in the future.

In an effort to assess mentors' satisfaction in their jobs/roles, as well as to explore the areas in which they needed more support, Lakind et al. (2014) completed a qualitative study of Friends of the Children. This mentoring program served elementary-aged, minority adolescents who were in poverty and at high-risk for adolescent and emerging adulthood issues, such as aggression, depression, or poor functioning in school. The researchers created structured interview protocol and analyzed the participants' transcribed interviews using thematic analysis techniques.

The findings from the aforementioned study (Lakind et al., 2014) indicated that mentors felt their involvement in adolescents' lives in multiple contexts and working full-

time not only strengthened the relationships with their mentees, but also helped the mentors feel more professional in their roles, which led to mentors' feelings of competency. The program's commitment to providing training and support for the mentors and providing an individualized focus for each adolescent in a one-on-one capacity contributed to the mentors' sense of self-efficacy. The mentors reported that despite experiencing difficulties in their roles, they still felt highly prepared for and committed to their mentees. These findings highlight the need for mentors to be provided with the necessary tools and resources to feel adequately prepared to serve their Latino mentees. Their study relates to Coller and Kuo's (2014) in that Lakind et al's (2014) findings indicated mentors desired to be trained and well-versed about the mentees they are serving. As reported, Coller and Kuo's (2014) study noted the importance of commonalities being shared between a mentor and mentee, leading to a better understanding of one another, which is an important component of forming and maintaining relationships between each other.

Compared to the aforementioned literature, Sánchez et al. (2011) conducted a unique exploration, as they used a longitudinal mixed-methods sequential explanatory study to assess Latino adolescents who were in poverty's access to natural mentoring relationships (NMRs) during their transition from a public high school in the Midwest. The researchers assessed the existence of NMRs, the longevity of these relationships, and the types of support the adolescents received.

At T1, 59% of the participants had a mentor. Some adolescents had up to three mentors at T1. Fifty-three percent of the participants had a mentor at T2. Some adolescents at T2 did not have a mentor at T1. Only 41% of the participants had a mentor

during both T1 and T2. Overall, the mentees (94%) reported that they received various types of support from their mentors, including emotional support, directive guidance, and informational support. Chi-square analyses indicated mentor access at T1 was significantly related to mentor access at T2, $\chi^2(1, N = 32) = 4.39, p < .05$. The main reasons for the loss of mentors between T1 and T2 were a change in context, a change in the participants' needs, and/or a decrease in the mentors' availability. The participants who had mentors at both T1 and T2 had larger social networks (Sánchez et al., 2011). Those adolescents who had mentors at both T1 and T2 had varying types of mentors, including extended family members, as well as personnel from work, school, or religious institutions. Some of the different types of support these adolescents participants reported receiving were assistance with homework, emotional support, and tangible support, such as giving financial advice (Sánchez et al., 2011). These findings attributed the value of mentoring programs to making efforts to expand adolescents' social networks. This notion relates to Social Network Theory, as everyone has their own social network and the members within social networks can have good or bad effects on the people within them (Campolongo, 2009).

As the aforementioned studies and cited literature have indicated, there are various types of mentoring styles that can be employed, as well as many types of assessments that can be completed in the assessment of mentoring relationships, mentoring programs, or individuals (parents, paid mentors, volunteer mentors, mentees) that can provide valuable information about mentor-mentee relationships. Previous literature has neither identified, nor discussed this notion in the adolescents' own words.

This is a notable gap in the literature. This study is inclusive of adolescents between the ages of 12 up until 18.

Theoretical Frameworks

Theory can help us to explain, understand, and foresee phenomena. It has been recommended that relationship-based theories be applied to the population of adolescents receiving mentoring services (Randolph & Johnson, 2008). Attachment Theory, Social Learning Theory, Social Network Theory, and Latino Critical (LatCrit) Theory are four theoretical frameworks that directly apply to the topic of Latino male adolescents who are living with a single mother. Thus, these theories were used to help frame the questions the adolescents were asked to explain regarding their experiences.

Attachment Theory

Attachment Theory was developed by John Bowlby, and espouses the idea that a child's attachment with their parents can impact their decisions, behaviors, emotional regulation, and future relationships throughout their lives (Bowlby, 1988; O'Connor, Matias, Futh, Tantam, & Scott, 2013; Peacock, McClure, and Agars, 2003; Santos et al., 1998). Bonding with one's caregiver in childhood is crucial to be able to depend on others (Bowlby, 1988; Peacock et al., 2003). An ongoing relationship presents the opportunity for strong emotional connectivity, making adolescents able to view their caregiver as a safety net during difficult times (Gross, Stern, Brett, & Cassidy, 2017). According to this theory, adolescents who have a sensitive and responsive caregiver are more likely to view that figure as a dependable person in their life; thus, the adolescent creates a more secure sense of self (Bowlby, 1988; O'Connor et al., 2013). Adolescents'

attachment with their caregiver is impacted by the care and consistency the adolescent is shown with regard to their needs (Bowlby, 1988; Gross et al., 2017).

Bowlby's theory surrounding attachment focuses on the theme of caregivers' contribution to their children's internal working models (IWMs) via the attachment they foster (Bowlby, 1988; Gross et al., 2017; Kobak, Zajac, Herres, & Krauthamer Ewing, 2015). Parental treatment toward children directly influences their IWMs (Bowlby, 1988). IWMs consist of an adolescent's perceptions of others, and how they perceive themselves. IWMs can be classified as secure or insecure. Secure IWMs consist of believing one's social partner will be dependable and trustworthy. Adolescents with secure IWMs are linked with more prosocial behavior, whereas adolescents with insecure IWMs are linked to disengagement from prosocial behavior and are more likely to expect rejection from others (Bowlby, 1988; Gross et al., 2017; Kobak et al., 2015).

Insecure attachments between adolescents and their caregivers are linked to weak bonds, a lack of a consistent reaction when the child feels distressed, and a lack of physical closeness between the adolescents and their caregivers (Gross et al., 2017). When there are weak bonds between the adolescents and their caregiver, acting-out behaviors can occur during adolescence, including drug use, violent behaviors, and problems at school (Peacock et al., 2003). Many adolescents do not have secure attachments with their caregivers. In this circumstance, it is possible that they will seek attachments outside the home (Hurd et al., 2009). If these adolescents seek out a role model elsewhere, it is not guaranteed that the adolescents will be exposed to favorable influences (Hurd et al., 2009).

Mentors provide adolescents with secure attachments by being emotionally available, developing a bond, and making them feel safe. The inclusion of a guiding figure, whether in addition to the adolescents' mothers, grandparents, or someone else in their lives or not, strengthens their existing sense of having a safety net, empowers them to have a more secure sense of self, and helps them to feel more comfortable in trusting future relationships. Mentoring services need to be maintained for a sustained period to help foster a bonding level that produces a secure attachment between the adolescents and their mentor. It is for this reason that the adolescents from this study participated in their mentoring program for at least two months prior to their interviews being held. So much can be gained from learning about mentees' perceptions of their experiences with their mentor during the transformational adolescent period.

Zilberstein and Spencer (2017) integrated Attachment Theory in their literature review with attention to mentor-mentee relationship endings. Specifically, they discuss how mentees develop attachments with their mentors, which leads to beneficial outcomes in many domains. From their assessment of the literature, they found that premature endings to relationships with mentors lead to adolescents feeling lost, disappointed, and rejected. Adolescents can have a decreased inclination to continue mentoring services after their services cease prematurely. The researchers recommend that mentoring agencies incorporate Attachment Theory in their services as a whole, especially with regard to ending services and relationships with mentees. Mentees should be aware of their services' end date, have an opportunity to say goodbye to their mentor, and the mentee should feel they have been promoted in their future growth (Zilberstein & Spencer, 2017).

Dallos and Comley-Ross (2005) incorporated Attachment Theory in their qualitative study of six young people who were involved with mentoring. They report Attachment Theory was directly related to adolescents' relationships outside of their home (i.e., with mentors) and ultimately, their establishment of trust toward others. Cross-sectional interviews were conducted with the adolescents. They also held two group discussions with mentoring program mentors and staff. However, the race or ethnic background of the participants was not reported. Using interpretive phenomenological analysis, the researchers found that the adolescents felt their mentoring positively impacted their lives. Some saw their mentors as additional parental figures. Specifically, the adolescents reported that when they felt they were being put first, it helped to develop the progression of their relationship with their mentors. Dallos and Comley-Ross' (2005) positive findings highlight the need for incorporating Attachment Theory in mentoring programs' structures. Thus, the mentees from this study were asked multiple questions that center on how impactful their relationship with their mentors grew to be, including whether their own cultural nuances, personal values, and self-identity were fostered with the aid of their mentor.

Social Learning Theory

Positive social interaction between adolescents, their caregiver, and their peers can positively impact adolescents' development (Aschenbrener & Johnson, 2017; Bandura, 1977; Yao & Enright, 2018). The parent-child relationship, in particular, has a significant impact on children (Bandura, 1977; O'Connor et al., 2013). According to Bandura's Social Learning Theory, people learn from each other through observational learning (Aschenbrener & Johnson, 2017; Bandura, 1977; Brauer & Tittle, 2012; Chavis,

2011; O'Connor et al., 2013). Children's behavior is significantly impacted by their life experiences, depending on what they are directly or indirectly exposed to within their homes, schools, and communities (Aschenbrener & Johnson, 2017; Bandura, 1977; Brauer & Tittle, 2012; Chavis, 2011; O'Connor et al., 2013). Children model what they see and hear in the environments around them and imitate behaviors that result in rewarding experiences (Aschenbrener & Johnson, 2017; Bandura, 1977). Adolescents can learn desirable and undesirable behaviors (Bandura, 1977; Brauer & Tittle, 2012; Kelley & Lee, 2018). Specifically, adolescents can learn how to manage their emotions, resolve disputes, and engage with other people in a healthy manner (O'Connor et al., 2013). These are necessary skills that are needed during adolescence as they prepare for future developmental stages. Culture also shapes individuals when it comes to their beliefs and norms (Chavis, 2011).

Like Attachment Theory, Social Learning Theory endorses the idea that parenting quality can lead to better behavior on behalf of adolescents (Bandura, 1977; O'Connor et al., 2013). Certain parenting techniques are reported to be among the most advantageous: providing positive attention, giving praise when the child exhibits behaviors that are desired, and clear directions and instructions. These actions have been linked with adolescents who engage in fewer negative behaviors (Bandura, 1977; O'Connor et al., 2013).

Social Learning Theory relates to intergenerational mentoring, in particular, as mentors who are middle-aged or older can provide especially helpful information and advice for adolescents, based on their life experiences and reflections throughout the past several decades. Mentees can learn from these types of conversations and apply the

lessons or skills they discussed with their mentors in their own lives. Although literature supporting the incorporation of Social Learning Theory with empirical studies on Latino male adolescents living with their single mother is not prevalent, there are studies that incorporate this theory in relation to other minority adolescents populations.

Aschenbrener and Johnson (2017) incorporated Social Learning Theory in their review of the existing literature regarding at-risk Native American adolescents receiving mentoring services. Much like Latino adolescents, Native American adolescents are economically disadvantaged (Smith-Kaprosy, Martin, & Whitman, 2012). Similar to Latino adolescents' dropout rates, only 51% of Native American adolescents attain degrees (Aschenbrener & Johnson, 2017). The population has also experienced racism, specifically in the forms of historical trauma and assimilation practices (Wallace, 2014). Overall, Aschenbrener and Johnson's (2017) work revealed a partnership can be formed between mentors and their mentees when the adolescents feel supported by their mentor. Through their time spent together, the mentors can model desired behaviors for their mentees. In turn, these adolescents can gain a better understanding of which types of behaviors are appropriate and desired. The authors recommend that Social Learning Theory be incorporated into the framework of mentoring programs that serve this population because it emphasizes both the person and their environment. Social Learning Theory also underscores the importance of role modeling for an adolescent's emotional, social, and cognitive development (Aschenbrener & Johnson, 2017).

Social Learning Theory is relevant to mentoring services with Latino male adolescents. Mentors model positive qualities such as kindness, patience, and respect, as well as teach the aforementioned beneficial skills to their mentees. Even if these

adolescents already had a mother or primary caregiver who has modeled these qualities and taught these specific skills, it is advantageous for Latino adolescents to also have access to an adult male mentor who is likewise able to model gender-specific roles. This access provides additional benefits for them, as it can also help male adolescents establish their sense of identity (Zhang, Zhao, Ju, & Ma, 2015).

Social Network Theory

Social Network Theory also relates to this research study. This theory was established in the 1930's by Jacob Moreno (Daly, 2015). This theory refers to individuals' interpersonal relationships with others (Durland & Fredericks, 2005; Ehrlich, Hansford, & Tennent, 2001; Krause, Croft, & James, 2007; Liu, Sidhu, Beacom, & Valente, 2017). More specifically, the theory refers to the social groups people form together, or their *networks* (Liu Sidhu, Beacom, & Valente, 2017; Specht, 1986). The idea of network cohesion is embedded within this theory, which assesses the interconnections within the inner-circles within one's network (Liu et al., 2017). For example, a high school class might consist of a few hundred students, but within that group of students, there will inevitably be inner-circles, or cliques. Peers can absolutely impact adolescents' decisions, specifically when it comes to deciding whether or not to pursue something (Biddle, Bank, & Marlin, 1980; Campolongo, 2009). Adolescents' influences by their peers can be positive or negative (Campolongo, 2009).

The amount of influence one's social network has over adolescents will grow stronger as a result of more cohesiveness within that social network (Liu et al., 2017). Social networks can influence adolescents' mental health, as well as reinforce their sense of identity (Leonardo, 2016). Social Network Theory contends that all people should

have both social networks, and social resources (Ehrich et al., 2001). The inner workings of a social network span an array of emotions, allowing for various types of relationships within them (Daly, 2015; Krause et al., 2007). By assessing one's social network and the behaviors of those within it, we can determine who they are connected to, what kind of relationships they have with the people from their network, as well as their own status within the network (Daly, 2015; Durland & Fredericks, 2005; Krause et al., 2007). Social Network Theory relates to this study by understanding the participants' social networks through their own narratives. Particular emphasis was placed on how their fathers, mothers, and mentors fit within the adolescents' social networks, the types of relationships they have/have had with them, and how they feel they have been influenced by them. Through hearing their testimonies, a deeper understanding of how the adolescents feel about their sense of belonging with these key individuals was achieved. Social Network Theory does not seem to be widely applied to the Latino male adolescent mentee population or similar populations. However, it seems to directly relate to the mentor-mentee relationship.

LatCrit Theory

LatCrit Theory was established in the 1990's (Kiehne, 2016) and it stems from Critical Race Theory (Ayón & Philbin, 2017; Irizarry & Raible, 2014; Kiehne, 2016). LatCrit Theory is utilized as a theoretical perspective within this study. This perspective shines light on the bigotry and oppression that Latinos face in the United States (Ayón & Philbin, 2017; Irizarry & Raible, 2014; Kiehne, 2016;). This theoretical perspective acknowledges the unique discriminatory experiences that Latinos experience, which can be different from experiences by other minority races (Ayón & Philbin, 2017; Kiehne,

2016). Some of the varying forms of discrimination that Latinos experience can be due to their language spoken, their generation status (such as first generation or second generation), or the country in which they were born (Ayón & Philbin, 2017). Some other examples include their class status, whether or not they speak with a Hispanic accent, and their ethnic background (Irizarry & Raible, 2014).

Relevance to Social Work

This population's demographic profile, its cultural ties, its strengths, and the challenges the members from this population face are all relevant to the social work profession's major goals and values. The National Association of Social Workers' Code of Ethics states that the social work profession's main goal is to help enhance all humans' well-being, especially those who are vulnerable, oppressed, or impoverished (National Association of Social Workers, 2017). The aforementioned disparities, social injustice, and systemic oppression that regularly occur today within the United States, combined with the fact that they are an understudied population, demonstrate the need for more efforts to be made in terms of diminishing these types of experiences. Hearing adolescents' stories is crucial in designing programs that are culturally relevant for Latino adolescents. Studies like this dissertation study can increase professionals' levels of competence toward the Latino adolescent population who are involved in mentoring programs and have lived with a single mother. This notion relates to the social work value of competence (National Association of Social Workers, 2017). Based on the adolescents' testimonies, researchers can use adolescents' insights and experiences to design enhanced mentoring program services that can ultimately lead to empowering Latino adolescents (National Association of Social Workers, 2017).

Researchers in the social work field can serve as agents of change for this population to promote the adolescents' access to mentoring programs that are culturally competent, sensitive, and prepared to support them. The economic, cultural, social, and academic struggles this population faces, and the need to promote change relate to the social work value of social justice (National Association of Social Workers, 2017). All people deserve necessary services that meet their needs, as well as access to equal opportunities, especially considering the unfair discrimination this population is forced to withstand. Experiences of Latino adolescents, combined with the benefits of positive adult involvement during the adolescent stage of life, supports the inclusion of a stable, consistent mentor who can provide advice and guidance.

Social work also values the importance of human relationships (National Association of Social Workers, 2017). Mentors provide the opportunity to foster meaningful relationships with adolescents. Many Latino males may not be access to multiple male role models that help develop a certain level of rapport or emotional connection.

Conducting further research like this study regarding this population is necessary if the field hopes to enhance the available body of literature, especially with attention to Latino adolescents' perspectives and recommendations regarding the mentoring services they need or would like to receive in the future. An additional social work value relates to this study. Addressing adolescents' voices about their mentoring services promotes client self-determination, which is associated with the social work value of the dignity and worth of the person (National Association of Social Workers, 2017).

Gaps in the Literature and Study Significance

Much is known about mentoring and the impacts role models can have on adolescents. Likewise, various mentoring models are available. However, there is a gap in the literature when it comes to Latino adolescent mentees' narratives regarding growing-up with a single mother and their experiences with their mentors, especially for adolescents who are on the older end of the adolescent age spectrum. These adolescents are experts in their own experiences and, therefore, should be given the opportunity to voice their thoughts and opinions regarding their experiences. Knowledge gained from this study can inform mentoring programs to aid their work toward providing mentees with staff that have the skills and tools to serve the adolescents from this population to the best of their abilities. This study is novel in that these adolescents had the opportunity to share their unique experiences about growing-up with a single mother, as well as their experiences with their formal mentors. Additionally, they were asked to provide recommendations to mentoring programs, which is not present in the existing literature.

As stated, there are three major areas that mentoring programs struggle with, which consist of providing culturally relevant mentoring services and activities, providing quality mentor training materials, and mentor retention. By encouraging Latino mentees to voice their opinions and experiences, mentoring programs can be more well-informed and better-equipped to handle the topics they have stated that they struggle with. In turn, this can help them with training and retaining their mentors.

As reported, there are many mentor-mentee matching possibilities, considering demographics, discussions that can be held, and learning lessons that can stem from the time spent between the mentor and mentee, but prior to this study, we did not know

extensive information about Latino adolescents' experiences (in their own words) about living with a single mother or participating in a mentoring program. By hearing the adolescent mentees speak extensively about their experiences with the Boys & Girls Club, as well as about their home/family lives, this type of information was drawn.

Research Purpose and Questions

The purpose of this study was to glean insight from the adolescent Latino male population in regard to their experiences growing-up with their single mothers.

Furthermore, this study sought to provide them with the opportunity to voice their thoughts about their mentoring program and their recommendations for their program

The main research question is as follows: What are the experiences in a mentoring program and recommendations provided by Latino adolescents who grew-up with a single mother? This research question is two-fold:

- 1.) What are the experiences of these adolescents growing-up with a single mother?
- 2.) What are the mentees' experiences in a mentoring program and their recommendations for mentoring programs that serve this population?

CHAPTER 3: RESEARCH METHODS

Research Design: Description and Rationale

Gaining in-depth information from an adolescent's perspective is vital to understanding their mentoring program experience. The current study used a qualitative emergent design via Narrative Research (Rodwell, 1998). The purpose of this study was not to build theory, as there were four theories underpinning this study, as well as previous studies' results that helped to inform the researcher. The study did, however, aim to collect, analyze, and shine light on the participants' experiences and recommendations, especially. In Narrative Research, the participants' narratives guide the researcher to enhance existing knowledge on the study's topic area (Creswell, 2013; Wertz et al., 2011). Narrative Analysis allows for a deep understanding of participants' experiences and meaning-making (Creswell, 2013; McAlpine, 2016; Ollerenshaw & Creswell, 2002; Wertz et al., 2011). A revised version of Constant Comparative Analysis (CCA) (Rodwell, 1998) was used to identify themes from the participants' transcripts. The interviews were transcribed via a transcriptionist's services. The researcher also ensured the transcriptions were maintained via password protection.

Narrative Research is considered to be the best type of research for collecting information about people's experiences throughout their lives (Creswell, 2013). Based on participants' testimonies, the researcher can understand how the participants assign meaning to their experiences. This framework takes into account the participants' perceptions of reality toward their lived experiences (Wertz et al., 2011). Though oral or written materials can be used within this framework (Creswell, 2013; McAlpine, 2016; Wertz et al., 2011), this study examined the participants' responses to the interview

protocol for meaning-making, as they were given the opportunity to explain about their mentoring experiences in-depth.

There are no established step-by-step instructions for how to conduct narrative research (Creswell, 2013; Ollerenshaw & Creswell, 2002; Wertz et al., 2011). However, the central goal is to understand the meaning of what participants are conveying, as well as the different aspects of their narratives that relate to that meaning, which is referred to as a hermeneutic circle (Rodwell, 1998; Wertz et al., 2011). Since this study aimed to gather in-depth information regarding multiple aspects of the participants' lives, semi-structured interviews were conducted for the purpose of information gathering. Please refer to Appendix B for the complete list of the questions that were asked. The aim of this study was to answer the aforementioned research questions.

University Approval and Ethical Considerations for Human Subjects

Approval for this study was granted by Indiana University's Institutional Review Board (IRB). This researcher completed an application for review for an expedited study. The nature of the study was explained, as well as the measures that would be taken to recruit participants, ensure they went through the parental consent, informed consent, and assent processes, the assessment of risks and benefits associated with participating in this study, etc. In terms of confidentiality, this researcher informed the IRB that the participants' names and identifying information would not be recorded and the only other person who would have access to any study materials would be the transcriptionist who typed the audio recordings. The researcher informed the IRB that the study-related materials were maintained via password protection. All relevant forms and recruitment emails were submitted for review and the staff's feedback. Once each of the requested

edits and adjustments were made, the study was approved. Once approval was granted, the researcher moved forward with the process.

When working with human participants in the research process, ethical considerations must be made, and standards must be met (Drewry, 2004). As mentioned, this study was submitted to Indiana University's IRB for approval. Any potential recommended changes to the proposed study on behalf of the IRB were considered and adhered to accordingly. In addition, an Assent Form was available for children ages 12-14, a Study Information Sheet was provided for adolescents ages 15 (+), and a Study Information Sheet was made available for Spanish-speaking parents. This form was proof-read by two native Spanish speakers. A Study Information Sheet was available for English-speaking parents, as well. These forms included the nature of the study, as well as details about what would happen during the study, how participants' information would be protected, the risks and benefits associated with the study, and the contact information for the researcher and the IRB, if needed. The forms also gave parents the option to consider providing consent for their child to participate in the study, and subsequently give the adolescents the opportunity to consider voluntarily participating in the research. The adolescents' participation was strictly voluntary. Prior to the interview process, the researcher provided a reminder of the purpose of the study aloud for the participants. This information was also explained to parents/guardians over the phone. Participants were also assured that their involvement in the study was voluntary, that they were not required to answer every question that was asked, and that they could withdraw from the study at any time. Participants were given a \$20 Target gift card as

compensation for their time. Participants and parents were informed of the gift card on the Assent Form and Study Information Sheets.

Research Participants

Thirteen participants were willing to participate in this study. Theoretical saturation (Baker & Edwards, 2012) was reached by the 11th interview, but since this researcher wanted to include each participant's narrative in the overall data set, each interview was transcribed, coded, and analyzed. The eligibility criteria for this study was as follows:

- The participants must self-identify as male
- The participants must self-identify as Latino
- The participants must have attended the Boys & Girls Club for at least two months prior to the interview
- The participants must have lived with a single mother for longer than two years
- If the participants live with their father, it must be a partial custody arrangement (i.e., living primarily with a single mother)
- The participants must be between the ages of 12 and 18

The rationale for interviewing adolescents who were already participating in a mentoring program was two-tiered: they would be able to share their experiences and provide examples; they would also hopefully be able to provide recommendations for mentoring programs that serve similar populations. The rationale for the criterion of adolescents participating in the Boys & Girls Club for at least two months prior to their interviews is two-tiered: these adolescents would likely have established a relationship and bond with their mentor; they would likely have consistently engaged in the

mentoring program to the point where they could discuss their thoughts about their experiences with it and make recommendations. Considering each of these characteristics, the sample of this study was purposive (Guarte & Barrios, 2006).

Mentor Demographics

Prior to the start of their interviews, participants were asked to state their mentor's ethnic background (if they knew it). Six participants reported their mentors are African-American, one reported his mentor is Puerto Rican, one reported his mentor is Caucasian, and one reported he was of either African-American or mixed race, but was unsure. Lastly, four participants answered by stating they were unsure of their mentors' ethnic backgrounds.

Instruments

Participants were asked about their demographic information via a written demographic survey. The interview protocol included questions about their mothers, fathers, father figures, mentors, and their recommendations for other mentoring programs, based on their perceptions of what works well and what does not work well in a mentoring setting. Please refer to Appendix B for the full Interview Questionnaire. Sample questions that were asked consisted of the following:

1. Tell me a bit about your family.
2. Can you tell me about your dad?
3. Tell me about your experience with your mentoring program.
4. How is your mentor similar to or different from you?
5. Can you tell me a bit about your own values or morals as a Latino?

6. Has your mentor been able to support your own understanding or practice of these values or morals?
7. Based on your experience, what works well in a mentoring program?
8. What are improvements that you feel your mentoring program could make?
9. If you could change your present or most recent mentoring setup, how would you change it?

The researcher sought to ensure the Interview Questionnaire was culturally relevant via the assistance of two individuals. The purpose of seeking these opinions was to ensure each question was valid, culturally sensitive, clear, and comprehensive. The first consultant is an adult Latino male who serves as a mentor for adolescent-aged males who have been involved in criminal activity in the Central Florida area. He reviewed the interview questionnaire in-full for the purposes of suggesting other areas that could be explored, as well as clarifying more difficult questions that needed to be adjusted. He noted several questions that were considered to be too complex for younger participants to answer, so the researcher consulted with an elementary school teacher who gave suggestions for editing and simplifying those questions. The second individual who provided advice regarding cultural relevance was a Latina woman, the mother of a college-aged son. Her wisdom was invaluable, as she also asked her son to give suggestions, based on his personal experience, which is relevant to this study.

As reported, the interviews were conducted face-to-face. After the interviews were complete, the audio recordings were sent to Rev, a transcriptionist service. The audio files were stored and transmitted via encryption. Payment for this service was submitted by the researcher.

Interview Logistics

On the days in which the interviews were held with the mentees, as reported, the researcher first confirmed with them face-to-face that it was their own choice to be involved in the research. The researcher also thoroughly re-confirmed the topics the interview would cover, as well as the purpose of the interview (Etherington, n.d.). The researcher gave the interviewees the opportunity to ask any remaining questions they might have at that time, as well. The participants completed their Demographic Surveys with the researcher prior to the interview process. Additionally, the researcher asked each of the mentees if it would be okay for her to call them on the phone in the upcoming weeks to confirm whether her understanding of the content they discussed was correct. Each mentee confirmed this would be okay. Twelve mentees provided the researcher with their mothers' preferred phone numbers and one mentee provided the researcher with his personal phone number for the purpose of the aforementioned conversations. Depending on the Boys & Girls Club's scheduling and room availability each day, the interviews were held within three private rooms at the Boys & Girls Club. Each interview was recorded via a voice memos application on the researcher's password-protected smartphone. The interviews ranged from approximately 15 minutes to 45 minutes in length.

Procedures

As reported, semi-structured interviews were conducted and recorded by a voice memos application on a password-protected smartphone. Per Creswell's (2013) recommendations, instances that were more culture-specific were made known. It was anticipated that the participants' interview responses, as a whole would consist of a

beginning, a middle, and an end (Creswell, 2013; Ollerenshaw & Creswell, 2002). Multiple levels of coding were used to identify themes from the participants' transcripts. Analytic memos were used to record the transition between participants' interview responses and the coding that took place during the analysis process (Rogers, 2018). Analytic memos were typed on an electronic document and accessed via password protection. After the individual interviews were completed, the researcher engaged in member-checking, meaning consulting the participants one-on-one to seek their input and validation of the researcher's understanding of their interview testimonies and analyses (Carlson, 2010; Creswell, 2013; Ollerenshaw & Creswell, 2002; Rodwell, 1998). The researcher asked them to confirm if her understanding was accurate. When needed, the researcher also asked clarifying questions that were needed for the purpose of *restorying*. Restorying consists of analyzing the participants' narratives and reorganizing the content in a more general manner, when needed (Creswell, 2013; Ollerenshaw & Creswell, 2002). Additionally, this process consists of providing links between the ideas conveyed by participants (Creswell, 2013). The information that was conveyed by the participants was used to inform the researcher's creation of their Social Network Maps after the interviews were completed and analyzed.

Recruitment

Due to the Boys & Girls Club providing mentoring services for Latino adolescents, contact was made with the President/CEO at the Boys & Girls Clubs of Central Florida program site and the researcher described the proposed study via telephone and email. He indicated his willingness for the Boys & Girls Club to

participate in the study. He requested a copy of the study materials to be submitted once approved by the researcher's Dissertation Committee and the Indiana University IRB.

This researcher provided the Study Information Sheets, Assent Form, Demographic Survey, and Recruitment Emails to staff members at the Boys & Girls Club for review prior to the recruitment process, as well as to disseminate the study materials to the mentees and their guardians prior to this researcher making contact with them. Potential participants were identified through staff members at the Boys & Girls Club giving recommendations, per the study inclusion criteria. For recruitment, this researcher was given the guardians' contact information and called them to ensure their understanding of the study, to give their informed consent for their child/grandchild to participate in the study if they chose to be in the study, as well as give them the opportunity to ask any questions they might have. One guardian's consent was provided face-to-face to the researcher at the Boys & Girls Club. As part of the assent process, the following was stated prior to the start of each interview: *I am interested in learning about you and your experiences with your family, as well as your mentoring program. Remember that your input is voluntary. You are not required to answer any questions that you feel uncomfortable with. Also, you may end your participation in the interview at any time.*

Data Tracking

The data from this study, namely being the typed interview transcripts, the coding documents, the Social Network Maps, and the list of Themes, Sub-Themes, and their categories were maintained electronically on Google Drive via password protection. During the research process, adjustments were made to some of these documents and

their corresponding folders regularly. All adjustments were automatically saved. If documents were downloaded onto this researcher's desktop for working purposes, she deleted the documents when the work was completed within the same day.

Analysis Plan

The researcher completed the analysis via sorting. By taking a Constructivist approach, the study's findings were based on the participants' testimonies (Rodwell, 1998). Inductive analysis was used during the coding process (Rodwell, 1998). In terms of coding, the researcher established as many categories as necessary initially (Glaser, 1965). It is recommended for transcripts to be read three to four times during this process to ensure a clear understanding of the participants' testimonies, so that is what this researcher did. The researcher also wrote memos for fresh thoughts or questions about the themes as they emerged (Glaser, 1965).

Coding Steps

At the beginning of the coding process, the researcher started *unitizing*, meaning the simplest bits of information relating to the studies' questions and purposes were noted (Rodwell, 1998). Units consisted of words, sentences, or paragraphs. Next, each unit was compared with each other and relevant themes were identified, which is known as *sorting*. Similar units were merged into corresponding themes, which is referred to as *lumping*. Individual themes, sub-themes, and categories have their own labels and definitions. Any "miscellaneous" items were initially noted, then placed in any corresponding themes that might be relevant (Rodwell, 1998). After this step, all themes, sub-themes, and categories were reviewed to ensure they are non-redundant and conceptually make sense. Per Rodwell's (1998) recommendation, there were under nine

overall themes within the data set. For this study, there were actually three overall themes established, in total. Each unit was re-reviewed to ensure its unit assignment was correct, as well as to confirm its theme, sub-theme, and when applicable, category assignments were accurate and conceptually sound (Rodwell, 1998). Ultimately, the potential relationships between the differing participants' narratives were identified and compared to each other, leading to the study's themes, sub-themes, categories, and the overall findings.

Social Network Maps

After the interviews were completed, this researcher (solely) created social network maps for all 13 participants. Examples of these maps are included in Figure 2 and Figure 3. Based on the participants' testimonies and the follow-up conversations this researcher had with the participants during the member-checking process, she depicted the relationships the participants have with varying people, namely their mothers, biological fathers, and mentors at the Boys & Girls Club via social network maps. There is significance for the directions of the arrows and the straight lines without arrows that connect the participants to the other individuals within their social network maps. Likewise, there is reasoning behind whether or not the circles representing the individuals within their social network are filled-in (blue) or blank (white). Regarding the directions of the arrows, that represents the *symmetry* within the relationship (Kadushin, 2012). Symmetry can be considered as efforts made to maintain the relationship, such as support given to each other, or contact made between both parties of the relationship. Based on the type of arrow, the symmetry can be one-sided, or it can be mutual between both parties. Lines without arrows that connect the members to the individuals within their

social networks depict a relationship that does not have symmetry. For instance, there might be no interest to maintain the relationship, to provide support, or to keep contact on both ends. Lastly, colored/filled-in (blue) circles represent *density*, meaning a sense of emotional connection between the members of the relationship, whereas blank (white) circles represent a lack of emotional connection (Kadushin, 2012).

CHAPTER 4: RESEARCH FINDINGS

Chapter Overview

This chapter provides a description of the participants who took part in this study and the three themes, 13 sub-themes, and 46 categories that were drawn from the participants' interviews. The three main themes are: Mentoring Program, Family and Other Supportive Relationships, and Respect and Other Cultural Values. Participants' quotes are used to illustrate the sub-themes and categories. The findings from the social network mapping process are described, as well. Information about the use of an audit trail for this study, as well as the steps of the member-checking process are also included.

Participant Demographics

Thirteen participants ranging in age of 12 to 17 took part in this study. Each participant self-identified as a Latino male and was in either middle school or high school. Eight participants live with their mother full-time, one participant lives with his grandmother, one (Gregory) lives with his mother five days per week and his father two days per week, and the remaining three currently live with their mother and step-father. Of these three, one 16 year old (Juan) reported his parents separated when he was eight years old. It was not made clear when his mother and step-father got together, which is a notable limitation and is explained more in the final chapter. Another participant (Lenny) is 13 years old. His mother and father separated when he was seven or eight years old, with his step-father living in the home for the past year. Similarly, the last participant (Michael) is 14 years old. Michael's parents separated when he was three or four years old and his step-father has been living with the family for the past year. Regarding ethnicity, 10 participants reported they were of Puerto Rican descent, one reported he is

of Mexican and Cuban descent, one reported he is of Spanish (despite self-reporting as Latino), Irish, and African-American descent, and lastly, one reported he is of Puerto Rican, Cuban, Italian, and African-American descent.

Regarding their club involvement, 10 participants reported they come to the Club five days each week (each day that it is open), two participants reported they attend four days per week, and one participant reported that he attends twice per week. When asked about any potential waiting period between deciding to attend the Boys & Girls Club and actually being able to attend the club, the participants had similar responses for this question. Eleven participants reported they were able to join the Club immediately. A few of these participants mentioned that once a form was signed and submitted, their access to join the Club was granted. Two participants reported they were unsure of whether there was a waiting period to join the Club after they decided they would like to be involved with the Boys & Girls Club. A summary of the participants' demographic information regarding their ethnicity, age, how often they attend the Club, etc., can be found below in Table 2.

Table 2. *Participant Demographics*

Pseudonym	Ethnicity	Age	School Level	Parental/Caregiver Structure	# of Siblings	Club Involvement	
						Weekly	Length
Aaron	Puerto Rican	14	9th	Mother full-time	5 or 6 (unsure)	5 days	2 years
Brandon	Puerto Rican	15	10th	Mother full-time	4	4 days	4 years
Christopher	Puerto Rican	17	12th	Mother full-time	1	5 days	6 years
David	Puerto Rican	13	8th	Mother full-time	1	5 days	3 years
Evan	Puerto Rican	13	8th	Mother full-time	9	5 days	1 year
Flynn	Puerto Rican	17	12th	Mother full-time	11	1-2 days	1 year
Gregory	Mexican & Cuban	14	9th	Mother 5 days & father 2 days/ week	2	5 days	2 years
Henry	Puerto Rican	12	7th	Grandmother full-time	1	5 days	1 year
Ignacio	Spanish, Irish, & African-American	13	7th	Mother full-time	2	5 days	6 months
Juan	Puerto Rican	16	10th	Mother & step-father	2	4 days	5 years
Karl	Puerto Rican, Cuban, Italian, & African-American	14	7th	Mother full-time	1	5 days	1 year
Lenny	Puerto Rican	13	8th	Mother & step-father	0	5 days	4 years
Michael	Puerto Rican	14	10th	Mother & step-father	3	5 days	7 months

Participant Profiles

As reported, there were 13 participants who took part in this study. In order to respect confidentiality, pseudonyms were created for each participant. Brief biographical profiles are presented below.

Aaron is a 14-year-old ninth grader of Puerto Rican descent. He lives with his mother full-time. He is not exactly sure, but he believes he has five or six other siblings. He started attending the Boys & Girls Club two years ago and he typically attends Monday through Friday. He expressed an incredible amount of gratitude for his mother and everything she does for their family.

Brandon is a 15-year-old tenth grader of Puerto Rican descent. He lives with his mother. He has four other siblings. When asked who he lives with, he solely listed his mother. Brandon started attending the Boys and Girls Club four years ago and he typically attends the Club four days per week. Brandon plays basketball and reports that part of how he views himself is as someone who knows how to play the sport, an important part of his life.

Christopher is a 17-year-old twelfth grader. He is of Puerto Rican descent. Christopher lives with his mother full-time and has one sibling. He started attending the Boys & Girls Club in the sixth grade and typically attends Monday through Friday. Christopher reports he enjoys playing with his Yu-Gi-Oh cards at the Boys & Girls Club.

David is a 13-year-old eighth grader of Puerto Rican descent. He lives with his mother and has one sibling. He started attending the Boys & Girls Club the summer before eighth grade and typically attends the Club Monday through Friday. Giving and receiving respect to/from others is very important to David.

Evan is a 13-year-old eighth grader of Puerto Rican descent. He lives with his mother and has five brothers and four sisters. He, too, only listed his mother when asked who he lives with. He started attending the Boys & Girls Club one year ago. He typically attends the Club Monday through Friday. Evan enjoys participating in karate.

Flynn is a 17-year-old twelfth grader of Puerto Rican descent. He lives with his mother. He reported he has 11 siblings. Like Brandon and Evan, when asked who he lives with, Flynn only listed his mother. He started attending the Boys & Girls Club one year ago and he typically attends one or two days each week. Flynn states he is highly confident in himself and has always felt comfortable with himself. He loves writing

Gregory is a 14-year-old ninth grader of Mexican and Cuban descent. He lives with his mother five days per week and his father two days per week. His parents divorced when he was in the third grade, so he has lived with his mother for the majority of the time within the past six years. He has two siblings. He started attending the Boys & Girls Club approximately two years ago and he typically attends the Club five days each week. Gregory reports he enjoys using the Music Room at the Club to make and record his own music.

Henry is a 12-year-old seventh grader of Puerto Rican descent. He lives with his grandmother and has one sibling. He started attending the Boys & Girls Club one year ago and he typically attends the Club five days each week. Henry reported he places high value on his family and friends.

Ignacio is a 13-year-old seventh grader. He is of Spanish, Irish, and African-American descent. He lives with his mother and has two siblings. He started attending the

Boys & Girls Club six months ago and typically attends Monday-Friday. Ignacio enjoys being physically active. His favorite activities at the Club are basketball and football.

Juan is a 16-year-old tenth grader of Puerto Rican descent. He lives with his mother and step-father. Juan has two siblings. His mother and father separated when he was eight years old. He started attending the Boys & Girls Club five years ago and he typically attends the Club four days each week. Juan described himself as a person who strives to help and motivate others to do good things in life.

Karl is a 14-year-old seventh grader. He is of Puerto Rican, Cuban, Italian, and African-American descent. He lives with his mother and has one sibling. He started attending the Club approximately one year ago and typically attends five days each week. Karl reported he is very family-oriented and that having a connection with his family members is very important to him.

Lenny is a 13-year-old eighth grader of Puerto Rican descent. He lives with his mother and step-father. He does not have any siblings. His mother and step-father have been together for the past three or four years. He has been attending the Boys & Girls Club for the past four years and he typically attends five days each week. Lenny enjoys playing the Yu-Gi-Oh card game at the Club.

Michael is a 14-year-old tenth grader of Puerto Rican descent. He lives with his mother and step-father and has three siblings. He has lived with his mother for the majority of his life and his step-father has lived with the family for the past year. He started attending the Boys & Girls Club seven months prior and typically attends the Club Monday through Friday. Michael places heavy value on respecting others and being mindful of how one is behaving toward others in an effort to show them respect.

Themes, Sub-Themes, and Categories

Three themes emerged from the participants' interviews. Each theme and its sub-themes (or when relevant, categories) have been clarified by a unique definition. Figures 1, 2, and 3 (can be found below) contains a visual depiction of the three overall themes, their corresponding sub-themes, and the categories that exist for the relevant sub-themes.

Figure 1. Themes, Sub-Themes, and Categories: Mentoring Program

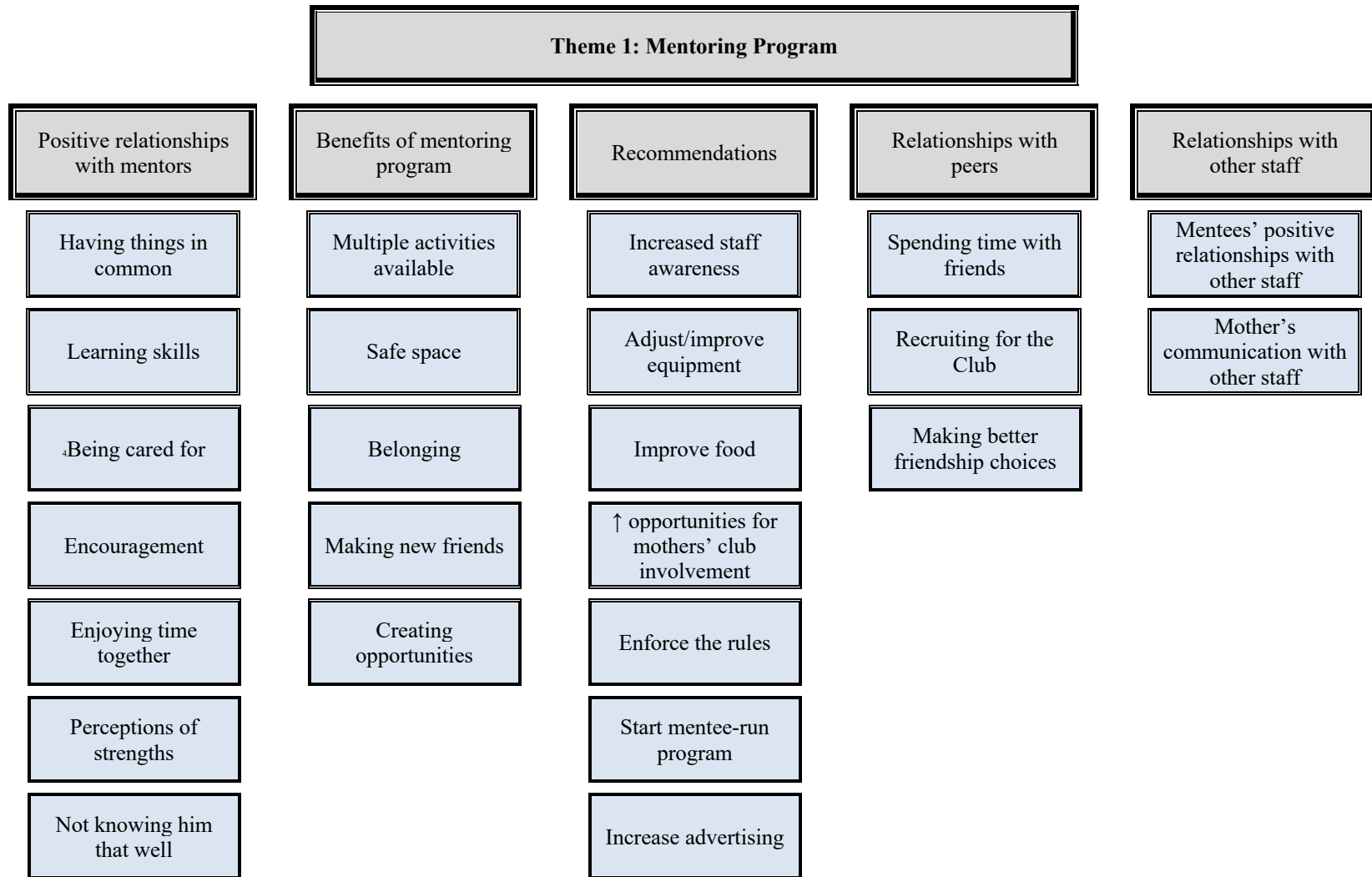


Figure 2. Themes, Sub-Themes, and Categories: Family and Other Supportive Relationships

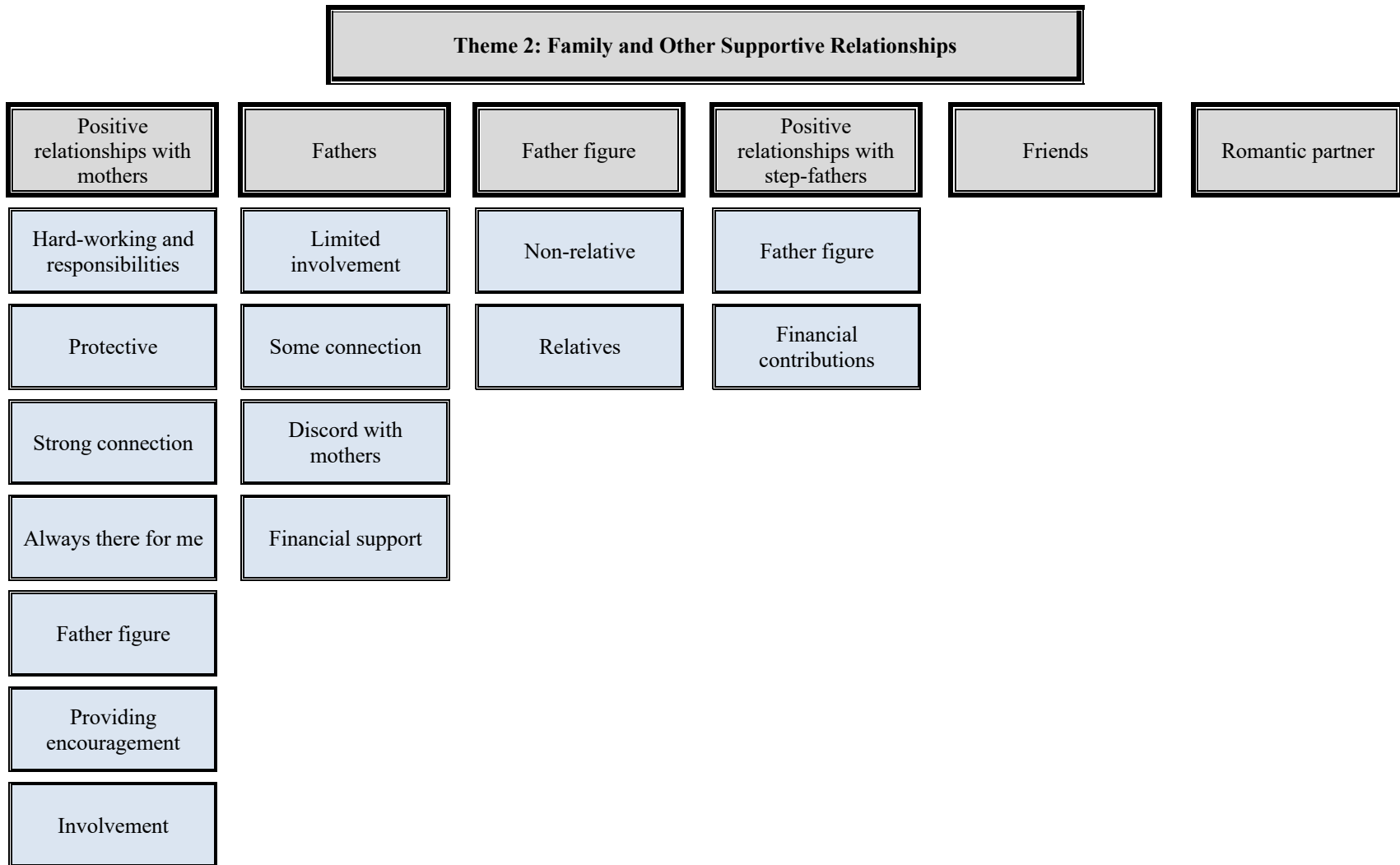
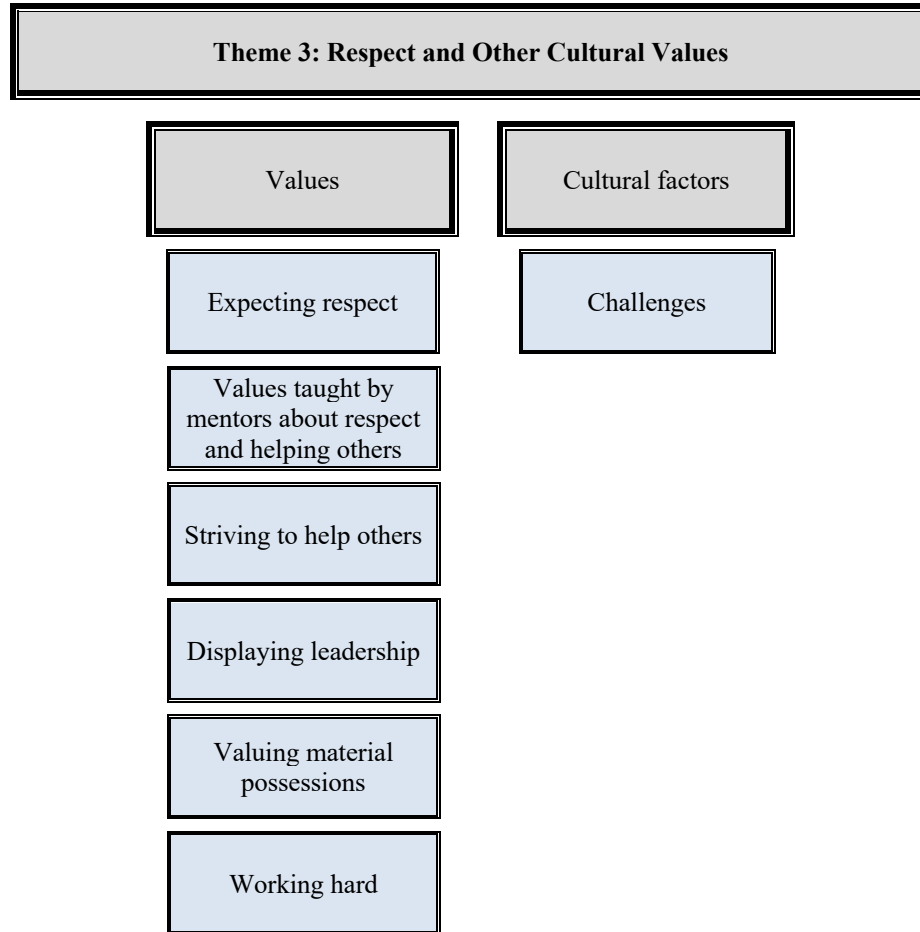


Figure 3. *Themes, Sub-Themes, and Categories: Respect and Other Cultural Values*



Theme 1: Mentoring Program

This theme relates to the second research question within this study, which asks the following: What are the mentees’ experiences in a mentoring program and their recommendations for mentoring programs that serve this population?

The mentees from this program have positive relationships with their mentors and program staff, overall. There were a few reports of mentees’ mothers’ open communication with staff on-site, as well. Their mentors share experiences and interests in common with them, help to teach them new skills, provide them with encouragement, and they care for them. Their mentors also help them realize their own strengths and potential by providing them with encouragement. At their mentoring program, the

mentees can feel safe, engage in activities of their liking and choice, make new friends, and feel a sense of belonging. In terms of their peers, the mentees can spend time with existing friends or make new friends while at the Club. There were varying ideas in mind when it comes to the mentees' recommendations for improvement at their Club site, which ranged from adjusting/improving electronics and equipment that are available for use, to improving the food that is provided for mentees, to staff members offering a broader scope of some disrespectful activities that other mentees engage in when they are not looking. Sub-themes, categories, and corresponding examples are presented below:

Positive Relationships with Mentors

This sub-theme relates to the various benefits that have reportedly occurred, overall, due to the mentees' relationships and time spent with their mentors. These benefits relate to the dynamic of their mentoring relationship, as well as the learning and growing processes of the mentees. However, there were a few reports of mentees reporting they did not know their mentors that well.

Having Things in Common

This category refers to the various shared experiences, interests, and preferred activities between the mentees and their mentors, ranging from a "...Yu-Gi-Oh background..." (Christopher, age 17), to "Everybody when they're younger they used to do bad things. And since I'm young, he used to do the same thing as me" (Juan, age 16). Aaron (age 14) spoke about his and his mentor's shared interests when he said, "But he likes what I like." Basically, the mentees and their mentors can relate to one another have shared interests.

Learning Skills

Mentees learned various skills from their mentors at the Club. Lenny (age 13) reported learning “not to hold things in.” Flynn (age 17) reported that his mentor has taught him “how to manage my anger more.” Ignacio (age 13) has been taught “to be responsible.” The mentees reported having learned skills that not only work in the moment, but can be applied to future scenarios as well.

Being Cared for

Several mentees spoke about being cared for, in general by their mentors on site. Whether a mentor is “helping us with our homework” (Brandon, age 15), “...always caring for us” (David age 13), or “...make sure that you’re doing... good” (Karl, age 14), several mentees reported that their mentors provided them with care when they need it.

Encouragement

Several mentees reported being encouraged by their mentors. Brandon (age 15) reported that his mentor said, “...don’t let other people tell me bad things about me and get me down.” When Ignacio (age 13) experienced a romantic relationship ending, his mentor “...was there for me...” This information provided by the mentees is emblematic of their mentor(s) providing them with encouragement in different ways.

Enjoying Time Together

There were multiple reports of mentees enjoying their time with their mentors, in general. Brandon (age 15) reported, “...he’s fun to be with” and likewise, Ignacio (age 13) stated, “...he has fun with us.” These mentees enjoy the time spent with their mentors at the Club and having fun with their mentors.

Perceptions of Strengths

Several mentees spoke about their mentors helping them to realize their own strengths. Gregory (age 14) reported, “he told me I’m a good person” and Aaron (age 14) stated, “...he always tells me that I have... a lot of potential.” The boys’ mentors have helped them recognize their inner strengths.

Not Knowing Him that Well

A few mentees alluded to limitations regarding their relationships reach with their mentors at the Club. Henry (age 13) stated, “...I don’t really do stuff together with him, but I sometimes talk to him and stuff”. Christopher (age 17), on the other hand, described not really knowing his mentor. Christopher (age 17) reported, “I don’t know what he’s going through and he doesn’t know exactly what I’ve gone through.” Though just a few participants mentioned these issues, it is important to note that for them, their relationships with their mentors apparently did not have as much depth as other mentees’ relationships with their mentors.

Benefits of Mentoring Program

This sub-theme refers to the various benefits that arise from the mentoring program itself for the mentees in this study, such as them having access to various activities, feeling safe on-site, or having the opportunity to make new friends at the Club.

Multiple Activities Available

Eleven mentees talked about the various activities available for them to engage in on-site, which appears to be viewed by the mentees as a benefit of the program. Henry (age 12) stated, “We have a lot of... programs and activities, and I like to join stuff” and similarly Lenny (age 13) reported, “It has a lot of activities. There’s no reason for you to

be bored...”. When describing why the Club is a good place to be, Brandon (age 15) stated, “There's pool...there's the gym whenever you want to go and play whatever you want to do in the gym...” There are many different types of activities that the mentees can engage in and it appears as though they enjoy having options to participate in the activity/activities of their choosing.

Safe Space

Multiple mentees spoke about the Boys & Girls Club being a place of safety, whether it relates to “...a no-bully zone” (Gregory, age 14), or “...rarely fights...”, (Karl age 14) or as Flynn (age 17) stated, “they provide a safe place to be at when there’s nowhere else to be.” In various ways, safety is maintained on-site.

Belonging

There were reports of feeling a sense of belonging on-site. Christopher (age 17) eloquently stated, “This Boys & Girls Club has always been, to me at least... it's always been a place for positivity... I've always felt better in this building rather than outside of it.” Karl (age 14) mentioned, “...if you really need a place that you need to go, and this is a place that you can go to...”

Making New Friends

Several mentees reported that because of the Boys & Girls Club, they can “...make friends” (Gregory, age 14). David (age 13) reported that at the Boys & Girls Club, he “...played with new friends.”

Creating Opportunities

One mentee reported about how Boys & Girls Club can create opportunities for its mentees/members. Karl (age 14) reported, “and with them having a program like this, it's like, they have way more opportunities for themselves...”

Recommendations

There were various recommendations that the mentees had in mind when it comes to ways in which their Boys & Girls Club site can improve. The types of recommendations that the mentees provided ranged from physical ones to increasing staff members’ vigilance of certain mentees’ behaviors.

Increased Staff Awareness

This recommendation was described more generally, such as how certain staff members “...just stay in their office and just not know anything that's happening around” (Lenny, age 13), as well as how some mentees specifically “...misbehave in their little secluded way...” (Christopher, age 13). It appears as though the mentees prefer for the staff members to have an active engagement and awareness with what is happening at the Club.

Adjust/Improve Equipment

Multiple mentees had ideas in mind for improving various types of equipment on-site. Henry (age 12) suggested “a better computer lab.” Evan (age 13) reported he would like for some items to be replaced with new ones when he stated, “they never change the games. So I feel like they should just get new games but keep the same games.” This category is reflective of needs regarding equipment on-site and games, in general.

Improve Food

Multiple mentees reported they would like the food quality to be improved at the Club, as exemplified by Evan (age 13) stating, "...nobody likes the lunch," as well as Gregory (age 14) stating, "like, put more money into food, because the food here, I really don't like it. So I don't eat. I don't eat here at the Boys & Girls Club." The mentees made it clear that they would like to see this improvement at the Club.

Increase Opportunities for Mothers' Club Involvement

Multiple mentees reported there are not many opportunities for their mothers to be involved on-site at the Boys & Girls Club, due to limited options programming-wise. Christopher (age 17) stated, "... it would've been nice for her to be more informed about certain things at this ... Like certain events that the club tries to hold." Likewise, Evan (age 13) reported, "I mean I would like that. I would like for her to be involved. She's involved in everything we do, but we don't really do nothing here for her to be involved in." This recommendation is suggestive of the Club needing to have more space and opportunities for mothers to be involved, if preferred.

Enforce the Rules

Mentees recommended that the Club rules be better enforced. Michael (age 14) described the situation well when he stated, "they should, there's some kids that really like, they don't respect it so they, they shouldn't do those kids like going to put down the program or something like that." Evan (age 13) reported, "...but it's just the teens that are, they mess up a lot of things. Like the pool tables, the games, it just mess that up, and they're very rude to the staff. Like they'll sit on the pool tables..." These accounts are indicative of certain mentees feeling the need for rule enforcement.

Start Mentee-Run Program

Evan (age 13) described that he would like to start his own “...karate program...” as well as his own “...bike program” on-site. This is the change he would like to see on-site.

Increase Advertising

One mentee, Aaron (age 14), recommended for advertising efforts to be adjusted in multiple ways when he stated, “bigger as in the building being bigger and bigger as in, it would be more of an advertised, it would be more advertised. We'll have a bigger sign...”.

Relationships with Peers

In terms of their peers, the participants discussed the Boys & Girls Club having an impact on them in multiple ways, such as through being able to spend time with their existing friends, essentially recruiting friends to join the Club, as well as a report of choosing to come to the Club, as opposed to spend time with peers who were not good influences.

Spending Time with Friends

As mentioned, the Boys & Girls Club is a space that provides the opportunity for mentees to spend time with their existing friends. Karl (age 14) reported he can “go to come here to see your friends and stuff” and similarly, Ignacio (age 13) stated “most of my friends go here,” in reference to the Boys & Girls Club.

Recruiting for the Club

Several mentees described inadvertently serving as recruiters for the Club, such as when Aaron (age 14) said, “I actually bring, I brought a lot of people here. A lot of

people,” or when David (age 13) said, “I always tell them to come on so we could have a good time together...” These mentees are drawing-in more Club members through their own peer networks.

Making Better Friendship Choices

One mentee, Aaron (age 14), described how he has chosen to come to the Club instead of spending time with a peer group that he does not see as a good influence. Aaron articulated, “...and the friends that I had were bad influences on me...That's another reason why I came over here instead of hanging out with them, because I knew they made bad choices and I didn't want to get in trouble...” Aaron was aware of changes that needed to be made in terms of his friendship group.

Relationships with Other Staff

This sub-theme is in reference to mothers’ relationships with staff members at the Boys & Girls Club, as well as a mentee’s positive relationship with other staff.

Mentees’ Positive Relationships with Other Staff

This category relates to a few mentees describing having positive relationships with staff, aside from their mentors on-site. David (age 13) described that “...the staff are always caring for us,” indicating his observation of staff’s (aside from just his mentor’s) relationships with the mentees at the Boys & Girls Club. Brandon (age 15) similarly stated, “I have a good bond with all the staff...” Aside from their own mentors at the Club, these mentees appear to have good relationships with the other staff members, as well.

Mother's Communication with Other Staff

This category relates to one mentee's mother's contact with the mentoring program. Karl (age 14) described his mother informing a staff member in the area about an alleged school shooting. Karl stated, "...and she was letting Mr. Shawn know so that he could tell the kids to make sure that they're safe..." Karl's mother maintained communication with a staff member on-site to look-out for her own son, as well as the other mentees at the Club.

Theme 2: Family and Other Supportive Relationships

This theme relates to the first research question within this study, which asks the following: What are the experiences of Latino adolescents who grew-up with a single mother?

The mentees described their mothers as hard-working, steadfast supporters of their homes, as well as of their lives. Regardless of situations that can occur in life, the mentees can depend on their mothers. In terms of their fathers' level of contact and involvement, that can vary, as some mentees are not familiar with their fathers, whereas others do have a relationship with their fathers. Several mentees have step-fathers who have really shown an interest and dedication in serving as a father-like role for them. Aside from step-fathers, there were other mentees who reported that they have father figures who are relatives (i.e., a grandfather) and non-relatives (i.e., a friend of their mother's) who provide that type of role for them. Friends were also mentioned by several mentees as being highly valued by them.

Positive Relationships with Mothers

The mentees' mothers demonstrate various maternal aspects in their relationships with their sons, such as being protective, having a strong connection, tending to the family's responsibilities, etc. There were a few reports of mentees' mothers even providing a fatherly role for them, as well. The mentees can depend on their mothers to provide and care for them.

Hard-Working and Responsibilities

Several mentees spoke about how hard-working their mothers were, such as when David (age 13) stated, "she achieves her goals" or when Aaron (age 14) said "my mom's always doing the work." These mentees' mothers do what needs to be done in order to maintain everything for their families.

Protective

The notion of their mothers being protective was brought up by several mentees. These types of comments about protection ranged from Gregory (age 14) stating, "...if I cut myself, it's a baby cut, she'll still make it a big deal..." to Aaron's comment about "...she really don't want me walking around at 2 o'clock in the morning." These mentees' mothers are looking out for them, regardless of the level of severity of danger.

Strong Connection

Several mentees spoke about the strong connections they share with their mothers. Michael (age 14) stated, "... to get to see my mom happy. Yeah. Cause if she is not happy, I'm not happy. If she's mad, I'm mad." Aaron (age 14) said, "My mom's really special to me. I think, if it's not my brothers, then it's my mom." Several mentees described how special their mothers are to them.

Always There for Me

Karl (age 14) and David (age 13) reported about how their mothers are always there for them, such as by Karl stating, “well my mom has always been there for us. She's been the person who has always done things for us,” or David stating, “...she's always there for me, and for my little brother, always caring, and she's always working hard.” Their mothers are a relentless and caring source of support and stability.

Father Figure

A few mentees spoke about their mothers playing a fatherly role for them. Aaron (age 14) said, “My mom's really like a father figure. And she also acts like a dude and stuff, but mainly my mom's like my father figure and my mother figure, as well-- a father figure to me, that I look up to and stuff...” Michael stated something similar when he said, “but, my mom is, she's being like a dad and a mom to us. And that's what I like, what I really want to do. I want her to do like that with us.” Thus, some mothers exhibited a caring presence expanded to play fatherly roles for their sons.

Providing Encouragement

Brandon (age 15) spoke about how his mother provides him with encouragement with sports when he stated, “she would motivate me to do better and not give up, like usually I would get mad and stop playing half the game.” He also stated, “but if she was to watch me play, she would tell me to not give up. Just keep playing that you try and get the win.”

Involvement

Aaron (age 14) gave great examples about his mothers' high level of involvement in his life. Aaron stated, “when I'm in school, when I have activities that I have to get

done, she's always join in..." Aaron also spoke about his mother's high level of involvement when he said, "my mom's really involved."

Fathers

As mentioned, there is variability with regard to the mentees' fathers' involvement, as can be seen from this theme's varying sub-themes. Some mentees' fathers provide them with support and a certain level of connection, whereas other fathers are not involved.

Limited Involvement

Many mentees reported that their fathers had limited involvement in their lives. Christopher (age 17) reported, "He likes to spend time with us, but he'd preferred if we do his hobbies at the same time with him, other than just spending time with us as a major point of his day." Aaron (age 14) stated, "While I was near my dad still, he would not come to my basketball games or any of that." Flynn (age 17) said, "I know who he is, I just couldn't do that if I wanted to" (regarding talking about his father). These quotes are emblematic of the mentees' fathers' limited attention and time spent with them.

Some Connection

Some mentees do have a connection with their fathers, as described by Lenny (age 13) when he said, "My dad, he's moving here. We have a good relationship." Henry (age 12) spoke about his fathers' involvement in his life on the weekends saying, "Oh, yeah, he's a good dad. He takes care of me weekends because he works every day, every day. And yeah, he... takes me only weekends." These mentees, as well as some others, maintain some level of a relationship with their biological fathers.

Discord with Mothers

A few mentees' fathers have discord with the mentees' mothers, as demonstrated by Evan (age 13) who said, "...like when it comes to like my mom, that he's was not very nice. So that's why my mom and him don't talk."

Financial Support

A few mentees' fathers contribute financially, as Christopher (age 17) reported, "But my dad also contributes to the house" and Aaron (age 14) stated, "But then, he would try, and he would pay for the stuff that I did, too."

Father Figure

Aside from their mothers or mentors, multiple mentees mentioned varying types of father figures. Some of the mentees' father figures are relatives, whereas others stem from outside of the family.

Non-Relative

As mentioned, several mentees have father figures from outside of the family unit. When speaking about his karate instructor, Aaron (age 14) said, "...and that man is very special to me. If something happens to him, I don't know. He's very important." When discussing his mother's friend, Ignacio (age 13) stated, "He was a good friend and he was like... He was a friend of my mom, but I was closer to him than she was to him."

Relatives

There are some family members who have acted as father figures for this study's mentees. Regarding his grandfather, Henry (age 12) said, "Yeah, he was like a dad to me, like a second dad." Regarding his brother, Christopher (age 17) stated, "I mean, my

brother tries to fill in the father role...” Flynn (age 17) mentioned his uncle when discussing this topic.

Positive Relationships with Step-Fathers

Three of the mentees have step-fathers who are described as being like a father figure for them, or who provide financial contributions to the mentees’ lives.

Father Figure

Ignacio stated his step-father has “...always been there for me to give me advice. He's helped me through school, everything. He's been there supporting me.” Juan (age 16) spoke about being able to depend on his step-father when he stated, “My stepdad is just always there and he just supports and helps...”

Financial Contributions

There were three reports of mentees’ step-fathers contributing financially to them, such as when Lenny (age 13) stated, “He's a hard worker and every time we need something, he always provide,” or when Aaron (age 14) said, “...and he bought me basketball equipment and stuff, as well.”

Friends

When discussing what they value, Ignacio (age 13), Brandon (age 15), David (age 13), Gregory (age 14) and Henry (age 12) all stated that they value their friends. These mentees hold their friendships with high regard.

Romantic Partner

Flynn (age 17) mentioned his (romantic) “relationship” when he stated what/who he valued.

Theme 3: Respect and Other Cultural Values

This theme relates to the second research question within this study, which asks the following: What are the mentees' experiences in a mentoring program and their recommendations for mentoring programs that serve this population?

Respecting others and being a good person were important topics when it comes to the values they are taught by their mentors at the Club. The mentees also expect this type of behavior (respect) from themselves, as well as from others. Multiple mentees reported they strive to act/serve as leaders. Aside from a way of behaving, there were a few reports about quality of life, such as valuing material items and valuing not having an overly stressful lifestyle. There was also discussion from mentees involving culturally related challenges they have experienced.

Values

When discussing their own values, many mentees spoke about expecting respect from themselves and others. The mentees have also been taught values from their mentors, such as to be respectful and to be a good person. Helping others is another common value that the mentees share.

Expecting Respect

Many mentees described that they expect respect in various ways from themselves and others. Karl (age 14) described his idea of disrespect stating, "...and just treating other people wrong and just being ignorant and not acting bright." Evan (age 13) discussed how he demonstrates respect toward others and their property when he said, "What's okay is if you respect things that he has, and what's not is like if...you're not like not taking care of it..."

Values Taught by Mentors about Respect and Helping Others

The mentors taught lessons about respect. Brandon (age 15) described this notion well when he stated, “Like one time I had an argument with a lady that works on the other side with the little kids. And he was just telling me not to argue with older people. And just ignore them and go do what you're supposed to do.” In terms of being a good person to others, Aaron (age 14) stated, “And it's like, I mean, that's what he's showed me. I've got to always try to be that good person that always helps, even if they disrespect me.”

Striving to Help Others

Several mentees spoke about how it is important to them to help others; Karl (age 14) engages in this activity in multiple ways, such as by “...not acting like...just being selfish. Not really thinking about other people.” Henry (age 12) stated, “I feel like it's right to help people that need help from you. They really don't ask for help but you come to help them because you know they can't by themselves.” Gregory (age 14) reported he aspires to get a job in law enforcement one day because he likes “to help people out.” These quotes shine light on the importance the mentees place on helping others.

Displaying Leadership

The mentees discussed leadership qualities they exhibit in various ways. Gregory (age 14) stated, “I used to be a follower. I used to follow people. But I'm trying to be a leader.” Christopher (age 17) articulately spoke about how he acts as a leader when he stated, “I've always considered my moral compass to be rather straightforward. If something looks incorrect, I'm going to point kids out on it. If I see kids breaking the rules on purpose, I'm going to call them out on it.”

Valuing Material Possessions

Three mentees spoke about how upholding a certain quality of life is important to them. Flynn (age 17) stated “money” when he was asked what he values. Karl (age 14) similarly noted “...but my other values are like my shoes. I love my shoes. And my clothes...”

Working Hard

When asked what he values, Evan (age 13) stated, “...one of my values is working hard, like trying my best to do something I really want to do.”

Cultural Factors

Several of the mentees spoke about various culturally related factors regarding their lives in Central Florida.

Challenges

Several mentees spoke about various difficulties associated with not speaking English well, or cultural differences between living in Puerto Rico versus living in Florida. Michael (age 14) discussed the differences between Central Florida and Puerto Rico when he said, “So in Puerto Rico, people talk to you like... How did I explain it? Like they straight go to their point. Like here, they go around and they ‘blah, blah, blah’ and they go to their point.” In terms of not speaking English well, Michael (age 14) also spoke about some challenges he has faced when he said, “... I don't speak a lot of English... there's people that... they say a lot of stuff because you're a Chico and stuff.” Lastly, Michael also explained about the different ways in which holidays are celebrated when he said, “When I first came here, I excited by Christmas. They don't do a lot of stuff that we used to do in Puerto Rico. So, I feel... like different. So that make me feel...”

weird. But, you know, at least I got to enjoy it...” Christopher (age 17) stated he feels a disconnection with his culture when he said, “...but I've never really been in touch with my culture. I've always been here.” These comments by the mentees express some culturally related challenges they have experienced.

Social Network Maps

As reported, this researcher assessed the social network maps as a whole, but particularly when it comes to the participants' relationships with their mothers, their biological fathers, and their mentors at the Boys & Girls Club. Other individuals from the participants' lives were included on their social network maps if they were mentioned to the extent where the relationship could be visually depicted. For the purposes of this study, only the three aforementioned relationships were selected for further analysis.

Findings indicate that overall, the mentees have strong relationships with their mothers. In terms of the symmetry of their relationships, seven participants' interviews depicted the symmetry was two-sided, two participants reported one-sided symmetry, and four participants did not describe their relationship with their mothers in enough detail to be able to include their mothers on their social network maps when it comes to symmetry or density within their relationships. Regarding the density among the relationships, seven participants indicated a strong emotional connection, whereas two indicated a weak emotional connection. When considering the symmetry among the participants' relationships with their biological fathers, three indicated it being two-sided, two described it as being one-sided, and eight participants did not describe their biological fathers in enough detail to be able to include them, due to not knowing their biological fathers well enough to be able to do so. The density of the relationships between the

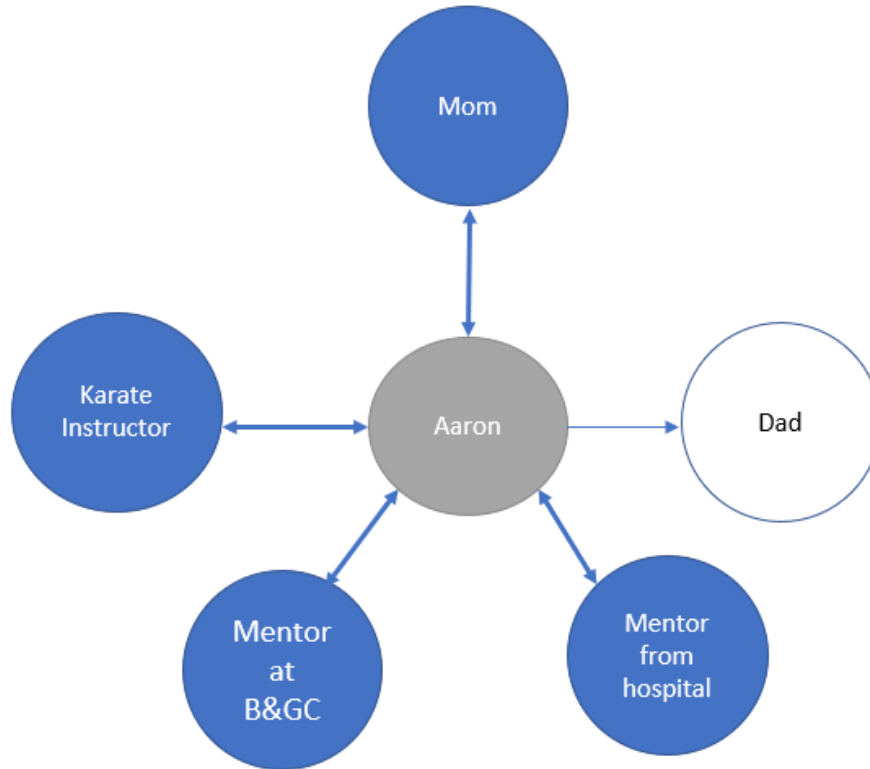
participants and their fathers was weak, overall, as one participant had strong density and the remaining 12 participants had either weak or non-existent density in their relationships with their biological fathers. Regarding the participants' mentors at the Boys & Girls Club, all 13 described the symmetry as being two-sided. Regarding density, 10 participants described a strong emotional connection, whereas three described a weak emotional connection.

Overall, the findings from assessing the social network maps indicate the participants who described their mothers to the extent where they could be included on their social network maps tend to have strong relationships with them. The majority of these participants have a two-sided relationship with their mothers when it comes to efforts made to maintain the relationship. Likewise, the majority of the mentees also have strong emotional connections with their mothers. The participants' relationships with their mentors at the Boys & Girls Club are the strongest, overall, as each participant indicated having two-sided symmetry with their mentor and the majority have a strong emotional connection with them. Regarding their biological fathers, the situation is much different. The majority of the participants' relationships with their fathers have weak or no symmetry. Also, only one participant reported having a strong emotional connection with his father.

Each of the participants are placed in the center of the map. The specific individuals they discussed in their interviews are included in their social network maps and are placed around the participants' names. Aaron's (this study's first participant) and Flynn's (this study's sixth participant) social network maps are used as examples below (Figures 4 and 5). The same methods that were used for Aaron and Flynn were made for

the remaining 11 participants when creating their social network maps (can be found in Appendix L).

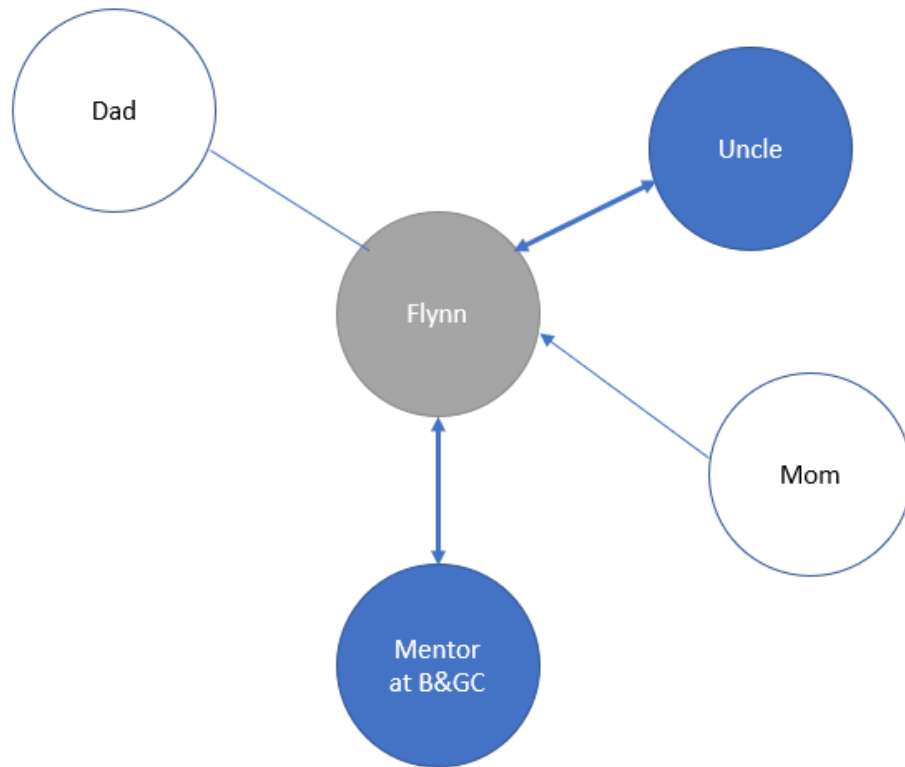
Figure 4. *Aaron's Social Network Map*



Member-Checking

Mentees participated in a member-checking process after the individual interviews were completed, transcribed, and analyzed. In other words, the study participants were given the opportunity to approve or if needed, correct this researcher's interpretation of the specific information they provided during their interviews (Carlson, 2010). Each of the nine participants she spoke with confirmed her findings about their interviews with her were correct. More information about limitations of the member-checking process that was carried through can be found in the Limitations section.

Figure 5. *Flynn's Social Network*



Reflexivity

Researchers' demonstration of reflexivity in Narrative Research is vital (Carlson, 2010; Etherington, n.d.). Though an audit was not conducted on this study, the researcher maintained an audit trail throughout the research process. An audit trail consists of a detailed account of the research process (Carlson, 2010; Etherington, n.d.).

This study's audit trail consisted of each of the appendices that can be found within this dissertation, each of the interview transcripts, the list of themes, sub-themes, categories, and each of their definitions from the data analysis process, the researcher's reflexive journal, the list of content that needed to be confirmed with the participants during the member-checking process, which was written post-interview completion, typed summaries of the interview conversations after each interview was completed, this

researcher's member-checking call/text log, the individual social network maps created for the participants, and copies of the participants' completed demographic surveys, which were completed prior to the start of the interviews. The researcher participated in reflexive journaling regularly during each phase/step of the research and analysis processes, as well as when emerging thoughts occurred regarding the research process, which could include new ideas, beliefs, confusion, or concerns (Carlson, 2010; Cope, 2014; Rodwell, 1998). This study's reflexive journal is several dozen pages in length, as it contains a variety of information, such as activities that were conducted from day-to-day, plans for the study for the upcoming days, weeks, etc., the researcher's understandings of the interviews that took place, contact made via phone, email, or texts during the study process for recruitment, member-checking, contact with Dissertation Committee members, etc. The researcher's analytic memos are also found within the reflexive journal. This document, like all of the documents pertaining to this study, is password-protected and is stored within the electronic audit trail. In the Audit Trail and Dissertation, the researcher provided thorough, detailed information when it came to the study's participants, data collection, and data analysis process (Carlson, 2010). In other words, this author provided *thick and rich description* (Carlson, 2010). The documents that comprise the electronic audit trail were maintained separately and they were accessible via a password the researcher created.

CHAPTER 5: CONCLUSION

This study gathered first-hand information from adolescent Latino males regarding their experiences of being raised by single mothers. Additionally, this study sought to explore their experiences with a mentoring program at the Boys & Girls Club, as well as solicit their recommendations for other mentoring programs that serve their population. The overall findings are discussed in greater detail below. Where appropriate, links are made between the findings and existing literature, theory, and/or past studies have been made. The findings have been organized by their corresponding topic area. Also, study limitations, the researcher's unexpected findings, and an explanation of her own biases are provided. Lastly, concluding thoughts are providing within this chapter.

Research Question One

The first research question relates to the experiences of Latino mentees growing-up with a single mother and corresponds to the Family and Other Supportive Relationships theme. Regarding the mentees' mothers, there was a sweeping shared positive perception toward them, including reports of their mothers being protective and supportive figures, as well as having strong connections with their sons. This finding aligns with the positive findings surrounding the mothers from Ceballo et al.'s (2012) study valuing good communication and trust with their children. Several connections to Attachment Theory were found and it is this researcher's opinion that Attachment Theory is among the most important in accounting for the well-being of Latino adolescents in this case, as the mentees from this study have developed such strong attachments with their mothers. For example, many participants' mothers provide a much-needed role of security and stability (Gross et al., 2017). This ongoing relationship was consistently

described by participants as their mothers providing a caretaking role, which is consistent with existing literature (Bowlby, 1988; Gross et al., 2017). The care and consistency the mentees' mothers provided to their sons correspond to the behaviors associated with secure attachment listed in Attachment Theory (Bowlby, 1988; Gross et al., 2017). These mentees' mothers have clearly been vital, steadfast figures in their lives. In alignment with Social Learning Theory, parenting quality and techniques (Bandura, 1977; O'Connor et al., 2013) were described by the participants. Also, the statement made about desiring to work hard relates to Social Learning Theory (Aschenbrenner & Johnson, 2017; Bandura, 1977; Brauer & Tittle, 2012; Chavis, 2011; O'Connor et al., 2013). Participants, overall, discussed their mothers' thorough and consistent involvement in their lives, both within and outside of their involvement with the Boys & Girls Club. The participants also spoke about their mothers modeling dependability throughout their lives, such as by providing a general source of support. The mentees also expressed how their mothers worked hard to provide for the family, which is consistent with Vargas et al.'s (2016) findings. These aforementioned findings are also reflective of the marianismo cultural value (Piña-Watson et al., 2014; Rodriguez, et al., 2013). One of the findings in this study has not been previously reported in the literature, as two mentees described their mothers as father figures. The fact that this study's participants are so close with their mothers is an important protective factor, especially considering many of these adolescents' biological fathers have limited involvement in their lives, which can result in a higher susceptibility for social-emotional problems (Huang et al., 2017; Langton & Berger, 2011).

As the literature states, when a father and son do not have consistent contact or reside in the same home, it can be more difficult to maintain a bond with each other (Bachman et al., 2009). Findings from this study regarding participants' perceptions of their fathers seem to align with this notion. Weak bonds between participants and their fathers reflected insecure attachments (Gross et al., 2017), as exhibited by their social network maps. There were two mentees who reported that though their fathers still contribute financially, they maintain limited involvement with them. These findings confirm literature regarding how fathers leaving the home contribute to minimal contact (Amato & Sobolewski, 2001), and can lead to detachment from their adolescent sons (Moore & Hotch, 1982). Some examples of the testimonies that led to the depictions of these aforementioned weak relationships were a lack of financial support, fathers not engaging in a participant's and his other family members' preferred activities, and inconsistent or no communication. As for the mentees who spoke about their fathers' apparent violence/discord with their mothers, it is anticipated that there could be some discord between a mother and a father post-divorce or separation. However, it appears as though some mentees' fathers' actions have moved beyond making it difficult for their mothers to maintain a peaceful relationship with them. Some mentees still had relationships with their biological fathers, which appeared to be due to their fathers' involvement in their lives. This finding confirms literature on this topic area (Plunkett et al., 2007).

In addition to their parents, participants have many different supportive figures in their lives with whom they have close relationships. Both relative, and non-relative father figures took on roles that could be compared to an organic, natural mentoring relationship

(Hagler & Rhodes, 2018; Saénz et al., 2015; VanDam et al., 2018). For instance, step-fathers, based on the mentees' accounts, have really stepped-up in terms of providing a protective factor by serving as caring, supportive adults. It is not surprising that several mentees reported they value their friends and one mentee reported he valued his romantic partner, as emphasis is commonly placed on peers during the adolescent stage (McGee et al., 2006; Repinski & Zook, 2005).

Research Question Two: Experiences

The second research includes the Latino mentees' experiences in a mentoring program. The themes Mentoring Program and Respect and Other Cultural Values themes relate to this research question.

As seen in the *Positive relationships with mentors* sub-theme, the mentees reported they have positive relationships with their mentors. These findings also relate to Sánchez et al.'s (2011) results surrounding how mentors can be prominent figures within a mentee's social network. Corresponding with Dallos and Comely-Ross' (2005) and Zilberstein and Spencer's (2017) findings, the participants' relationships with their mentors resulted in a multitude of benefits, as they have common interests and they enjoy spending time together, the mentees can learn skills, they know they are cared for by their mentors, etc. This aligns with mentees' outcomes from Anderson-Butcher et al.'s (2004) study.

Findings corresponding to the guidance and encouragement the mentees receive from their mentors confirms existing literature on what mentoring typically is (Rhodes, 2002). Similarly, benefits identified in this study, like the emotional support the mentees have received from their mentors is consistent with Sánchez et al.'s (2011) findings. In

addition, findings related to skills and behaviors the mentees have learned from their mentors fall within the framework of Social Learning Theory (Aschenbrener & Johnson, 2017; Bandura, 1977; Brauer & Tittle, 2012; Chavis, 2011; O'Connor et al., 2013), as well as the available literature about mentoring providing a gateway for learning new skills (DeWit, et al., 2016). It also aligns with DeWit et al.'s (2016) findings, stating that the adolescents from their study reported receiving assistance with life skills, such as peer support and assistance with engaging in prosocial behaviors. Similarly, it corroborates existing research, including Aschenbrener and Johnson's (2017) and O'Connor et al.'s (2013) findings regarding mentors teaching mentees helpful skills. The current study's findings align with DeWit et al. (2016) and Frecknall and Luks (1992) who reported that through the support of Big Brothers Big Sisters of America, mentees were able to get along better with their peers, have the opportunity to make friends, and to behave more responsibly. When it comes to the mentees' own perceived strengths, this relates to Social Learning Theory, as what others (i.e., their mentors) see in them is what they see in themselves, too (Aschenbrener & Johnson, 2017; Bandura, 1977; Brauer & Tittle, 2012; Chavis, 2011; O'Connor et al., 2013). The few accounts of superficial relationship or limited understanding between the mentees and their mentors seems to be a relevant area for further exploration.

As for the *Benefits of mentoring program* sub-theme, these findings also confirm existing literature. The participants seemed to enjoy having access and freedom to engage in various activities at any given time. It is not surprising that the participants from this study seem to value having autonomy at their mentoring program in terms of the activities they partake in, considering they are within the adolescent age range and this is

an important time for feeling a sense of self-agency (Chang & Qin, 2018; Van Lissa et al., 2017) and identity formation (Artico, 2003; Hurd et al., 2009). As for the mentees' testimonies regarding their mentoring program site being a safe space, not allowing bullying to occur, and the like, this finding is a contribution to the literature and deserves further exploration. The mentees' sense of belonging on-site confirms existing literature and the importance of adolescents feeling a comfortable sense of self, which is important during this stage (Brauer & DeCoster, 2015; Crocetti et al., 2011). The mentees' discussions of being able to make new friends on-site is consistent with existing literature's claims regarding how mentoring programs provide adolescents with opportunities for personal growth (Barron-McKeagney et al., 2000; DuBois & Keller, 2017; Lyons & McQuillin, 2019; VanDam et al., 2018).

Regarding the *Relationships with Peers* sub-theme, several mentees spoke about how they have the ability to spend time with their existing friends while they are at the Boys & Girls Club. This finding confirms existing literature on the importance that is typically placed on friendship groups during this period of development (McGee et al., 2006; Repinski & Zook, 2005). In terms of the recruiting that several mentees have done for the Club, this is indicative of the adolescents including those from within their existing networks (Liu et al., 2017; Specht, 1986) in their mentoring program. This finding is also consistent with Social Network Theory (Durland & Fredericks, 2005; Ehrich et al., 2001; Krause et al., 2007; Liu et al., 2017). The report one mentee made in terms of choosing to come to the Club, as opposed to spending time with his previous friends, due to knowing that he needed to make better choices to avoid getting into

trouble, this is consistent with existing literature in that one's peers can have a positive or negative influence on them (Campolongo, 2009).

The *Relationships with other staff* sub-theme is a new contribution to the literature. Specifically, the mentees talked about relationships with the other staff members on-site, as well as Karl's description of his mother being in communication with a staff member in order to ensure the mentees' safety, are topics not previously discussed in other studies. Most relevant literature focuses on the mentee-mentor relationship, as opposed to mentees' relationships with other staff members or their mothers' relationships with other staff members.

The *Respect and Other Cultural Values* theme falls mostly within the second research question, as participants frequently spoke about how important respect and helping others are to them. Participants also described different ways in which their mentors teach them values about respect and helping others. The notion of respect is consistent with available literature on the cultural value of respeto (Calzada et al., 2015; Glass & Owen, 2010). The importance placed on helping others is consistent with what we know of the cultural value of simpatía and having harmonious relationships with others (Piña-Watson et al., 2014; Triandis et al., 1984). This finding also aligns with what the Boys & Girls Clubs of America aim to instill in their members (Boys & Girls Clubs of America, We're making a difference, 2019). Like the parents of the participants from Frecknall and Luks' (1992) study reporting that their children seemed to make improvements when it came to getting along with friends and behaving more responsibly, participants in the current study spoke similarly in terms of how the Boys & Girls Club has affected them. Specifically, participants reported they were encouraged by their

mentors to respect and help others. The mentees are able to learn about and engage in their values at their mentoring program. Several mentees view themselves as and they act as leaders, which relates to the Latino value of *caballerismo*, or behaving honorably (Arciniega, 2008). The fact that working hard was mentioned as a value confirms existing literature about Latina mothers working hard for their families (Mendez-Luck & Anthony, 2016; Piña-Watson et al., 2014; Rodriguez et al., 2013). The mentees' accounts of the importance placed on material items are new findings this study uncovered. These mentees did also discuss the values they place on respect, as well, so they place focus on other values, too. The mentees' discussions of the various challenges they have faced are related to LatCrit Theory in terms of not being treated well for not speaking English well, feeling a disconnect from others, due to cultural difference, etc. It is this researcher's opinion that LatCrit Theory is among the most important for accounting for the well-being of Latino adolescents.

In terms of the mentees' overall experiences, it appears as though the Boys & Girls Clubs of Central Florida mentoring site they belong to is doing a successful job of fulfilling the organization's mission (Boys & Girls Clubs of America, 2019). The Boys & Girls Clubs of America aim to assist their mentees in being productive, caring toward others, and responsible people (Boys & Girls Clubs of America, 2019). Considering the emphasis placed on being respectful, being responsible, being a leader, and being helpful toward others by both mentors and mentees alike, the Boys & Girls Clubs of Central Florida is meeting its mission of shaping youth to be productive, caring, and responsible.

Research Question Two: Recommendations

The second research question includes the mentees' recommendations for other mentoring programs that serve this population. The themes Mentoring Program and Respect and Other Cultural Values themes relate to this research question.

Participants provided several recommendations for mentoring programs. When it comes to the respect staff-related recommendations for their mentoring program site, such as in the subthemes *Increased staff awareness* and *Enforce the rules*, as well as when they describe how important respect is to them, their recommendations are emblematic of the concept of respect. In other words, participants apparently observed and disliked disrespectful behaviors from their peers and the lack of engagement of staff on-site. These respect-related recommendations relate to the cultural value of respeto (Calzada et al., 2015; Glass & Owen, 2010). Recommendations to increase their mothers' ability to be more involved on-site aligns with existing literature on this topic area, considering high maternal involvement typically results in strong mother-son bonds (Plunkett et al., 2007). This recommendation made by the mentees also is consistent with the cultural value of familismo and the high regard in which family is placed in the Latino culture (Crean, 2008; Fischer et al., 2009; Glass & Owen, 2010; Kapke et al., 2017). The recommendations for one mentee to have the ability to run his own program at the Boys & Girls Club confirms existing literature in that adolescents typically crave a sense of autonomy (Chang & Qin, 2018; Van Lissa et al., 2017). The recommendations including adjusting/improving equipment, improving food quality, and increasing advertising are site-specific and will be helpful for program improvement.

The immigration process can be a difficult journey to navigate (Dettlaff et al., 2016). The mentees from this study talked about culturally-related challenges they have experienced (i.e., *Cultural factors*). These findings relate to the existing literature in terms of the unique cultural challenges that Latinos can face in the United States (Dettlaff et al., 2016; Li, 2016).

Study Limitations

Much like any other research study, limitations inevitably exist within this study. For instance, though a Dissertation Committee oversaw the process, one researcher was involved in conducting and analyzing the study. In other words, this was a subjective process, particularly because this was a qualitative study and there was no study auditor. The researcher also brought an “outsider perspective,” as well, as she is a Caucasian, adult female and grew up in another region of the United States with both parents at home, making her background quite different from this study’s participants.

Additionally, considering the sample size, that the participants from this study stemmed from the same area within the United States, and that many share a similar cultural background, representation was limited. The findings cannot be generalized to other cities, parts of the country, or the Latino population, in general. The researcher’s individual understanding of the information that was conveyed during the interview was reviewed with nine individual participants. Despite multiple attempts to contact them, the remaining four participants could not be reached successfully. The participants did not, though, have the opportunity to review the overall findings with the researcher.

Some eligibility criteria was altered during the process, as one participant lives with his mother Monday-Friday and with his father on the weekends. Also, several other

participants have step-fathers who live with them. For two out of three of these participants, they have lived with a single mother for a period of several years, which is why they were still selected for inclusion. Some missing information was not answered, though, such as a more specific timeline regarding when one participant's (Juan's) step-father moved in with the family. Unfortunately, despite several attempts, the researcher could not get in contact with him for clarification. Additionally, the social network maps were completed by the researcher (alone) post-the interview studies, as opposed to being completed by the participants during the interview process. Due to this, some key figures from their lives may be missing from the social network maps. Lastly, though efforts were made to ensure the participants were aware their participation was voluntary and confidential, they might not have felt comfortable with being completely transparent because of the nature of the questions that were asked of them, meaning some responses might reflect social desirability bias (King & Bruner, 2000).

Unexpected Findings and Biases

In terms of unexpected findings, more positive outcomes were found than expected. The fact that there were more positive findings than originally anticipated is a pleasant surprise, as these findings can further enhance the current literature that is available on this population, particularly because several strengths were identified, as the available literature is typically not strengths-based and has more of a negative spin or is deficit-focused. For example, this researcher did not expect the mentees to have such exceptionally-strong bonds with their mothers, as the literature suggests adolescents often place the emphasis on their friend groups (McGee et al., 2006; Repinski & Zook, 2005). Based on memories of her own experiences and observations of friends, teammates, etc.

as an adolescent, this researcher would agree with the literature in that peer groups can be hyper-emphasized during adolescence. For this study's participants, though, their relationships with their mothers were what had the strongest emphasis, which is alignment with the concept of familismo (Dettlaff et al., 2014; Dettlaff et al., 2016; Glass & Owen, 2010). This finding is refreshing for this researcher, as she would argue that a strong relationship with one's mother can be life-altering during the good times and the bad times. After a deeper consideration of the literature, though, this extreme closeness is clearer, as Latina mothers work hard to be excellent caretakers and to instill cultural values into their children, as well as engage in rule-setting, which could further explain the vast depths of their relationships (Ceballo et al., 2012). Also, this researcher did not expect the participants' relationships with their mentors to be so exceptionally strong, as compared to some of their other relationships, considering adolescents often place the centrality on their friendships with their peers. Again, these findings are positive, as the mentees from this study have multiple adults with whom they are close and share a beneficial relationship. Not all adolescents are this fortunate, regardless of their home situation.

Additionally, this researcher did not expect to hear the term "respect" used so many times by many of the participants. Considering the term was not prompted by the researcher, it was quite interesting and surprising not only to hear it being mentioned so many times, but to also hear the term and its meaning being applied to so many contexts by the participants. This finding about the importance of respect does relate to the Latino cultural value of respeto (Calzada et al., 2015), but it was still impressive to witness the participants speaking so passionately about giving respect to others, as well as expecting

it from others. This reflective portion of the research process has helped the researcher to be more open to what will be found not only prior to study interviews, but prior to the literature review, too. Different subsets of different populations in different areas will result in varying findings, but the main idea is to do one's best to be as neutral as possible about what those findings might be, regardless of one's past exposure or personal circumstance and be open to learning from the participants.

Lastly, the fact that the mentees were so perceptive about the various people who serve different roles in their lives, the impacts those people have had on them, and their overall surroundings was surprising. After looking back on the researcher's experiences as an adolescent, even in a college preparatory school setting, this researcher does not recall herself or her peers being nearly this perceptive about the world and the people around them. This experience further propels the notion that this study's participants are exceptionally impressive in terms of their awareness of what is happening around them, who is around them, and the actions made by those around them. These participants are vigilant about the need for safety.

The process of conducting this study has changed the researcher's perspective on many things. When starting the literature review process in the planning of this study, the researcher was digesting information from the current knowledge base, and much of that information had a negative spin on the Latino population, as a whole. This researcher suspects that due to this, she was mimicking that type of writing style without realizing it. Prompts from her Dissertation Committee helped her to realize this was occurring, and that strengths among the population needed to be highlighted, too. This guidance helped the researcher to realize on a deeper level the importance of looking at the situation and

research process from multiple angles (e.g., ensuring the strengths of the culture are highlighted in the literature review, as well as ensuring the strengths of the participants are highlighted throughout the dissertation) and to avoid taking information at face value. As a researcher, this is vital and these types of actions will be continued by the researcher in the future. Also, this researcher was subconsciously reflecting on her own recollection of adolescence and relating it to the study participants when it came to her processing some of the information they conveyed. By anticipating this from the onset of a future research project that focuses on adolescents, the researcher can be more aware of and transparent toward this with herself from the beginning, allowing for this to be addressed in the moment.

There was individual bias on behalf of the researcher, based on her personal experiences, as well as with her cultural and linguistic background. The researcher is conversationally proficient in Spanish, which led to internships as a document translator for a university in Chile, as well as an interpreter in court and medical offices throughout Chicago for Latina women immigrants, many of whom were undergoing the Visa application process. The researcher has also worked as an Intensive Care Coordinator with Latino male adolescents who did not have a male role model in their homes. Those adolescents who were receiving mentoring services from adult males appeared to thoroughly enjoy their time spent with their mentors and viewed their mentors as role models. Although the researcher's previous work with Latinos sparked the interest for this study, consistent with what Narrative Research calls for, she needed to and did her best to allow for the participants' stories to speak for themselves in an objective manner and avoid connecting them to her own past experiences or observations. In other words,

just because she had experience living, traveling, or working in other parts of the country or world does not mean these experiences necessarily relate to the participants' own lives. Her past experiences are what led to the decision to propose and conduct this current study, but these experiences do not inform this study. Steps to ensure this occurred included this researcher's transparency when it came to the study's audit trail and the documents that can be found within it (such as the reflexive journal), as well as the member-checking process she engaged in with the study's participants. Granted, as discussed previously, there are limitations when it comes to the fact that there was not an auditor of the audit trail, as well as the member-checking process that took place.

Recommendations for the Field

Considering this study focused on male mentees, their male mentors, and other relationships, a similar type of study which explores the experiences, opinions, and perceptions of female Latina adolescents would be an excellent contribution to existing literature. Further research focusing on the varying experiences of first-generation, second-generation, and newly-immigrated Latino adolescents is recommended as well. It is important for research to be completed to address the unique experiences of Puerto Rican adolescents who are living in the mainland United States. In the future, this researcher plans to address the complex theoretical issues related to racism and respect among Latino adolescents more in-depth. As mentioned in Chapter 1, there are various types of mentoring program arrangements that exist. This dissertation assessed Latino male adolescents that participate in a specific type of mentoring program arrangement. To specify, the participants from this study generally attend their mentoring program several days per week. In other mentoring arrangements, for example, the set-up between

the mentor and mentee can be more of a one-on-one ratio and contact can occur less frequently. Though this study provides valuable insight regarding the mentees from one particular program site, it would be beneficial to replicate this type of study for other types of mentoring programs, arrangements, and parts of the country with a wider range of participant backgrounds being represented. Another important consideration is the fact that most of the participants reported they are of Puerto Rican descent. A similar study which includes the perspectives of a wider range of country of origin could result in other perspectives of Latino participants. Additionally, it is recommended for mentors to engage in a process for which they establish and explore their own biases in terms of the populations they are serving, considering bias is present in everyone. Assessing mentees' feelings of safety on-site when it comes to bullying, physical fights, or otherwise could be advantageous as well. For youth-serving organizations such as the Boys & Girls Clubs of Central Florida, it is recommended that Latino mentees and their mothers be empowered through staff regularly consulting with them regarding various aspects of programming including food menus.

It is also important for more studies to be conducted which focus on the strengths of Latinos, considering this is not a common mindset in terms of the written narratives surrounding this population. A study could be conducted to explore the strong, positive perceptions that Latino mentees have about themselves, as well as whether and how their mentors helped to shape or propel their positive self-image. Similar studies which not only acknowledge, but that are based on strengths-based theory and research topics could help shift the United States' seemingly sweeping negatively-toned perception of the population not only in terms of mentoring, but in general, and hopefully from the nation's

leaders. Though this is not necessarily just a research-based recommendation, leadership training could be advantageous for this population, considering the mentees from this study exhibited leadership skills (e.g., doing the right thing for others, expecting others to follow the rules, speaking their minds, etc.). Eliciting male mentors' (either paid or volunteer) insights and recommendations could be helpful in terms of finding out what they feel their mentoring program sites are doing well, the areas in which they could improve, as well as more specific recommendations for receiving quality training for this mentoring population, which could give them the ability to provide more culturally-relevant services for their Latino mentees. Latino adolescent mentees from their program site could be assessed regularly in an open-ended way to retrieve their recommendations for their mentoring program's improvement. The Boys & Girls Club mentoring site that this study assessed could keep this study's participants' experiences in mind in terms of their own programming efforts and plans.

Schools of social work should make efforts to focus on the values and strengths of this population when it comes to the curriculum they emphasize in terms of single mothers, other adults' involvement in Latino adolescents' lives, and the culture's values, as there are many strengths this population possesses. There should be more emphasis on the many strong, positive roles that mentors can provide for Latino adolescents. As exhibited by this study, for instance, male mentors can serve as inspiration, make mentees feel more confident and secure about themselves, reinforce right from wrong, and have generally strong, two-sided relationships with their mentees. This type of influence has the ability to be transformational in an adolescent's life.

Conclusion

This study aimed to give Latino male adolescents who have grown-up with their single mothers the opportunity to voice their perceptions on how - or if at all - they have been impacted by their upbringings. Additionally, these adolescents had the ability to discuss their experiences with the Boys & Girls Club, including the areas in which the program is operating successfully, as well as to provide suggestions regarding how they feel their mentoring program could be improved. It is clear that the mentees from this study have genuine gratitude and love for their mentoring site, which speaks to the mission-drive success of the program. By using inductive reasoning and Narrative Research, this study explored the participants' experiences to discover themes, sub-themes, categories, and ultimately, the study's overall findings. Findings from this study shine light on these mentees' unique experiences and valuable recommendations. At their mentoring program site, the mentees can learn new skills, engage in common interests with their mentors, and they are provided guidance and encouragement from their mentors. The mentees also have freedom to partake in activities of their choice, they feel safe on site, they can make new friends, and they can spend time with existing friends at the Boys & Girls Club. In terms of their recommendations, the mentees especially desire for the staff to be more vigilant about the behaviors of the mentees throughout the program, especially when it comes to them behaving in a disrespectful manner and/or rule-breaking. In terms of programming, multiple mentees would also prefer for their mothers to have the opportunity to be more involved with the Boys & Girls Club, in general, as these options are limited. Much emphasis was placed on the desire for equipment to be improved on-site, such as when it comes to updating technology or

replacing older equipment for new equipment. Improving the quality of food and the options for what foods to have available to eat on-site are other recommendations to take into consideration. The mentees from this study share sweepingly positive attitudes and perceptions of their mothers, as their mothers are protective, supportive, hard-working, and they share strong connections with their mothers. Though the mentees have an array of different types of relationships with their biological fathers, they do have many other supportive male figures (i.e., natural mentors) from various parts of their lives.

Participants from this study demonstrated maturity, critical thinking skills, and keen observations about their own social circles and the environments they surround themselves with, as well as integrity. Participants demonstrated several of these positive traits during the interview process, as well as their openness to discuss the various topics their interviews explored. Participants were willing to speak openly and directly. These adolescents are motivated, have gratitude for the supportive adults they have in their lives, and they genuinely enjoy the Boys & Girls Club for a multitude of reasons. Findings indicated that the Boys & Girls Club Program is making a positive and lasting impact on the Latino mentees that attend the program. Through studies like this, the great impacts the program is making on the Latino mentees it is serving can be displayed. Based on their supportive mothers, their mentors, the many benefits they receive from their mentoring program, and their impressive individual traits, it is anticipated that the mentees from this study will continue to develop into wise, mature, and impressive young men.

APPENDICES

Appendix A- Demographic Survey

The Experiences of Latino Adolescent Mentees growing up with a Single Mother and Mentoring Program Development: A Narrative Analysis Study

1. How old are you? _____
2. What grade are you in? _____
3. What is your ethnic background? _____
4. Who do you live with? _____
5. When did you start attending the mentoring program? _____
6. How many times have you met with your mentor? _____
7. What is your mentor's ethnic background/race? _____
8. Where were you born? _____
9. How many siblings do you have? _____
10. How long did you wait to first meet with your mentor after signing up for the mentoring program? _____

Appendix B- Interview Questionnaire

Statement to make prior to each interview:

I am interested in learning about you and your experiences with your family, as well as your mentoring program. Remember that your input is voluntary. You are not required to answer any questions that you feel uncomfortable with. Also, you may end your participation in the interview at any time.

Interview Questionnaire:

- Tell me a bit about your family.
- Can you tell me about your dad?
- Can you tell me about whether there is another man in your life who is like a father-figure to you?
- Tell me about your experience with your mentoring program.
- Can you tell me a bit about your mentor?
- What did/do you have in common?
- What types of things did/do you do together?
- What types of things have you learned from him?
- How is your mentor similar to or different from you?
- How about your culture and your mentor's culture-- can you talk about what is similar or different between them?
- Can you tell me a bit about your own values or morals as a Latino?
- Has your mentor been able to support your own understanding or practice of these values or morals?
- Can you describe a little bit about how you see yourself as an individual?
- How about feeling comfortable with or better understanding who you are as an individual-- was your mentor able to help you with this?
- What did/do your friends think about your involvement with your mentoring program?
- Was your mother included in your mentoring services in any way?
 - If she was included, ask this:
 - How was she included?
 - What are your thoughts on her involvement with your services?
 - If she was not included, ask this:
 - Would you have preferred for her to have been more involved?
 - How might your experience have been different if she was able to be more involved?

Proceed here:

- Based on your experience, what works well in a mentoring program?
- What are improvements that you feel your mentoring program could make?
- If you could change your present or most recent mentoring setup, how would you change it?
- Have you experienced a mentoring program service ending?
 - If they have, ask this:
 - What was that like?
 - Did you feel ready when the service ended?

- Why or why not?

Proceed here:

- Are there any other things you would like to talk about that we have not discussed today?

Appendix C- Assent Form (Children Ages 12-14)

**INDIANA UNIVERSITY INFORMED CONSENT STATEMENT FOR
RESEARCH**

The Experiences of Latino Adolescent Mentees growing up with a Single Mother and
Mentoring Program Development: A Narrative Analysis Study

**Indiana University School of Social Work
(1908403778)**

WHAT WE'RE DOING

You are being asked to be a part of a research study. Scientists do research to answer important questions which might help change or improve the way we do things in the future.

This form will give you information about the study to help you decide whether you want to be a part of it. Please read this form and ask any questions you have before agreeing to be in the study.

IT IS YOUR DECISION

You may choose not to take part in the study. You can choose to leave the study at any time.

WHY IS THIS STUDY BEING DONE?

The purpose of this study is to invite you to share about your life and your mentoring program.

You were selected as a possible participant because you have lived with a single mother for multiple years, if you live with your father, it is on the weekends, you self-identify as male and Latino, you are middle or high school-aged, and you have participated in at least six mentoring sessions with a male mentor.

WHAT WILL HAPPEN DURING THE STUDY?

If you agree to be in the study, you will do the following things:

- Speak with Christine face-to-face at your mentoring program for around one hour (if you live in Florida)

OR

- Speak with Christine via video chat at your home or your mentoring program (if you live in Ohio)

WHAT ARE THE RISKS OF TAKING PART IN THE STUDY?

While participating in the study, the risks, side effects, and/or discomforts include:

- A risk of possibly feeling uncomfortable from the nature of the interview questions.
- A risk of possibly remembering sad or painful memories from the past.

WHAT'S IN IT FOR YOU?

You can share about your valuable experiences and ideas. You can also give advice on any changes you would like to see with mentoring programs.

YOUR INFORMATION WILL BE KEPT SAFE

Your information will be kept safe by password-protection. Only the researcher and the person typing the interview (transcriptionist) will have access to your comments. The transcriptionist will not have access to your name or any other personal information. Also, your interview recording will be sent and maintained via the highest level of security. No one will know you participated in this interview, unless required by law.

WILL I BE PAID FOR PARTICIPATION?

You will be paid a \$20 Target gift card for participating in this study.

WHO SHOULD I CALL WITH QUESTIONS OR PROBLEMS?

For questions about the study, contact the researcher Christine Bishop, at xxx-xxx-xxxx or cmgarry@iu.edu

To discuss any complaints or issues, please contact the IU Human Subjects Office at 800-696-2949 or at irb@iu.edu

Appendix D- Study Information Sheet for Adolescents Ages 15 (+)

**INDIANA UNIVERSITY INFORMED CONSENT STATEMENT FOR
RESEARCH**

The Experiences of Latino Adolescent Mentees growing up with a Single Mother and
Mentoring Program Development: A Narrative Analysis Study

**Indiana University School of Social Work
(1908403778)**

ABOUT THIS RESEARCH

You are being asked to participate in a research study. Scientists do research to answer important questions which might help change or improve the way we do things in the future.

This consent form will give you information about the study to help you decide whether you want to participate. Please read this form and ask any questions you have before agreeing to be in the study.

TAKING PART IN THIS STUDY IS VOLUNTARY

You may choose not to take part in the study or may choose to leave the study at any time. Deciding not to participate, or deciding to leave the study later, will not result in any penalty or loss of benefits to which you are entitled and will not affect your relationship with the Indiana University School of Social Work or your mentoring program.

WHY IS THIS STUDY BEING DONE?

The purpose of this study is to allow you to share your experiences regarding both growing up and participating in a mentoring program. You will also have the opportunity to provide advice for mentoring programs that serve other youth in a similar position.

You were selected as a possible participant because you have lived with a single mother for multiple years, if you live with your father, it is on the weekends, you self-identify as male and Latino, you are middle or high school-aged, and you have participated in at least six mentoring sessions with a male mentor.

The study is being conducted by Christine Bishop, Doctoral Candidate at Indiana University School of Social Work.

HOW MANY PEOPLE WILL TAKE PART?

If you agree to participate, you will be one of approximately 12 participants taking part in this study.

WHAT WILL HAPPEN DURING THE STUDY?

If you agree to be in the study, you will do the following things:

- Based on your location, participate in either a face-to-face interview at your mentoring program's site, or via video recording in your home or at your mentoring program's site (the interview will last approximately one hour).
- Discuss your experiences and opinions about topics like your background and your mentoring program.

WHAT ARE THE RISKS OF TAKING PART IN THE STUDY?

While participating in the study, the potential risks, side effects, and/or discomforts include:

- A risk of possibly feeling uncomfortable from the nature of the interview questions.
- A risk of possibly remembering sad or painful memories from the past.

While completing the interview, you can tell Christine that you feel uncomfortable or do not want to answer a particular question at any time. You may also quit the interview at any time.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THE STUDY?

There are no direct benefits. The benefits to participation that are reasonable to expect are that you will be given the opportunity to provide your valuable ideas and feedback regarding this topic of study and ways in which adolescents' situations can be improved.

HOW WILL MY INFORMATION BE PROTECTED?

Strong efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published. Only the researcher completing this study and the transcriptionist (typist) typing the interview after it is completed will have access to your interview recording. Your name or any other identifying information will not be known by the transcriptionist. The storage and submission of the interview recording will be done via the highest level of security/encryption.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator, the Indiana University Institutional Review Board or its designees, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) and others who may need to access your medical and/or research records.

WILL MY INFORMATION BE USED FOR RESEARCH IN THE FUTURE?

Information for this study may be used for future research studies or shared with other researchers for future research. If this happens, information which could identify you will be removed before any information is shared. Since identifying information will be removed, we will not ask for your additional consent.

WILL I BE PAID FOR PARTICIPATION?

You will be paid a \$20 Target gift card for participating in this study.

WHO SHOULD I CALL WITH QUESTIONS OR PROBLEMS?

For questions about the study, contact the researcher Christine Bishop, at xxx-xxx-xxxx or cmgarry@iu.edu

For questions about your rights as a research participant, to discuss problems, complaints, or concerns about a research study, or to obtain information or to offer input, please contact the IU Human Subjects Office at 800-696-2949 or at irb@iu.edu

CAN I WITHDRAW FROM THE STUDY?

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time.

Appendix E- Study Information Sheet for English-Speaking Parents
INDIANA UNIVERSITY INFORMED CONSENT STATEMENT FOR RESEARCH

The Experiences of Latino Adolescent Mentees growing up with a Single Mother and Mentoring Program Development: A Narrative Analysis Study

Indiana University School of Social Work

(1908403778)

ABOUT THIS RESEARCH

Your child is being asked to participate in a research study. Scientists do research to answer important questions which might help change or improve the way we do things in the future.

This form will give you information about the study to help you decide whether you want your child to participate. Please read this form and ask any questions you have before agreeing for your child to be in the study.

TAKING PART IN THIS STUDY IS VOLUNTARY

You/your child may choose not to take part in the study or may choose to leave the study at any time. Deciding not to participate, or deciding to leave the study later, will not result in any penalty or loss of benefits to which your child is entitled and will not affect your/your child's relationship with the Indiana University School of Social Work or the mentoring program.

WHY IS THIS STUDY BEING DONE?

The purpose of this study is to allow your child to share their experiences regarding both growing up and participating in a mentoring program. Your child will also have the opportunity to provide advice for mentoring programs that serve other youth in a similar position.

Your child was selected as a possible participant because he has lived with a single mother for multiple years, if he lives with his father, it is on the weekends, he self-identifies as male and Latino, he is middle or high school-aged, and he has participated in at least six mentoring sessions with a male mentor.

The study is being conducted by Christine Bishop, Doctoral Candidate at Indiana University School of Social Work.

HOW MANY PEOPLE WILL TAKE PART?

If you agree for your child to participate, your child will be one of approximately 12 participants taking part in this study.

WHAT WILL HAPPEN DURING THE STUDY?

If you agree for your child to be in the study, they will do the following things:

- Participate in a face-to-face interview either in-person or via an online meeting program (depending on the mentoring program site's location) to share their experiences and opinions (will last approximately one hour).
- The interviews that occur via an online meeting can take place in your home or at your mentoring program's site.

WHAT ARE THE RISKS OF TAKING PART IN THE STUDY?

While participating in the study, the risks, side effects, and/or discomforts include:

- A risk of possibly feeling uncomfortable from the nature of the interview questions.
- A risk of possibly remembering sad or painful memories from the past.

While completing the interview, your child can tell Christine that they feel uncomfortable or do not want to answer a particular question at any time. Your child may also quit the interview at any time.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THE STUDY?

There are no direct benefits. We hope that some benefits to participation that are reasonable to expect are that your child will be given the opportunity to provide their valuable ideas and feedback regarding this topic of study and ways in which adolescents' situations can be improved.

HOW WILL MY INFORMATION BE PROTECTED?

Strong efforts will be made to keep all personal information confidential. We cannot guarantee absolute confidentiality. Personal information may be disclosed if required by law. Your child's identity will be held in confidence in reports in which the study may be published. Only the researcher completing this study and the transcriptionist (typist) typing the interview after it is completed will have access to your interview recording.

Your child's name or any other identifying information will not be known by the transcriptionist. The storage and submission of the interview recording will be done via the highest level of security/encryption.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator, the Indiana University Institutional Review Board or its designees, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) and others who may need to access your medical and/or research records.

WILL MY INFORMATION BE USED FOR RESEARCH IN THE FUTURE?

Information for this study may be used for future research studies or shared with other researchers for future research. If this happens, information which could identify your child will be removed before any information is shared. Since identifying information will be removed, we will not ask for additional consent.

WILL I BE PAID FOR PARTICIPATION?

Your child will be paid a \$20 Target gift card for participating in this study.

WHO SHOULD I CALL WITH QUESTIONS OR PROBLEMS?

For questions about the study, contact the researcher Christine Bishop, at xxx-xxx-xxxx or cmgarry@iu.edu

For questions about your child's rights as a research participant, to discuss problems, complaints, or concerns about a research study, or to obtain information or to offer input, please contact the IU Human Subjects Office at 800-696-2949 or at irb@iu.edu

CAN I WITHDRAW FROM THE STUDY?

Taking part in this study is voluntary. You/your child may choose not to take part or may leave the study at any time.

Appendix F- Study Information Sheet for Spanish-Speaking Parents

DECLARACIÓN DE CONSENTIMIENTO INFORMADO DE LA UNIVERSIDAD DE INDIANA PARA LA INVESTIGACIÓN

Las Experiencias de los Aprendices de Adolescentes Latinos que crecen con una Madre Soltera y el Desarrollo del Programa de Mentoría: Un Estudio de Análisis Narrativo

Escuela de Trabajo Social de la Universidad de Indiana

(1908403778)

ACERCA DE ESTA INVESTIGACIÓN

Se le pide a su hijo que participe en un estudio de investigación. Los científicos investigan para responder preguntas importantes que podrían ayudar a cambiar o mejorar la forma en que hacemos las cosas en el futuro.

Este formulario le dará información sobre el estudio para ayudarlo a decidir si desea que su hijo participe. Lea este formulario y haga cualquier pregunta que tenga antes de aceptar que su hijo participe en el estudio.

PARTICIPAR EN ESTE ESTUDIO ES VOLUNTARIO

Usted/su hijo pueden optar por no participar en el estudio o pueden optar por abandonar el estudio en cualquier momento. La decisión de no participar, o la decisión de abandonar el estudio más tarde, no dará lugar a ninguna sanción o pérdida de beneficios a los que tiene derecho su hijo y no afectará su relación con la Escuela de Trabajo Social de la Universidad de Indiana o el programa de tutoría.

¿POR QUÉ SE ESTÁ HACIENDO ESTE ESTUDIO?

El propósito de este estudio es permitir que su hijo comparta sus experiencias con respecto al crecimiento y la participación en un programa de mentoría. Su hijo también tendrá la oportunidad de brindar asesoramiento para programas de mentoría que sirven a otros jóvenes en una posición similar.

Su hijo fue seleccionado como posible participante porque ha vivido con una madre soltera durante varios años, si vive con su padre, es los fines de semana, se autoidentifica como hombre y Latino, está en la escuela media o secundaria, y ha participado en al menos seis sesiones de tutoría con un mentor masculino.

El estudio está siendo realizado por Christine Bishop, Candidata Doctorado en la Escuela de Trabajo Social de la Universidad de Indiana.

¿CUÁNTAS PERSONAS PARTICIPARÁN?

Si acepta que su hijo participe, su hijo será uno de aproximadamente 12 participantes que participarán en este estudio.

¿QUÉ OCURRIRÁ DURANTE EL ESTUDIO?

Si acepta que su hijo participe en el estudio, hará lo siguiente:

- Participar en una entrevista en persona para compartir sus experiencias y opiniones (durará aproximadamente una hora).
- La entrevista tendrá lugar en Boys & Girls Club.

¿CUÁLES SON LOS RIESGOS DE PARTICIPAR EN EL ESTUDIO?

Mientras participa en el estudio, los riesgos, efectos secundarios y/o molestias incluyen:

- Un riesgo de posiblemente sentirse incómodo debido a la naturaleza de las preguntas de la entrevista.
- Un riesgo de recordar recuerdos tristes o dolorosos del pasado.

Mientras completa la entrevista, su hijo puede decirle a Christine que se siente incómodo o que no quiere responder una pregunta en particular en cualquier momento. Su hijo también puede abandonar la entrevista en cualquier momento.

¿CUÁLES SON LOS BENEFICIOS POTENCIALES DE PARTICIPAR EN EL ESTUDIO?

No hay beneficios directos. Esperamos que algunos beneficios de la participación que son razonables de esperar sean que su hijo tenga la oportunidad de brindar sus valiosas ideas y comentarios sobre este tema de estudio y las formas en que se pueden mejorar las situaciones de los jóvenes.

¿CÓMO SERÁ PROTEGIDA MI INFORMACIÓN?

Se harán grandes esfuerzos para mantener la confidencialidad de toda la información personal. No podemos garantizar confidencialidad total. La información personal puede divulgarse si así lo exige la ley. La identidad de su hijo se mantendrá confidencial en los informes en los que se pueda publicar el estudio. Solo el investigador que complete este estudio y el transcriptor (mecnógrafo) que escriba la entrevista después de que se complete tendrá acceso a la entrevista que grabe el nombre de su hijo. Cualquier otra información de identificación no será conocida por el transcriptor. El almacenamiento y envío de la grabación de la entrevista se realizará a través del más alto nivel de seguridad/criptación.

Las organizaciones que pueden inspeccionar y/o copiar sus registros de investigación para garantizar la calidad y el análisis de datos incluyen grupos como el investigador del estudio, la Junta de Revisión Institucional de la Universidad de Indiana o sus designados, y (según lo permite la ley) agencias estatales o federales, específicamente la Oficina para Protecciones de Investigación Humana (OHRP) y otras personas que puedan necesitar acceder a sus registros médicos y/o de investigación.

¿SE UTILIZARÁ MI INFORMACIÓN PARA LA INVESTIGACIÓN EN EL FUTURO?

La información para este estudio puede usarse para futuros estudios de investigación o compartirse con otros investigadores para futuras investigaciones. Si esto sucede, la información que pueda identificar a su hijo se eliminará antes de compartir cualquier

información. Como se eliminará la información de identificación, no solicitaremos un consentimiento adicional.

¿SE PAGARÁ POR LA PARTICIPACIÓN?

A su hijo se le pagará una tarjeta de regalo Target de \$20 por participar en este estudio.

¿A QUIÉN DEBO LLAMAR CON PREGUNTAS O PROBLEMAS?

Para preguntas sobre el estudio, comuníquese con la investigadora Christine Bishop, al xxx-xxx-xxxx o cmgarry@iu.edu

Si tiene preguntas sobre los derechos de su hijo como participante de la investigación, para discutir problemas, quejas o inquietudes sobre un estudio de investigación, o obtener información o ofrecer comentarios, comuníquese con la Oficina de Sujetos Humanos de IU al 800-696-2949 o en irb@iu.edu

¿PUEDO RETIRARME DEL ESTUDIO?

Participar en este estudio es voluntario. Usted/su hijo pueden optar por no participar o pueden abandonar el estudio en cualquier momento.

Appendix G- Recruitment Email for Parents of Children Ages 12-17

Greetings,

Your child is invited to participate in a study being conducted by Christine Bishop, a Ph.D. Candidate at Indiana University's School of Social Work. Christine will individually interview participants for approximately one hour during Autumn of 2019. Christine will interview youth mentees who are male, Latino, and have lived with a single mother for multiple years. For those youth who live with their father, it is a weekend custody arrangement. Also, youth must have participated in at least six mentoring sessions with their male mentor. She would like to gain their insights on these experiences, and their recommendations for mentoring programs that serve other youth who are in similar situations.

In an effort to confirm the study's findings are consistent with participants' experiences, Christine will reach out to the participants via telephone to discuss her findings and make any potential adjustments to them, per the participants' responses. Participants' identifying information will be completely confidential throughout the research process.

Participants will be compensated for their participation in this study with a \$20 Target gift card.

Please feel free to contact Christine regarding your interest in this study, to schedule an interview, or to ask any questions you may have. Her contact information can be found below.

Thank you.

Best,

Christine Bishop, MSW, LSW

Contact information:

Cell phone number: x-xxx-xxx-xxxx (call or text)

Email address: cmgarry@iu.edu

Appendix H- Recruitment Email for Adolescents Ages 12-17

Hello,

You are asked to join in a study by Christine Bishop, a Ph.D. Candidate at Indiana University School of Social Work. Christine will interview youth one-by-one for about one hour during the Autumn of 2019. Christine will interview youth mentees who are male, Latino, have lived with a single mother for several years, and have joined in at least six mentoring times with their male mentors. For any boys who live with their fathers, it is part-time/on the weekends. She would like to hear about these experiences and your ideas for mentoring programs that can help other adolescents who are a lot like you.

If you choose to join in, Christine will call you after the study is done to make sure she understands your answers correctly.

All study participants will be given a \$20 Target gift card.

Please feel free to contact Christine if you have any questions.

Thank you.

Best,

Christine Bishop

Contact information:

Cell phone number: x-xxx-xxx-xxxx (call or text)

Email address: cmgarry@iu.edu

Appendix I- Recruitment Email for Participants who are Age 18

Greetings,

You are invited to participate in a study being conducted by Christine Bishop, a Ph.D. Candidate at Indiana University's School of Social Work. Christine will individually interview participants for approximately one hour during the Autumn of 2019. Christine will interview youth mentees who are male, Latino, have lived with a single mother for several years, and have participated in at least six mentoring sessions with their male mentor. For anyone who lives with their fathers, it is part-time/on the weekends. She would like to gain your insight on these experiences and your recommendations for mentoring programs that serve other youth who are in similar situations.

In an effort to confirm the study's findings are consistent with your experiences, Christine will reach out to you via telephone to discuss her findings and make any potential adjustments to them, per your thoughts. Your identifying information will be completely confidential throughout the research process.

Participants will be compensated for their participation in this study with a \$20 Target gift card.

Please feel free to contact Christine regarding your interest in this study, to schedule an interview, or to ask any questions you may have. Her contact information can be found below.

Thank you.

Best,

Christine Bishop, MSW, LSW

Contact information:

Cell phone number: x-xxx-xxx-xxxx (call or text)

Email address: cmgarry@iu.edu

Appendix J- Recruitment Email for Spanish-Speaking Parents

Saludos,

Su hijo está invitado a participar en un estudio realizado por Christine Bishop, Ph.D. Candidato a la Escuela de Trabajo Social de la Universidad de Indiana. Christine entrevistará individualmente a los participantes durante aproximadamente una hora durante el otoño de 2019. Christine entrevistará a jóvenes aprendices que son hombres, Latinos, han vivido con una madre soltera para varios años y han participado en al menos seis sesiones de tutoría con su mentor masculino. Para aquellos jóvenes que viven con su padre, es un acuerdo de custodia de fin de semana.

A ella le gustaría obtener sus puntos de vista sobre estas experiencias y sus recomendaciones para los programas de tutoría que sirven a otros jóvenes que se encuentran en situaciones similares.

En un esfuerzo por confirmar que los hallazgos del estudio son consistentes con las experiencias de los participantes, Christine se comunicará con los participantes por teléfono para discutir sus hallazgos y hacer cualquier ajuste potencial a ellos, según las respuestas de los participantes. La información de identificación de los participantes será completamente confidencial durante todo el proceso de investigación.

Los participantes serán compensados por su participación en este estudio con una tarjeta de regalo Target de \$20.

No dude en comunicarse con Christine con respecto a su interés en este estudio, programar una entrevista o hacer cualquier pregunta que pueda tener. Su información de contacto se puede encontrar a continuación.

Gracias.

Mejor,

Christine Bishop, MSW, LSW

Información del contacto:

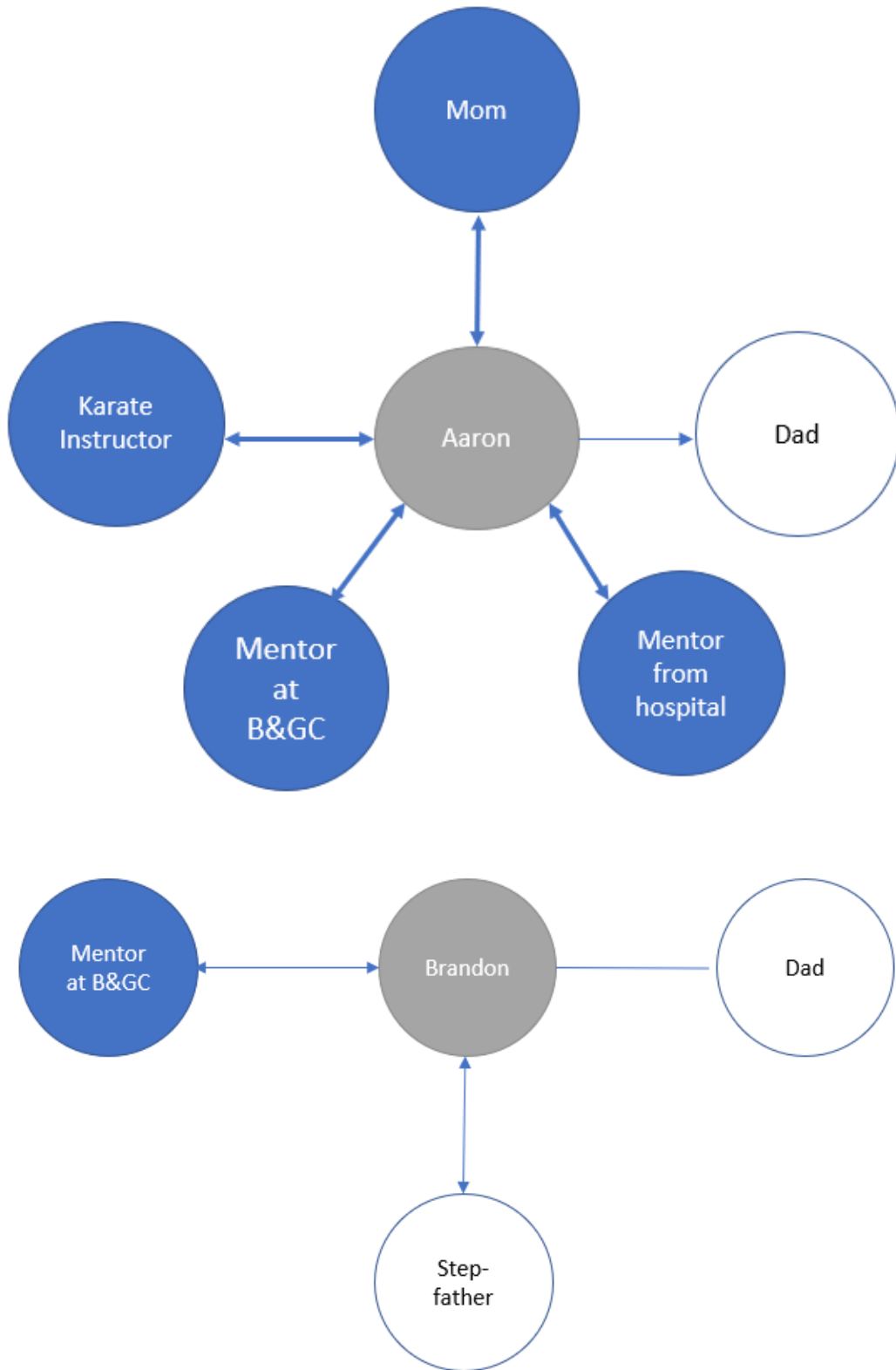
Número de teléfono celular: x-xxx-xxx-xxxx (llamada o mensaje de texto)

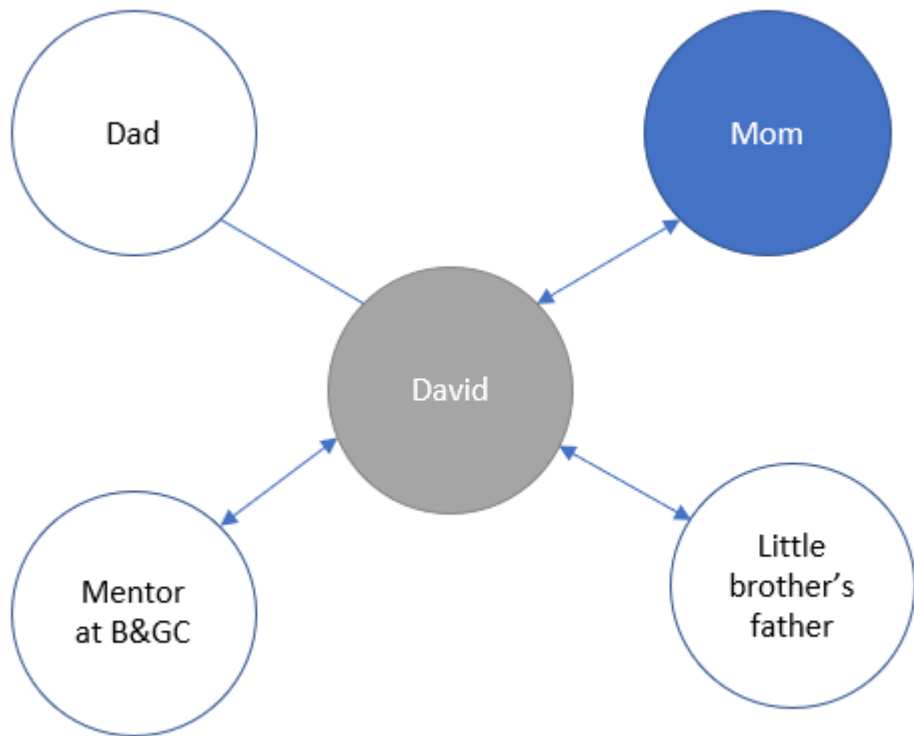
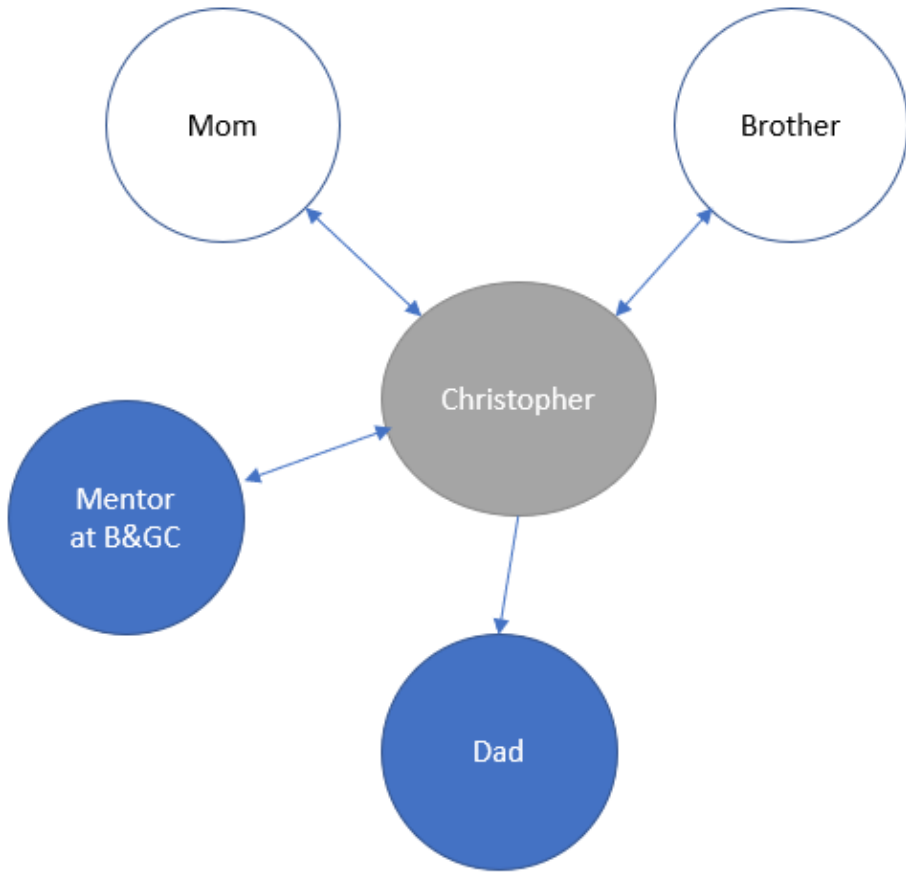
Dirección de correo electrónico: cmgarry@iu.edu

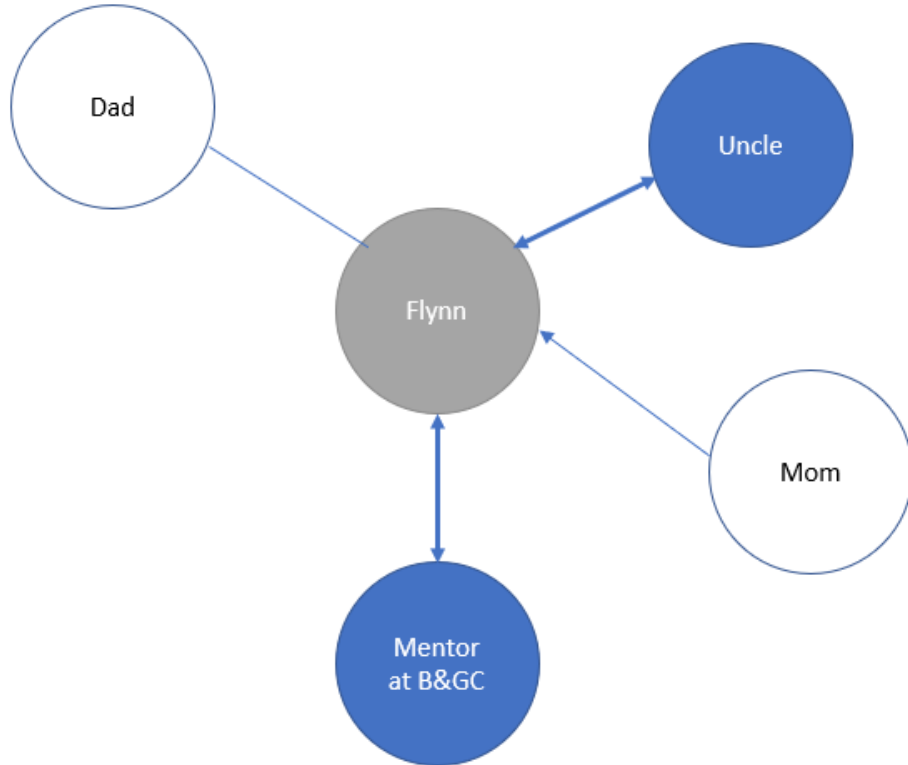
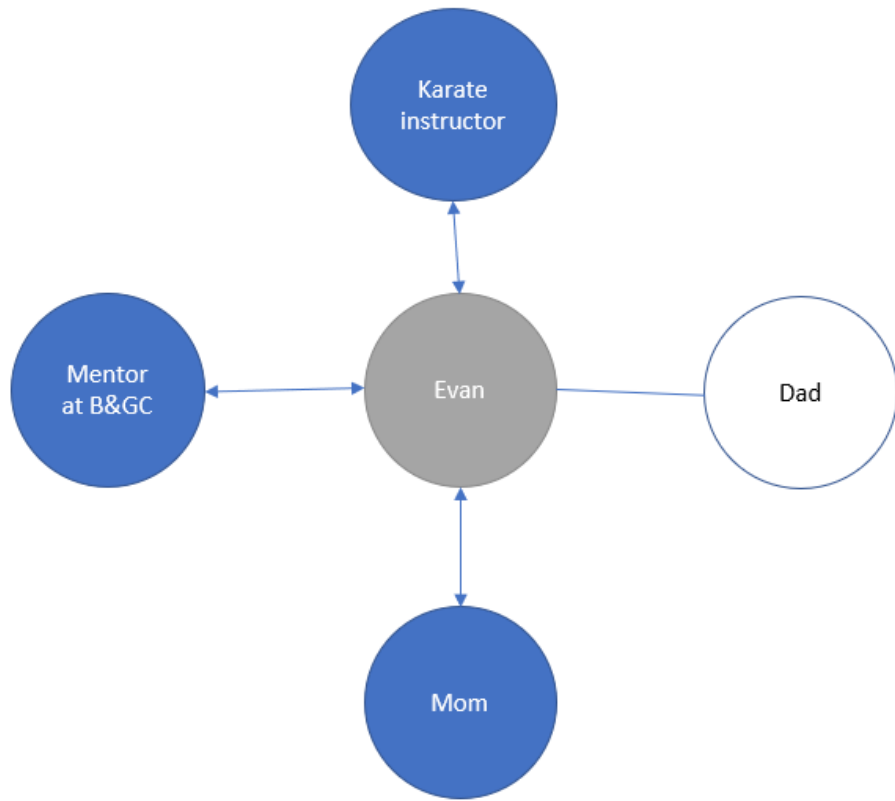
Appendix K- Timeline for Research Activities

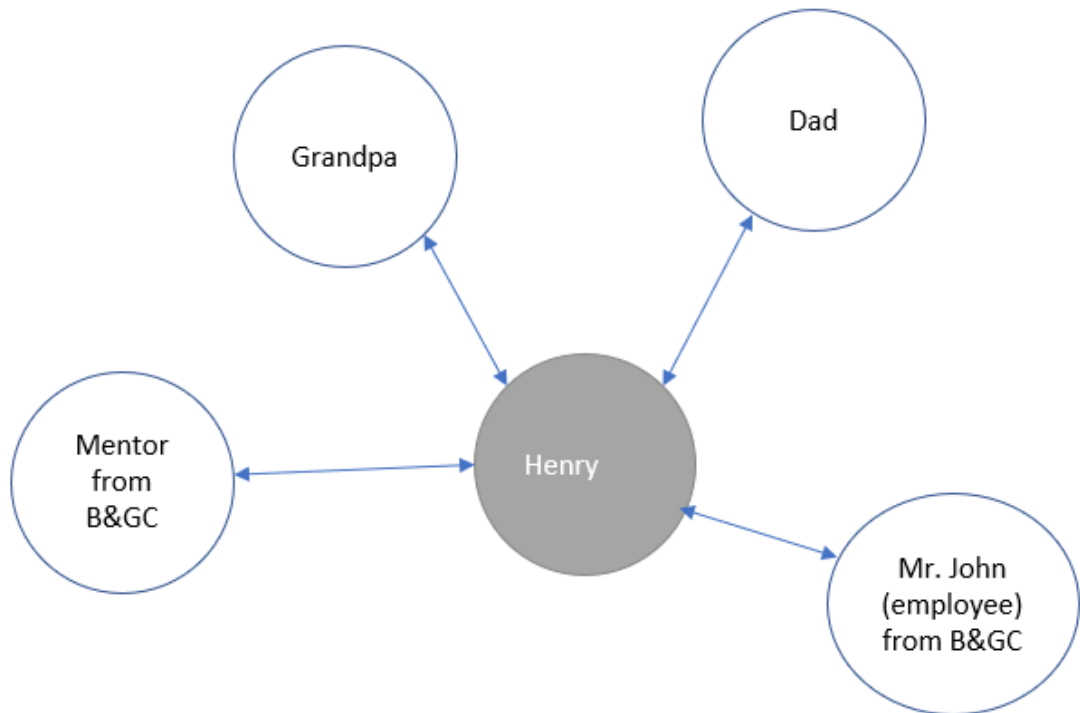
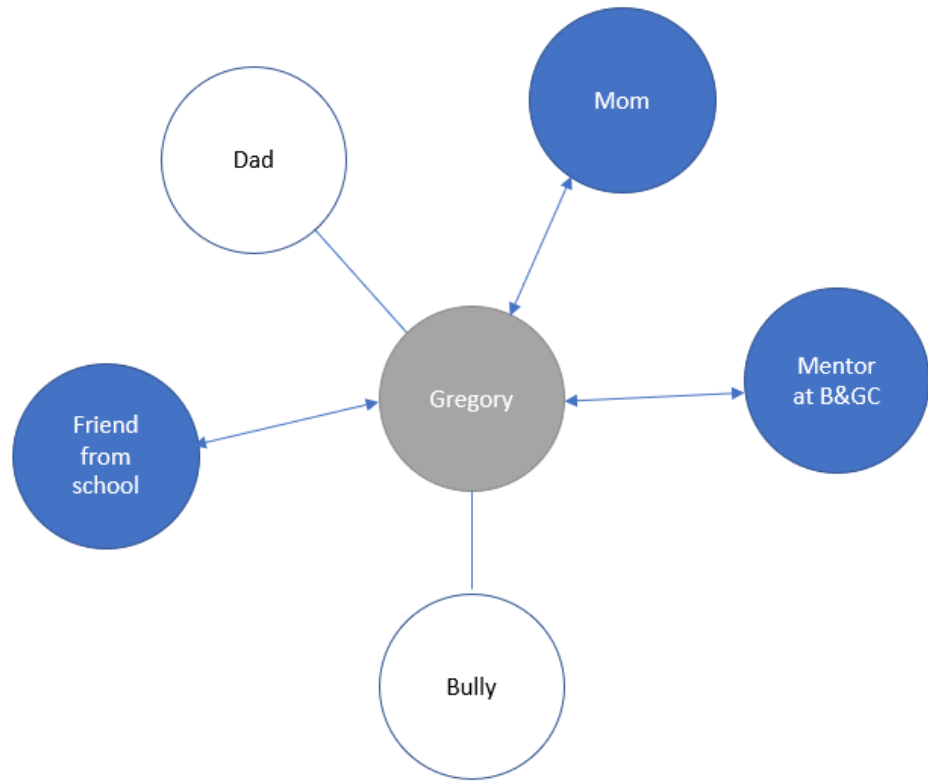
Activity	Timeline
Request IRB approval	By 08/10/2019
Receive IRB approval	By 08/31/2019
Interviews with participants from Boys & Girls Club	By 09/30/2019
Transcriptions completed	By 10/01/2019
Data analysis	By 11/30/2019
Write-up findings	By 02/01/2020
Present findings/Final defense	By 04/01/2020

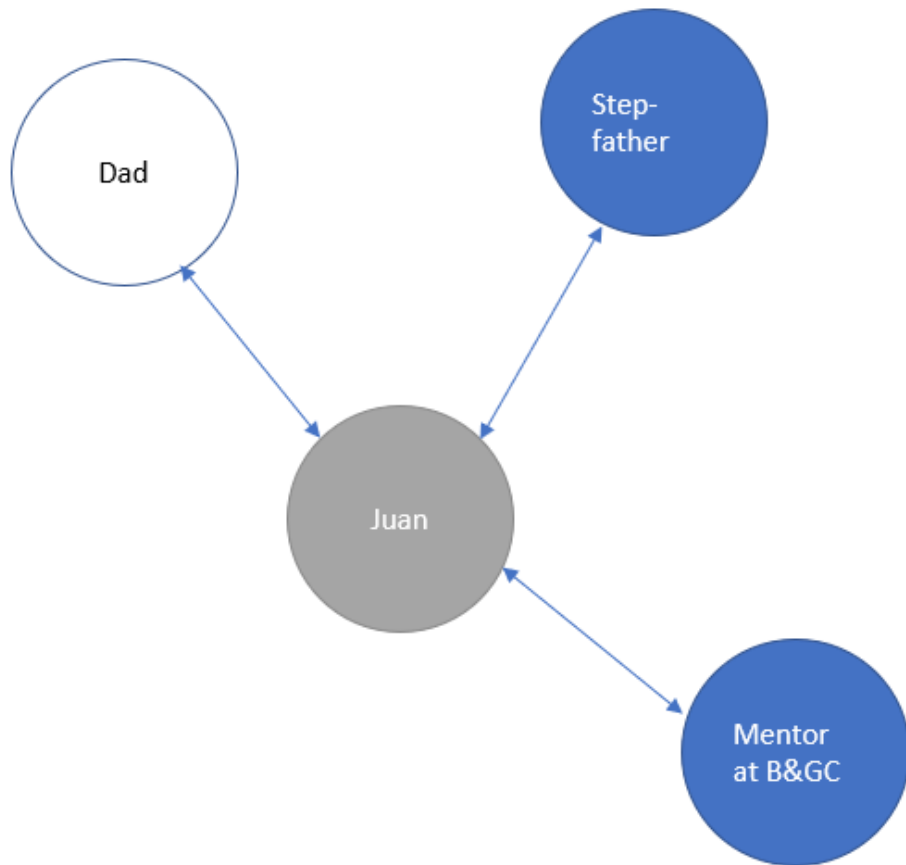
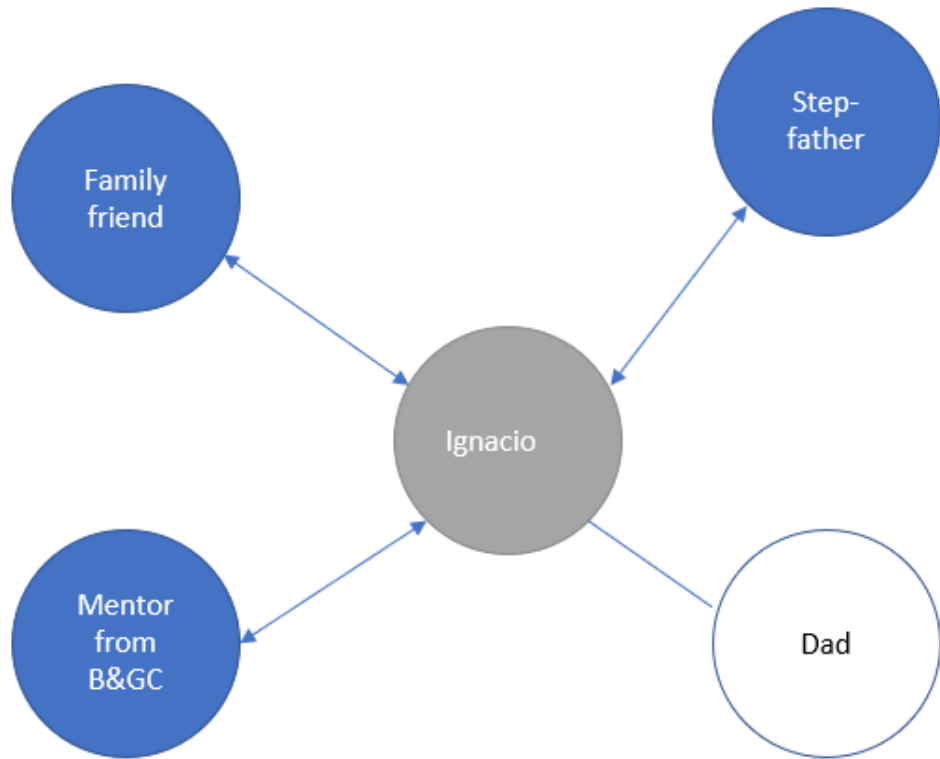
Appendix L- Social Network Maps

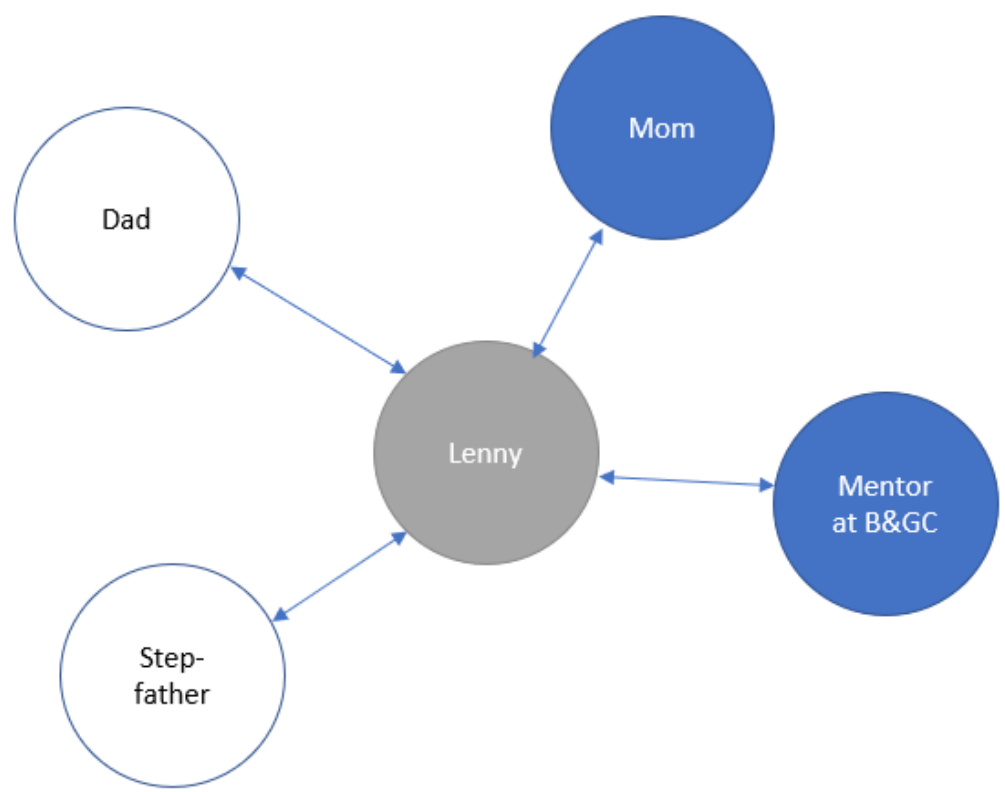
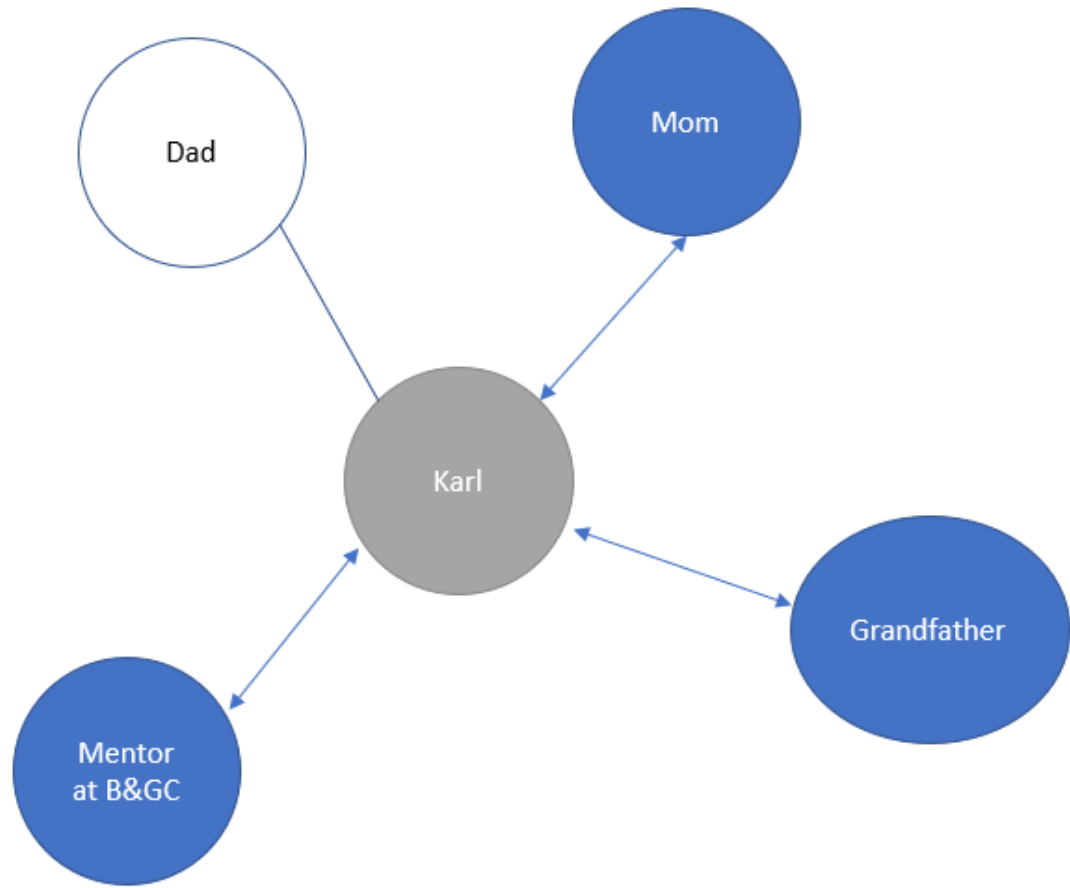


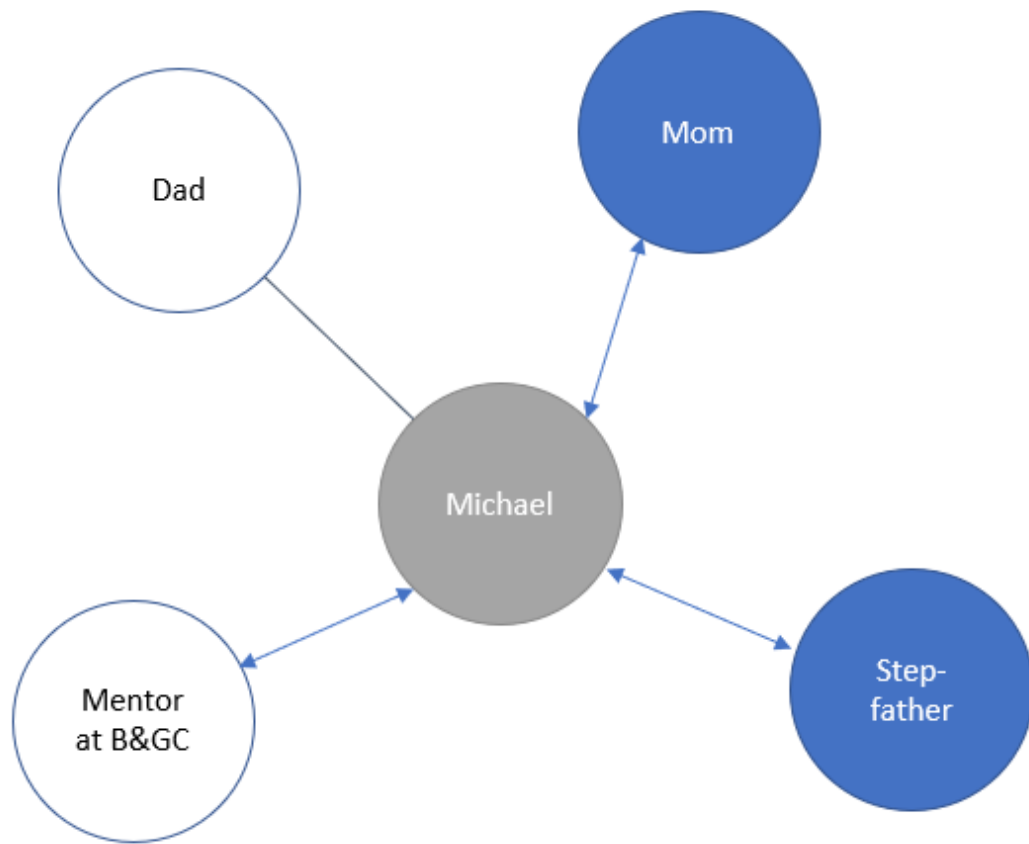












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- Zilberstein, K., & Spencer, R. (2017). Breaking bad: An attachment perspective on adolescents mentoring relationship closures. *Child and Family Social Work*, 22(1), 67-76.

CURRICULUM VITAE

Christine Marie Bishop

Education

Indiana University

Indianapolis, IN

Doctor of Philosophy of Social Work, August 2020

- GPA 3.76/4.0
- External Minor in Sociology

Loyola University Chicago

Chicago, IL

Master of Social Work, May 2014

- GPA 3.63/4.0
- Specialization in Children and Families; Track in Advanced Family Treatment
- MSW Ambassador since November 2016

Queens University of Charlotte

Charlotte, NC

Bachelor of Arts, August 2012

- Double major in Psychology and Spanish
- Graduated one year early from Bachelor's studies
- Accepted one year early to study Spanish at Escuela de Idiomas in Nerja, Spain for one month
- Recipient of Dalton International Internship Scholarship for translation internship in Viña Del Mar, Chile
- President of Psychology Club
- Secretary of Janusian Order Honor Society
- Member of Sigma Delta Pi Spanish Honor Society
- Candidate for class of 2012's liberal arts-based Core Award

Certifications

- Indiana Licensed Social Worker (LSW) since December 2016
- Indiana Adult Needs and Strengths Assessment (ANSA) Certified since September 2016
- Indiana Child and Adolescent Needs and Strengths (CANS) 5-17 Certified since September 2016
- Certified Risk Assessor since February 2016
- Basics of Motivational Interviewing/Stages of Change Certified since November 2015
- Children's Functional Assessment Rating Scale (CFARS) Certified since September 2015
- Functional Assessment Rating Scale (FARS) Certified since September 2015
- Indiana Child and Adolescent Needs and Strengths (CANS) Birth-5 Certified September 2016-December 2018

Language Skills

Proficient in reading, writing, and speaking Spanish

Experience

Indiana University School of Social Work Adjunct Professor

Kissimmee, FL
May 2019-Present

- Online Social Policy and Services Instructor for Master of Social Work students
- Online Practice Evaluation Instructor for Master of Social Work students
- Online Telebehavioral Health Social Work Practice with Individuals Instructor for Master of Social Work students
- Received higher Instructor Effectiveness scores than the department's average for virtually every section for each course

TAL Education Group English Teacher

Orlando, FL
June 2018-August 2019

- Served as an online English teacher for elementary-aged Chinese children learning English

Indiana University Doctoral Research Assistant

Indianapolis, IN
August 2016-December 2018

- Served as a member of Indiana state's Family and Social Services Administration (FSSA) Evaluation Team
- Assisted with writing quarterly, federal grant reports
- Disseminated quarterly, federal grant reports to Systems of Care throughout the state
- Aided in representing the department at quarterly, statewide meetings
- Assisted with survey coding and data entry

Robert H. McKinney School of Law Law Exam Proctor

Indianapolis, IN
November 2017-April 2018

- Served as a final exam Proctor for Indiana University's Robert H. McKinney School of Law for two semesters

Boys Town Bilingual In-Home Family Services Consultant

Oviedo, FL
November 2015-July 2016

- Provided in-home intervention to children and families
- Helped families adopt positive solutions to struggles via the teaching of parenting skills, independent living skills, behavior modification techniques, and accessing community resources
- Provided regular review and updating of service plans

Wayside Youth & Family Support Network Intensive Care Coordinator

Lowell, MA
September 2014-August 2015

- Provided a single point of accountability by ensuring that mental health services were accessed, coordinated, and delivered to adolescents and their families, and that operations were conducted in a strength-based, family/youth-driven, and linguistically relevant manner

- Established treatment goals and tasks for mental health providers working with youth
- Convened monthly Care Planning Teams with adolescents, their families, and formal and natural supports to discuss treatment, goals, and Individual Care Plans
- Completed comprehensive assessments, Individual Care Plans, Child and Adolescent Needs and Strengths (CANS) Assessments, and insurance authorizations for clients on a weekly basis

**Mercy Home for Boys & Girls
Admissions Clinician Intern**

Chicago, IL
September 2013-May 2014

- Conducted biopsychosocial clinical assessment interviews of youth and their families
- Wrote clinical assessment reports that aided staff in deciding which prospective youth candidates to accept for admission to their residential treatment programs; quality of assessments led to staff accepting 100% of recommendations for residential placement

**Taller de José
Accompanier/Translator Intern**

Chicago, IL
January 2013-August 2013

- Interpreted in court and law offices for Spanish-speaking immigrant clients
- Assisted clients who had experienced domestic or random acts of violence with U Visa/VAWA application procedures

**Pontificia Universidad Católica de Valparaíso
Translator Intern**

Valparaíso, Chile
Summer 2012

- Assisted university in adapting a standardized testing model for implementation in Chilean schools
- Translated academic journals from Spanish to English for team members
- Presented content summaries of academic journal articles to Spanish-speaking team members

Oral Presentations

Walton, B., Karikari, I., Moynihan, S., & Garry, C. (2018, December). Comparison of Children & Youth Eligible for CMHW or CMHI & CMHW Enrollment. Prepared for the Division of Mental Health and Addictions, Indiana Family and Social Services Administration.

Garry, C. Bragg, N., & Lim, M. (2018, November). *Awareness, Acceptance, and Perceptions of Cultural Diversity amongst MSW Students*. Orlando, FL: Council on Social Work Education's 64th Annual Program Meeting.

Walton, B., Karikari, I., Garry, C., & Tock, E. (2018, July). *Knowledge Diffusion and Utilization within a System of Care Model: Successes and Challenges*. Washington, D.C.: The University of Maryland, Baltimore's Training Institutes.

Walton, B.A., Karikari, I., & **Garry, C.** (2017, November). *Telling the Story: National and Local SOC Evaluation*. Indianapolis, IN: Division of Mental Health and Addiction.

Garry, C. (2017, September). *Effects of not having a Male Role Model on Latino Youth*. Indianapolis, IN: Division of Diversity, Equity, and Inclusion's Cultural Competency Training Program Meeting.

Poster Presentations

Karikari, I., Walton, B., & **Bishop, C.** (2019, March). *Future Direction for Child Mental Health: Developing a Blueprint using the System of Care Framework*. Tampa, FL: 32nd Annual Research & Policy Conference on Child, Adolescent, and Young Adult Behavioral Health.

Walton, B., Karikari, I., & **Garry, C.** (2018, July). *A Longitudinal Review of System of Care (SOC) Development: A Case Study from the Mid-West*. Washington, D.C.: University of Maryland, Baltimore Training Institutes.

Bragg, N. **Garry, C.**, & Lim, M. (2018, April). *Cultural Diversity in the MSW Learning Space: Measuring Student Awareness and Acceptance, and Exploring Perceptions*. Indianapolis, IN: Indiana University School of Social Work Annual Spring Symposium.

Garry, C. (2018, March). *Proposed Solutions to Aid in Improving Latino Youth's Educational Outcomes*. Tampa, FL: 31st Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health.

Walton, B.A., Karikari, I., **Garry, C.**, & Moynihan, S. (2018, March). *Participatory and Collaborative Evaluation Strategies to Support Data-Informed Decisions and Management*. Tampa, FL: 31st Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health.

Garry, C. (2017, June). *Effects of not having a Male Role Model on Latino Youth*. Orlando, FL: National Association of Social Workers, Florida Chapter's Social Work Conference.

Garry, C. (2017, April). *Effects of not having a Male Role Model on Latino Youth*. Indianapolis, IN: Indiana University School of Social Work's Annual Spring Symposium.

Finalized Manuscripts

Walton, B., Karikari, I., Moynihan, S. & **Garry, C.** (2018, November). System of Care Implementation Survey (SOCIS) Statewide Overview 2018. Prepared for the Division of Mental Health and Addictions, Indiana Family and Social Services Administration. Indianapolis, IN: *Indiana University School of Social Work and Indiana Family and Social Services Administration*.

- Garry, C.,** Karikari, I., Moynihan, S. & Walton, B. (2018, October). System of Care Implementation Survey (SOCIS) Statewide Regional Report. Prepared for the Division of Mental Health and Addictions, Indiana Family and Social Services Administration. Indianapolis, IN: *Indiana University School of Social Work and Indiana Family and Social Services Administration.*
- Garry, C.** (2018). Indiana's Systems of Care Reporting of Quarterly IPP Reports Assessment. Prepared for the Division of Mental Health and Addictions, Indiana Family and Social Services Administration. Indianapolis, IN: *Indiana University School of Social Work and Indiana Family and Social Services Administration.*
- Walton, B. A., McClain, R., Kim, H., & **Garry, C.** (2018, February). CMHW eligibility study review. Prepared for the Division of Mental Health and Addictions, Indiana Family and Social Services Administration. Indianapolis, IN: *Indiana University School of Social Work and Indiana Family and Social Services Administration.*
- Walton, B.A., Karikari, I., **Garry, C.,** & Moynihan, S. (2018, February). Residential Services Trends (2011-2017): Evaluation Brief. Prepared for the Division of Mental Health and Addictions, Indiana Family and Social Services Administration. Indianapolis, IN: *Indiana University School of Social Work and Indiana Family and Social Services Administration.*
- Walton, B.A., Karikari, I., & **Garry, C.** (2017, February). Indiana System of Care Implementation Survey (SOCIS 2016), Brief Summary Report. Information brief distributed to the Indiana System of Care (IN-SOC) Governance Board. Indianapolis, IN: *Indiana University School of Social Work and Indiana Family and Social Services Administration.*
- Walton, B. A., Karikari, I., & **Garry, C.** (2017, February). Indiana System of Care Implementation Survey (SOCIS 2016): Initial Analysis and Summary Report. Prepared for the Division of Mental Health and Addictions, Indiana Family and Social Services Administration. Indianapolis, IN. *Indiana University School of Social Work and Indiana Family and Social Services Administration.*
- Karikari, I., Walton, B., & **Garry, C.** (2016). Trends in Youth access to Behavioral Health Services over Time. Prepared for the Division of Mental Health and Addictions, Indiana Family and Social Services Administration. Indianapolis, IN. *Indiana University School of Social Work and Indiana Family and Social Services Administration.*

Published Manuscripts

Bishop, C., & Alamdari, S. M. (2019). The Impact of paternal involvement and United States stay length on Latino Youth's depressive symptoms. *Perspectives on Social Work, 14*(2), 2-16.

Karikari, I., Walton, B., **Bishop, C.**, Moynihan, S., & Evans, P. (2020, May). *System of Care Development: An Exploratory Longitudinal Review*.

Makki Alamdari, S., & **Bishop, C.** (2020, May). *Civic engagement among Iranians in the United States*. Manuscript pending potential publication, post-a revise and resubmit.

Journal Peer Reviews

- Peer Reviewer for the *International Journal of Educational Studies and Policy* since June 2020
- Peer Reviewer for the *Human Service Organizations: Management, Leadership, & Governance* journal since January 2018
- Peer Reviewer for the *Journal of Youth and Adolescence* since May 2017
- Peer Reviewer for Indiana University's *Advances in Social Work* journal since November 2016
- Peer Reviewer for the University of Houston's *Perspectives on Social Work* journal since November 2016

Service

Osceola Christian Ministry Center

Kissimmee, FL

Volunteer

February 2020-March 2020

- Assisted with organizing clients' files, per funders' requirements

Indiana University

Indianapolis, IN

Student Government Representative

2017-2018

- School of Social Work representative for the Graduate and Professional Student Government

Enactus at Indiana University-Purdue University Indianapolis

Indianapolis, IN

Member

February 2017- April 2017

- Served as a member of Enactus, which consists of an international team of students and faculty members who work together to improve the development of existing small businesses and startups that are aimed at improving the welfare of others
- Offered writing services to update the organization's Constitution

Boys Town

Oviedo, FL

Member of Review Committee

2016

- Member of Youth and Family Records Review Committee

**Loyola University Chicago
Student Organization Chair**

**Chicago, IL
2012-2014**

- School of Social Work Student Organization Social Committee, Chair

**Tutoring Plus of Cambridge
Tutor**

**Cambridge, MA
September 2014-December 2014**

- Tutored one fifth grade student each week to aid her in preparing for statewide standardized testing
- Assisted with improving thinking, reasoning, organization, and study skills

Honors & Awards

- Recipient of the 2018 academic year's Jason T. Spratt Scholarship, which is a peer nomination and votes-based scholarship for members of the Graduate Professional Student Government; award is based on meeting attendance, meeting participation, and contribution of unique ideas shared with the Graduate Professional Student Government, April 2018
- Selected as one of the top 50 of over 8,000 Indiana University and Purdue University graduate and professional students on the university's campus for the 2018 year, based on academic achievements, community service, and university involvement, March 2018

Memberships

- Member of the Council on Social Work Education since July 2018
- Member of Indiana University School of Social Work's Doctoral Student Association since April 2018
- Member of the National Association of Social Workers since March 2015